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**AN EVALUATION OF AN URBAN COMMUNITY COLLEGE  
SINGLE PARENT AND DISPLACED HOMEMAKER PROGRAM**

by  
Linda Myers Rice

A.B., May 1972, Randolph Macon Woman's College  
M.S., May 1988, Old Dominion University

A Dissertation Submitted to the Faculty of  
Old Dominion University in Partial Fulfillment of the  
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

URBAN SERVICES

OLD DOMINION UNIVERSITY  
May 1999

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## ABSTRACT

### AN EVALUATION OF AN URBAN COMMUNITY COLLEGE SINGLE PARENT AND DISPLACED HOMEMAKER PROGRAM

Linda M. Rice  
Old Dominion University, 1999  
Director: Dr. Petra C. Snowden

The purpose of this study was to conduct a comprehensive evaluation of an urban community college Single Parent and Displaced Homemaker program composed primarily of minority women, many of whom were receiving public assistance. The critical dimension of *mattering* (Schlossberg et al., 1989) formed the conceptual framework for the evaluation.

Program effectiveness, impacts, efficiency and participant needs were assessed. The primary methodology was survey research. A descriptive and a causal comparative study were conducted to determine if there were significant differences in the number of semesters completed and the number of credits taken by program participants when compared to students on a waiting list for the program.

No evidence of bias was found in the client population when compared to the target population. The needs most frequently rated very important by the participants were: supplemental funding, student tracking, federal financial aid, and personal counseling. Participants rated an increase in income, improved self-esteem and self-confidence, and obtaining a job related to their curriculum as the most important impacts needed from the program.

College personnel and program participants who rated the program's services rated all aspects of the program as very good. When responses of the college personnel

and the participants were compared, it was found that the college personnel rated the program's benefits and impacts significantly higher than participants.

Participants' retention in college and credits taken were significantly higher than those of students on the waiting list for the program. Some participants indicated that they were able to leave the welfare system as a result of involvement in the program. Improvement in self-esteem and self-confidence and knowledge of women's issues were rated among the highest impacts of the program. Results of a correlation study comparing client needs and program impacts demonstrated that the program significantly reduced clients' needs. Findings of the evaluation demonstrated that the program is efficient and is operating as intended.

Recommendations for program improvement, national, state, and local policy implications, and suggestions for future research are included in the study.



This dissertation is dedicated to my parents,  
Esther and Frank Myers, for their love,  
sacrifice, and constant encouragement throughout my life.

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## CHAPTER I

### INTRODUCTION

Entry or reentry into college or the job market poses difficulties for many women—difficulties that are especially intensified among (a) women who by force of circumstance are raising their own or related children alone and (b) women who, after having devoted themselves to home and family exclusively, find themselves in situations where they must seek gainful employment and become self-supporting. This problem is exacerbated for women living in urban areas. Various programs have been established to aid such women. This study evaluates one such program. The evaluation site is the Regional Women's Center on a campus of an urban community college, a campus that is located in a city that has a large number of women who are single parents and who are receiving public assistance.

#### Background

Recognizing the need for additional support services as women sought to pursue education beyond the secondary level, the federal government in the mid-1980s set aside funding in the vocational education appropriation for what were called Single Parent Displaced Homemaker Programs. These programs were intended to deliver and coordinate services, provide limited financial and other support, and encourage students to complete non-traditional education programs. Although these programs are designed to meet the needs of any single parent, they primarily serve women (Women Work!, 1995).

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Note. This dissertation uses the following style manual: American Psychological Association (4<sup>th</sup> ed.), Washington, DC: Author.

There are more than 16 million single mothers and displaced homemakers in the United States (Women Work!, 1998). For most women in these two categories, job opportunities are limited. If these women are employed at all, they tend to have gender-traditional jobs at the lowest echelon, primarily in the service sector. Their low earning potential has consigned large numbers of these women to poverty (Hartmann, Spalter-Roth & Chu, 1996; Gittell, 1991; Simon, 1988; Worell, 1988; Women Work!, 1998).

Community colleges offer opportunities for such women to earn degrees and to learn skills that will equip them for higher paying jobs and professions—including seeking non-traditional career opportunities for women. However, returning to higher education is often difficult for these women. Their support systems are usually weak, and they often feel threatened and unsure of themselves as they navigate the admissions and registration process even before classes begin. Schlossberg, Lynch, and Chickering (1989) have stressed that a “critical dimension for adult learners is their need to matter.” These authors emphasize that “whether they [such learners] are moving in, moving through, or moving on, they need to feel appreciated and noticed” (p.21).

Although the literature is replete with information on women returning to higher education, there are some key works that should be noted. Astin (1976 a&b), Brandenburg (1974), and McGivney (1993) address the barriers to enrollment in higher education and the needs of women who do enter. Major writings on services that women need most are by Tittle and Decker (1980), Eliason (1978), Stitt (1991), and Padula (1994). Few writers, however, have written about single parents and displaced homemakers who return to the community college.

Although Single Parent and Displaced Homemaker programs are offered widely across the United States and have existed for two decades, no researcher has published a recognized systematic evaluation model for these programs—even though the most recent legislation requires program evaluation. Further, there is little empirical evidence indicates whether or not these programs influence student outcomes.

Specifically, this study evaluates the participant needs, and the effectiveness, impacts, and efficiency of one such program for students who might otherwise never have enrolled in college or who would have dropped out without this program's support. The program that was evaluated operates within an urban community college, within an institution of a state community college system. This college serves an urban population where 25% of households are headed by women and 6% of the population is receiving public assistance (U.S. Census Bureau, 1990).

### **Statement of the Problem**

The importance of monitoring special programs to meet the needs of high risk and disadvantaged students is generally recognized. Effects of programs are often not immediately obvious and without intensive study can be missed (Kulik, Kulik, Schwalb, 1983). Lack of monitoring has contributed to the little that is known about the effectiveness of Single Parent and Displaced Homemaker programs (Stitt, 1991). Much information about these programs is based on anecdotal information and annual reports submitted to state offices that oversee the distribution of funds. These reports typically look at numbers of students in specific categories and do not provide an evaluation or analysis of the program. Nor do they provide data on program deficiencies or suggest strategies to improve the programs' processes and services. Examples of annual reports

are Washington State Vocational Education Annual Performance Report Program Year 1994 and State of Alabama Vocational Education Annual Performance Report for Fiscal Year, 1994.

Like other such programs, the Women's Center Single Parent and Displaced Homemaker program lacked formal evaluation. Although the program has been in place since 1994 and regularly reported numbers and types of students served as required by the state's Department of Education, a complete program evaluation seeking input from stakeholders, "individuals, groups, or organizations having significant interest in how well a program functions ..." (Rossi, Freeman & Lipsey, 1999, p. 2) about their *satisfaction* with the services provided through the Department's grant was never conducted.

A comprehensive evaluation of the program by participants, faculty, student services personnel, classified staff, campus administrators and district level administrators was essential to improving existing programs or planning future services. Because set-aside federal funding for these programs would not be available after July 1999, it was critical that the college administration have full knowledge of the evaluation findings in order to make prudent decisions and judgments about the program's future support.

### **Purpose of the Study**

The purpose of this study was to design and implement an evaluation to address accountability issues and monitor program implementation for the urban community college's Single Parent and Displaced Homemaker program. This program, which received funding primarily from the Carl D. Perkins Vocational and Applied

Technology Education Act grant, provides single parents (primarily women), displaced homemakers, and single pregnant women both *direct support* (such as support groups, financial assistance, and crisis intervention that are part of the program) and *indirect support* (such as job placement and financial aid, which are executed through college offices and services).

The evaluation assessed the program's effectiveness, impact and efficiency. Stakeholders, participants and college personnel (faculty, classified staff, student services staff, and administrators) were surveyed to determine their perceptions of and attitudes toward the program. To define the clients' needs, a needs assessment was conducted. Impacts assessed included participant retention in college and credits taken, in addition to the participants' monetary, educational, and psychological gains.

The study, therefore, included two steps: (a) designing and implementing evaluation instruments to assess the needs of clients and the program's effectiveness, efficiency, and impact and (b) conducting empirical research to examine impacts of the program. Additionally, the survey instrument developed for this study may be found useful to other program administrators in the state and nationally who are interested in program review and future program planning.

As discussed earlier, the women for whom the program is intended are generally poor and need additional support systems to enter or re-enter college. These women lack the financial and emotional support to succeed in college and ultimately become economically self-sufficient. Consequently, the key question answered was, Is the program working to keep the participants in college? Additional evaluation questions are also answered, such as, Is the program serving the target population?, What are the

needs of this population?, Are the various constituencies involved satisfied with the program's process and service?. Is the program operating as intended?. Do program stakeholders see the program as fulfilling its intended purpose?. and Is the program operating efficiently?

### **Significance of the Study**

The dearth of empirical studies to support the success of Single Parent and Displaced Homemaker programs indicated a need for such a study.

#### **The Need for Research-Based Information**

The significance of this study includes its potential contribution toward expanding the body of research on Single Parent and Displaced Homemaker programs. In a study of Single Parent and Displaced Homemaker program administrators, Stitt (1991) found that "advocates for sex equity lost persuasive power when there was not solid information to show exactly what the funds had accomplished. While program staff seemed confident that progress has occurred, they could not provide evidence to convince others" (p.102).

#### **The Need for Information on Reentry Women**

There is also a need for empirical evaluation of reentry women (Christian & Wilson, 1985; Moran, 1987). Padula (1994) advocates that "it is only through additional research that the counseling, advising, educational and other service needs of reentry women can be identified and adequately addressed," and "this research effort should be a major priority for those working with reentry women both now and in the future" (p.15). The findings pertaining to the Single Parent and Displaced Homemaker

program's impacts may provide preliminary data on the enrollment and college retention patterns of women from low socioeconomic groups.

#### The Need for Information to Aid in Funding and Other Policy Decisions

In light of the federal administration's and Congress's elimination of set-aside funding for federal programs designated for targeted populations (Women Work!, 1998), the study results may also provide useful data to assist college administrations in decision making concerning future financial support for Single Parent and Displaced Homemaker programs. Since the federal set-aside for such targeted programs is eliminated in 1998 legislation, college administrators will need to determine whether the program outcomes support funding of the program with general college funds.

Indirectly, the findings of the study may provide information to federal and state legislators who are embroiled in debates over welfare reform. According to the Coalition on Women and Job Training (1995), a discussion about training women for long term economic self-sufficiency is missing from current discussions.

#### The Need for Information on a Diverse Population

Wolfe (1991, p.7) states that "only passing attention usually is given to the educational and employment status and needs of women of color" in the literature. This point is also emphasized by Williams (1996), who writes that because returning African American women are not addressed in the literature, their college experiences are virtually unknown. Laden & Turner (1995), in discussing the varying degrees of attention given to women in studies of community college students, also assert that "most of the literature. . . focuses on white women, often classified as reentry students" (p. 18).



This research project extends the information on women of color in the community college. It responds to the challenge implicit in Padula's (1994) comment: "The lack of information regarding culture, race, socioeconomic status in the current body of reentry literature underlines the importance of discovering the need and characteristics of multicultural reentry women" (p.14).

In addition, this study adds to the literature on women in community colleges, also a little-studied group (Townsend, 1995; Laden & Turner, 1995). Attention to this group has diminished further in recent years. Less research on community college women has been done since 1985 than was done between 1970 and 1985 (Twombly, 1993).

#### The Need to Address Accountability Issues

Lastly, according to Rossi et al. (1999), programs that expend federal dollars are accountable for the expenditure of that money. This study provides such accountability data for the campus Single Parent and Displaced Homemaker Program of the urban community college. The information provided to the program staff will help its members to add, delete, or modify services so that service delivery will be carried out in the most efficient and effective manner, with an emphasis on quality.

#### **Relationship to Urban Services and Urban Education**

This study evaluates a program that primarily serves low income women living in urban areas who are striving to reach economic independence through higher education. Within the program's service region 25% of the households are headed by single parents and 6% of the households are receiving public assistance (U.S. Census Bureau, 1990). Women in poverty face numerous problems and stressors associated

with their status in life; lack of resources impacts women's health, children, housing accommodations, and the overall quality of life.

Impoverished women face many problems. Resources are inadequate to raise children. Inner-city neighborhoods have high crime rates, drug abuse problems, unemployment, truancy and out-of-wedlock births. These households are headed by women struggling to raise their children alone without the financial and emotional support of the children's fathers. Additionally, many inner-city dwellers live on public assistance (Brookings Institution, 1994). According to the Brookings Institution (1994), "it would clearly be desirable to integrate low-skilled workers into sectors of the economy most likely to prosper. That would require greatly improving their skills and education. If such an integration is not carried out, the U.S. economy will have more and more workers who cannot earn enough to sustain the high standard of living enjoyed by most workers" (p. 89). Community colleges are the ideal institution to provide educational opportunities in that they are committed to serving the community in which they are located, are affordable, and provide programs that are ideally suited to prepare women to become economically self-sufficient.

The impact of single motherhood is profound in urban America (Gordon, 1994). Most single mothers earn low wages, are for the most part not economically self-sufficient, and are often dependent on public assistance. Displaced homemakers are often middle-aged or older with little experience in work outside the home. Many lack adequate education. These women have been thrust into a situation for which they have

not been prepared. Such life events seriously damage their self-esteem and self-confidence. This study, with its emphasis on special programs for both single mothers and displaced homemakers, has special relevance to the urban situation.

### Methodology

To maximize the utility of the evaluation (Rossi et al., 1999), an evaluability assessment was conducted. Evaluability assessment, first described by Joseph Wholey, is an evaluation planning process that compares a program's components and impacts with what is actually occurring within the program and provides the evaluator the opportunity to assess only those components that are appropriate for the evaluation (Wholey, 1977).

The evaluability assessment was conducted to answer the following questions: (1) How do the program documents describe the program?. (2) How does the program manager describe the program?. (3) What components of the Single Parent and Displaced Homemaker program can be assessed? and, (4) How will each aspect of the program be assessed?

Implementation of the evaluation included answering the evaluation questions through an investigation of (a) program documentation, (b) an assessment of client needs, (c) an assessment of program services and processes by stakeholders, (d) an assessment of program impacts, and (e) an assessment of programs' efficiency recommended by Weiss (1972). Survey research was used to establish the client's needs and stakeholder's attitudes and perceptions toward *program services and processes*. *Impacts* of the program were determined through a self-report questionnaire and a causal comparative study designed to determine the program's impact on client

retention in college. Program efficiency was determined through survey research and an analysis of the full time equivalent student enrollments generated by program participants. The efficiency portion of the study was also used to analyze the cost per participant.

### **Evaluation Questions**

The following evaluation questions embedded in the surveys, program documentation, and interviews of clients and staff were used to assess the program.

1. Is there any bias between the Single Parent and Displaced Homemaker program's target population and the program's clients?
2. What are the needs of the Single Parent and Displaced Homemaker program's clients?
3. How do the various stakeholders view the Single Parent and Displaced Homemaker program?
4. Is the Single Parent and Displaced Homemaker program being implemented as intended?
5. What are the Single Parent and Displaced Homemaker program's impacts and do these impacts meet the client's needs?
6. Is the Single Parent and Displaced Homemaker program efficient in the use of its resources?

### **Definition of Terms**

To assist the reader in understanding the key terms used in this study, the following definitions are provided:

**Attrition:** Departure of students from the college. Attrition is reported as a percentage of those who withdrew or were withdrawn from an institution compared to the total number of students enrolled during a specific period of time.

**Career Counseling:** A student services activity directed at providing students information about traditional and non-traditional careers.

**Client:** A student who is formally accepted into the Single Parent and Displaced Homemaker program.

**Displaced Homemaker:** "An adult who has worked primarily without remuneration to care for home and family and, for that reason, has diminished marketable skills; has been dependent on public assistance, or on the income of a relative but is no longer supported by such income; is a parent whose youngest dependent child will become ineligible to receive assistance under the program for Aid for Families with Dependent Children under Part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate" (Doorways to Jobs, 1997, p.1).

**Effectiveness:** How successfully the program interventions reach the intended target population, and provide services, resources, and benefits that were designed by the program's administration (Rossi & Freeman, 1989, p. 13).

**Efficiency:** A comparison of program impacts to program costs (Rossi and Freeman, 1989).

**Full-time enrollment status:** A student who is enrolled for 12 credit hours or more.

**Job Placement:** A service provided on campus that assists students in finding employment. Typical services provided are resume writing, interview techniques, and a list of jobs available in the community.

**Impact:** Extent to which the program causes changes in the participant population that are desired by the program administration (Rossi & Freeman, 1989).

**Monitoring:** Tracking student's progress (grades) while enrolled in the program.

**Non-traditional occupation:** An occupation in which women represent less than 25% of the employees in the occupation—occupations that “are more likely to offer higher wages, greater benefits, a wider variety of work schedules, and better job security and may be more personally rewarding than traditionally female jobs” (U.S. Department of Labor, 1991, p. 2).

**Participant:** A student who is formally accepted into the Single Parent and Displaced Homemaker program.

**Part-time enrollment status:** A student who is enrolled in courses that total less than 12 credit hours.

**Program component:** A service provided by the program.

**Retention:** Re-enrollment of a student from one semester of college study to the subsequent semester. Spring to fall re-enrollment is considered consecutive semester enrollment. Continuation may be part-time or full-time.

**Returning Woman or Reentry Woman :** A woman who is reentering the educational process after several years out of high school or college.

**Service:** A program component provided by the program.

**Single Mother:** "Women who are formerly married and never married, who maintain households alone and have related children under the age of 18 living with them. In some cases, these women are raising their own children, but some are grandmothers caring for their grandchildren or other relatives such as aunts raising nieces or nephews. Unlike displaced homemakers, single mothers may be employed full-time" (Women Work!, 1994, p.2).

**Single Parent:** "An unmarried or legally separated individual who has either custody or joint custody of a minor child or children or who is pregnant" (Doorways to Jobs, p. 1).

**Stakeholder:** "Individuals, groups, or organizations having a significant interest in how well a program functions ..." (Rossi et al., 1999, p.2). For this study, stakeholders include clients, the campus faculty, classified staff, student services personnel, campus administrators, and district level administrators.

**Tracking:** Monitoring the student's grades while in the program.

**Waiting list student:** A student who applies to the Single Parent and Displaced Homemaker program who meets the eligibility criteria but is not accepted due to lack of sufficient funds.

### **Delimitation of the Study**

This study was limited to single parent mothers and displaced homemakers who return to the community college in pursuit of their educational goals. This study did not focus on women's occupations or wages; long-term effects of the Single Parent and Displaced Homemaker program; single parent fathers; adults returning to the community college; traditional women college students; or women and welfare reform,

although literature on women and welfare reform was interspersed throughout the related literature.

### **Limitation of the Study**

The results of the study were impacted by the return rate of the surveys distributed to program stakeholders. The population studied in this evaluation was very transient and often did not have permanent addresses or telephone numbers. Responses to the survey may have been biased because the return rate was below 80% (Borg & Gall, 1989). Furthermore, because the client sample return rate was small, there may not be the statistical power of a large sample. Lack of honest disclosure on the stakeholder's attitudinal surveys may impact the survey results.

It is not possible to establish an absolute cause and effect relationship between the program delivery to a student and the student's success. The causal comparative position of the study, determination of retention rate and credits taken was determined from data already available in the student information system. It is impossible to know all of the confounding variables impacting these women's complicated lives. Because the study was conducted within one campus of a large urban community college, the results of the study should be generalized with caution.

The threats to internal validity as defined by Campbell and Stanley (1963) in the causal comparative portion of the study are history and selection and maturity.

### **Direction of the Study**

This chapter constitutes an overview of the study. Chapter II focuses on the related literature that provides the background for the concepts and methodology utilized in this study. The researcher also located the study within the context of related



research. Included are works on women entering and reentering higher education and the needs of these women; persistence in higher education, specifically the community college; women and work; and programs to prepare women for work. In the section of Chapter II entitled, "Student Persistence in Higher Education," an explication of retention concepts that have been applied in higher education, with particular attention to community colleges and to women students, is discussed.

In Chapter III, "Methodology," the research design, the setting for the study, the population to be studied, instrumentation and instrument development, sampling procedures, data collection techniques, and data analysis are explicated. In Chapter IV, the results of the study and data analysis are presented. Conclusions, recommendations and implications for future study based on the findings of this study are covered in Chapter V.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

Chapter II provides a comprehensive review of the literature related to the study. Issues related to the urban context of the study are integrated throughout the various sections of the review. The theoretical framework, historical overview of the vocational education funding related to sex equity, description of single mothers and displaced homemakers' characteristics and needs, and literature related to women students in higher education are provided. Literature on women in the community college, although limited, is presented, in addition to the literature on Single Parent and Displaced Homemaker programs. Retention models and theoretical perspectives are discussed in the section on student persistence.

#### Theoretical Framework

This study evaluated a program with the potential for changing student behavior and engagement in the institution. The conceptual framework for the study was the critical dimension of mattering which posits that if someone within the institution cares about the student and the student feels cared about ("matters"), the student will have a positive outcome and remain more engaged in learning (Schlossberg et al., 1989).

The critical dimension of mattering grew out of the work of Rosenberg and McCullough (1981), two sociologists who studied mattering relationships among adolescents and their parents. They found that even in high risk home environments, adolescents who felt they mattered were less likely to have delinquent behaviors. This critical dimension of mattering supports Astin's (1985) theory of student involvement. Astin (1985) defines *student involvement* as the psychological and physical energy one

devotes to being a student: "students learn by being involved" (p.36). Further, according to Schlossberg et al. (1989), self-esteem and support are directly related to involvement.

Mattering is "a motive; the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension" (Rosenberg & McCullough, 1981, p. 165). Four dimensions of mattering, based on Rosenberg's and McCullough's research are used by Schlossberg. These dimensions are attention, importance, ego-extension, and dependence. Attention is the most fundamental: it simply means that the institution needs to make students feel they matter by giving them attention. Importance means that someone cares about what the student wants, thinks or does. Feeling that others are proud of your accomplishments or support or saddened by your failures is ego-extension. Dependence is demonstrated when the student feels that others are relying on her (Schlossberg et al., 1989).

"Without recognition and a sense that they occupy a viable place in the institution, a sense that they matter to the institution, adult learners will not feel that they belong" (Schlossberg et al., 1989, p. 144-145). Mattering may be the single most important element that makes the difference between staying at or leaving the institution (Schlossberg et al., 1989). The current study evaluated a program that is designed to demonstrate to the students that they (the students) matter.

### **Federal Legislation to Support Vocational Education for Women**

The first initiative by the federal government to play a role in vocational education began with the Smith-Hughes Act of 1917 (Vetter, 1989). However, it was not until the 1963 and 1976 amendments to the Vocational Education Act that the education of *women* was mentioned (National Coalition for Women and Girls in

Education [NCWGE], 1988)—although other special populations, such as people with physical or emotional disabilities—had been served through vocational education funding prior to these amendments (Vetter & Hickey, 1985). Title II of the Vocational Education Act of 1976 increased sex equity provisions in education and provided for a coordinator of sex equity in each state (Vetter & Hickey, 1985). For the first time states were required to develop programs specifically for Single Parents and Displaced Homemakers (Burbridge, 1992).

#### The Carl Perkins Vocational Education Act of 1984

The major initiative that provided the largest amount of money allocated to women in the history of the United States was the Carl Perkins Vocational Education Act of 1984 (Seward & Redmann, 1987). This appropriation authorized that 8.5% of each state's vocational funds be set aside for development and implementation of Single Parent and Displaced Homemaker Programs (NCWGE, 1988). Under this act, the states were required to take one or more of the following actions: (a) subsidize or pay for the vocational education of single parents and displaced homemakers; (b) increase the number of agencies or participants in these programs, (c) support community-based organizations which can provide services to these women, (d) expand access to single parents and displaced homemakers by providing childcare, transportation services or flexible programming, or (e) make available information on programs and services to support single parents and displaced homemakers (NCWGE, 1988). The Act did not, however, require that the funds be used for support services such as child care and

transportation, even though these services are critical in order for many women to participate in higher education opportunities (NCWGE, 1988).

#### The Carl D. Perkins Vocational and Applied Technology Education Act of 1990

Burbridge (1992) reports that, because states were applying the vocational funds with considerable variation, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392, was enacted, allocating approximately \$1.6 billion to secondary and post secondary institutions for vocational education. The Act requires that each state spend at least 7% of its total vocational education appropriation on gender equity programs for single parents, displaced homemakers, and single pregnant women, with the money selectively allocated through the states to specific sites, based on programs proposed to serve these populations (Academic Innovations, 1997). Unlike the 1984 legislation, the 1990 legislation mandated that programs be evaluated annually and that programs develop plans for improvement (Coyle-Williams & Maddy-Berstein, 1992).

In a study of Single Parent and Displaced Homemaker programs, program administrators surveyed stated that funds for these programs were the most critical of the funds allocated by the Carl D. Perkins Vocational and Applied Technology Education Act funds (Stitt, 1991). According to the Virginia Center for Gender Equity (1997), the Commonwealth of Virginia's Department of Education distributed Virginia's Single Parent and Displaced Homemaker funds to 22 Single Parent and Displaced Homemaker programs in Virginia, all but one of which were in community colleges. In 1997, each location received \$75,000 for a total of \$1,650,00.

### The Carl D. Perkins Vocational and Technical Education Act of 1998

In fall 1998, the President signed the reauthorization of the Perkins legislation which eliminated the set-asides for educational programs for single parents and displaced homemakers. While the law does not provide set-asides for this population, it does require that educational opportunities be provided to this population, primarily to prepare women for high technology positions. (Women Work!, 1998)

Two questions arise at this point: Why have single parents, pregnant single women, and displaced homemakers been selected for special attention in federal vocational education funding? And why are community colleges especially suited to the task of providing educational opportunities for this population?

#### **Programs for Single Parents and Displaced Homemakers**

Although the specified program funding is designed to support programs for both genders of single parents, the primary population served is women (Coyle-Williams & Maddy-Berstein, 1992). The National Coalition for Girls and Women in Education Vocational Education Task Force (1995) describes the Single Parent and Displaced Homemaker program as a "family empowerment program" (p.1). These and other gender equity programs promote financial stability through the provision of education and training of women and girls (NCGWE, 1995). Funding for such programs can be offered to high schools, community colleges, or community-based organizations. The establishment of women's centers are a primary means of implementing these programs.

Women's centers have emerged for four major reasons: (a) to provide opportunities for women in fields most typically occupied by men, (b) to respond to

America's changing view of the role of women in society, (c) to assist women who wish to return to college but are frightened and lacking in self-confidence, and (d) to combat sex role stereotyping and the institutions' slowness in implementing change (Mawson, 1979). Programming for women in the community college developed around three themes: (a) preparing women for skills and thus meeting their economic needs, (b) promoting changes in life-style, and (c) encouraging changes in thinking and outlook due to the feminist movement (Eliason, 1981).

Butler and Griffen (1993) state that their Single Parent and Displaced Homemaker program in Pinellas Technical Education Center in Clearwater, Florida "open[s] doors for individuals looking to improve their standard of living, provides competent trained employees for the workforce, and promotes the principle of being a contributing and productive member of society" (p. 16). Features of their program include financial assistance for books, tuition, transportation, childcare, and supplies, in addition to networking, support groups, life skills training, job-shadowing mentoring tours, and job placement. Support groups that meet weekly are provided to assist with retention efforts. Of the students who have participated in the program, 60% have completed a technical training program or have continued their education.

Obstacles to the development of women's centers or programming are insufficient funding and an undervaluing of the services such centers provide (Lordi, 1980). Thus, Eliason (1981) comments that programs must not depend upon conventional funding sources alone; they must seek creative alternative income sources as well.

Stitt (1991) has encouraged linkages with other federal programs, pointing out that pooled resources may facilitate recruitment and assistance to needy students.

Safman (1988) argues that Single Parent and Displaced homemaker programs are needed to prevent an "underclass of economically deprived women" (pp. 93-94).

The literature acknowledges the need for the development of programs and services to meet the needs of women who enter higher education. The current study evaluated the effectiveness and impacts of one such program. Further, the study answered the question "Is the program operating as intended?"

### **Single Mothers and Displaced Homemakers: The Population**

The numbers of single mothers and displaced homemakers dramatically increased between the 1980 and 1990 censuses. An analysis of census data by Women Work! The Network for Women's Employment (1994) showed that single mothers numbered 5.8 million in 1980 and 7.7 million in 1990. Since 1994 the number of single mothers has grown to 8.7 million (Women Work!, 1998). The individuals in this category are never married and formerly married women who are maintaining a household alone, raising their children entirely on their own. In some cases, they are raising their grandchildren or other relatives, such as nieces or nephews (Women Work!, 1994).

This same analysis revealed that in 1980 there were nearly 14 million displaced homemakers in the United States. By 1990, that number had increased to 17.8 million. There were 7.3 million displaced homemakers under the age of 65 in 1997. (Women Work!, 1998). These are women who, after devoting themselves primarily or totally to homemaking, lost their primary income source as the result of a divorce, or because a



spouse died or became disabled or unemployed. Unexpectedly, they were faced with the necessity of entering the workforce (Women Work!, 1994).

### Single Mothers

Families supported by single mothers are at a disadvantage in society when compared to other family types. A profound 58% of the households headed by women live in poverty or near poverty (Rice, 1993; Women Work!, 1994). Nearly two-thirds of single mothers have only a high school education or less and little stature in society (Burbridge, 1992; Norton & Glick, 1986; Women Work!, 1994). Among *young* single parents heading households, the likelihood that their children will be forced by circumstances to live in poverty has become a serious social problem (Brookings Institution, 1994; Gordon, 1994, Wetzel, 1990). For children this poverty is associated "with all the adverse implications for obtaining an adequate education and the opportunity to develop an effective working and family life as adults" (Wetzel, 1990, p.12).

Among single mothers, poverty is related to ethnic background, age, and educational level. Women of color and women with limited education are more likely to live in poverty. Fifty-five percent of African American single mothers live in poverty, as do 54% of Hispanic and 59% of Native American single mothers. Thirty-eight percent of Asian American single mothers are poor. Among white single mothers, the poverty rate is 34%. Sixty percent of mothers in racial-ethnic groups other than those listed are also poor (Women Work!, 1994).

Having a college degree provides more economic security for women. Only 27.4% of single mothers with a college education live in poverty compared to 50% of

single mothers who have completed high school only (Women Work!, 1994). The highest rates of poverty are found among those who have not completed high school. Eighty-three percent of single mothers in this category are poor or near poor. Young single mothers are more likely to live in poverty than are older single mothers (Buehler & Hogan, 1980. Women Work!, 1994). Eighty-six percent of single mothers in their teens are poor, as are 73% of single mothers in their twenties (Women Work!, 1994). The likelihood of economic certainty is reduced as the number of children increases (Buehler & Hogan, 1980).

Teen mothers represent a small, but growing, portion of single mothers. However, their struggle to exist and support their families is one of the most debilitating. For single teenage parents, having more than one child significantly threatens self-sufficiency (Wiberg & Major, 1985; Women Work!, 1994). Teenage pregnancy is highly correlated with low educational levels and career expectations (Wiberg & Mayor, 1985), placing both the mother and child at risk—"physically, socially, and educationally" (Pecoraro, Robichaux, & Theriot, 1987, p.29). Because of a history of societal attitudes that have denied equal social and economic opportunities to African American people, a pregnant teenager or female heading a household *who happens to be black* is at a particular disadvantage. Such women may find themselves "inextricably" entangled in poverty and dependency (Wilson, 1987, p. 72).

### Displaced Homemakers

The designation *displaced homemaker* often overlaps statistically with the *single mother* designation, since a displaced homemaker who has children living at home also

meets the definition of the single mother. The term *displaced homemaker* originated when a women's support group in California, calling themselves "Jobs for Older Women," attempted to increase public awareness of their difficulty in finding employment. Seeming to get nowhere in their efforts, they decided to work with a lawyer, draft a model bill, and seek legislative assistance. Looking for a title to describe their plight and gain attention, they came up with the term "displaced homemakers" and named their bill the Displaced Homemakers Bill (Doress & Siegal, 1987). Tish Sommers, co-founder of the Older Women's League, popularized the term in the mid-1970s (Shields, 1981).

Baker (1980) portrays the displaced homemaker as a woman who has seen her "fairy tale dreams" of love, protection, and support destroyed (p. xi). Unfortunately, these catastrophic circumstances most often arise at a time in her life when change is difficult to manage. Furthermore, the displaced homemaker finds herself surrounded by a world that presumes that she should quickly become self-sufficient, even though she has devoted the majority of her energies and skills to maintaining her home and family to the exclusion of her own education and career development (Baker, 1980).

The literature depicts the displaced homemaker as a woman who has contributed to society greatly and has many skills. However, because she has subordinated her career and educational goals to fulfilling the needs of others, she may feel unqualified to compete in the marketplace, lack the self-confidence and skills needed to seek employment, and not have the ability to develop long and short range goals (Bruyere, Stevens, & Pfof, 1984). The most common problems faced by displaced homemakers are insufficient finances little or no paid work experience, homelessness due to a

divorce settlement, confusion and stress, decreased or few family contacts, and low self-confidence. Stress may result from a feeling of powerlessness, desperation, and abandonment (Balding & DeBlassie, 1983). Targ's (1979) observation that displaced homemakers who were victims of divorce found it difficult to recapture self-worth, remove emotional dependence, and become economically self-sufficient appears to remain valid nearly two decades later. To compound her problems, the displaced homemaker often has poor mathematics abilities; limited computer knowledge; and may be confused, depressed, and angry, while feeling socially unacceptable and having no clear career goals (Safman, 1988).

According to 1997 Annual Bureau Demographic Supplement census data, one sixth of the women in the United States are displaced homemakers. 7.3 million are under the age of 65. 76.6% are white, 9.4% are black, and less than 23% have children under the age of six. Of these women, 35.7% have completed high school; 11.0% have completed college. Forty-six percent of these women who head households live in poverty compared to 14% of U.S. households. (Women Work!, 1998).

The majority of displaced homemakers obtain this status as result of divorce. Over the past century the divorce rate has increased, significantly impacting the lives of women and children. There were fewer "traditional" nuclear families in the 1990s than in the earlier years of the century (Wetzel, 1990, p.4). The divorce rate steadily climbed between 1915 and 1975, remaining at a high rate of one divorce for every two marriages after 1975. Households maintained by women grew by more than 50% between 1950 and 1970. By 1989 the number of households maintained by women had increased by 98% over that of the early 1900s. (Wetzel, 1990). Evolving technology, along with

changes in the country's economic and social conditions during the 1960s and 1970s. led to striking changes in the baby boomer population as they reached adulthood (Wetzel, 1990). Almost nine percent of the population of the United States were divorced in 1993 (Information Plus, 1996). Black women represent the highest ratio of divorce per 1000 marriages. Of the marriages that occurred during the 1970s, over 50% are expected to end in divorce (Information Plus, 1996).

In Weitzman's (1985) book, The Divorce Revolution, a study of the impact of no fault divorce in California, she describes the economic effects of divorce on women and children. Her study found a 73 percent decline in women's standard of living after divorce, compared to a 42 percent improvement in the living standard of men. This finding was questioned by Peterson (1996). In a replication of her work, Peterson argues that women's standard of living only declined by 27% with a concurrent increase in the standard of living for men of 10%. In a rebuttal to Peterson's suggestions that her work was irresponsible, Weitzman (1996) stated that the specific statistics are not as important as the conclusion that there is a social problem that not only impacts women, but also significantly impacts their children.

Kohen (1981), in a study of divorced and separated women who had transitioned from wife to family head, found that divorce and separation cause major changes in women's roles. The transition from married mother to divorced mother did not serve to foster a woman's new identity as head of household. Kohen found that most women in her study defined themselves by their role losses. Furthermore, the women who were able to rebuild their identities did so through their personal resources and support networks rather than through jobs or training. However, since personal resources are

often vulnerable and may be limited for many women. she suggests that training programs and incentives may help some women in the transition from wife-mother to family head.

Low educational attainment, inadequate preparation for entry into college, economic dependency, poverty and low self-esteem/self-confidence describe single mothers and displaced homemakers, the client population for the current study.

### **Single Mothers and Public Assistance**

For some single mothers and displaced homemakers, the crisis of poverty means becoming dependent on public assistance—a decision that is onerous to many. The impact of economic deprivation takes its toll in stress, low self-esteem, and feelings of despair. Twenty-seven percent of single mothers receive public assistance (Women Work!. 1994). Single parents on public assistance are usually younger and tend to have younger children than displaced homemakers. Sixty-three percent of black displaced homemakers receive public assistance, as do 38% of white displaced homemakers (Women Work!. 1994).

Because of bureaucratic procedure and policy, single parents have often been kept from obtaining an education and thus becoming self-sufficient (Wiberg & Mayor, 1985). Belle (1990) describes the problem

To be poor generally means that one is frighteningly dependent on bureaucratic institutions such as the welfare system, public housing authority, the health care system and the courts. Poor women who must seek assistance from such systems often experience repeated failures that

reflect no lack of imagination or effort on the women's part, merely the fact that a powerful institution declined to respond. (p. 387)

Poverty for single mothers is exacerbated for several reasons: (a) meager—if any—child support payments from former spouses, (b) the necessity of carrying the sole burden of meeting household expenses without the income provided by a second individual, and (c) the reality of women's lower earnings as compared to those of men (Hartmann et al. 1996). Weitzman (1985) pointed out the unfortunate tendency of many women to think the responsibility falls on them for all of their problems—their situation of poverty, their dependence on public assistance, their lack of education, and their neglect of their children when attempting to return to the workplace.

Simon (1988), in her article, the Feminization of Poverty: A Call for Primary Prevention, suggested five areas that make up the structural foundation for women in poverty: (a) "the vitality of the cultural preconception that women are dependents of men"; (b) the delegation of caregiving responsibilities for children, elderly family members, and household management; (c) racism that occurs for minority women and men in work or education; (d) the two-tier system of job structuring that places high paying jobs at one level and low wage jobs in another tier and does not allow the lower tiers to integrate the upper tier; and (e) "the systematic discrimination that women and girls face in the work force, housing market, and education system" (p.7).

Studies indicate that welfare women as a group do not fit the stereotypical newspaper description of a single mother living in poverty— a woman who doesn't want to work and has more and more children to keep from working. Researchers found that the welfare women they studied were interested in achieving employment and

independence (Hagen and Davis, 1994; Gitell & Moore, 1987; Iverson & Farber, 1996). Furthermore, education is profoundly important to many welfare women. However, public policy threatens their opportunities to better themselves economically (Abramovitz, 1997; Bryan, 1995; Kates, 1994). Hagen & Davis (1994) report that women on welfare want to work, value work, and see work as a measure of not only their ability to become self-sufficient but also as a way to increase their self-esteem and their self-worth.

#### Changes in Public Assistance Legislation

In October 1997, federal legislation that replaced Aid to Families with Dependent Children (AFDC) was implemented that changed the lives of impoverished single mothers living on public assistance. The legislation, Temporary Aid for Needy Families (TANF) requires that persons on public assistance become employed within a specified time period after initial receipt of public assistance (Vistros, 1997). The reform legislation expands the need for flexible, short programs. Changes in legislation will require welfare recipients to move into the workforce quickly. Only 20% of a social worker's caseload can participate in vocational education programs, and those persons attending vocational programs cannot attend the programs for longer than one year (Ganzglass, 1996).

Although the new policy provides for this limited educational preparation, it does not provide for extended higher education opportunities that allow persons to obtain a degree (Vistros, 1997), a policy that a number of authors believe will not only be harmful for women on welfare, but will be harmful to society as a whole (Gittell, 1991, Kates, 1991, Rice, 1993). Census data on women demonstrates that lower



educational attainment equates to lower employment and downward career mobility (Women Work!, 1994). The lack of clarity on the impact of the new welfare reform leads some observers to predict that the new reforms and "cutbacks will almost certainly result in increased poverty for many single mothers and their children" (Hartmann et al., 1996, p. 28).

Financial needs are uppermost for women on public assistance who wish to return to higher education (Kates, 1991), with the problem compounded by policy restrictions which often impede opportunities to receive adequate funding. Moreover, a woman on public assistance who attempts to gain self-sufficiency through higher education faces problems that go beyond the need for additional money. She faces the expectations by her case worker that she will finish her education and training quickly (Nettles, 1991). Further, she is usually not provided with adequate information regarding career options, and is limited in the number of years she can be involved in higher education (Nettles, 1991). Additionally, some African American women find that academic responsibilities embedded in the role of student lead them to remove themselves from some of the community support roles in which they have participated, such as care for others' children. This removal from traditional community responsibilities can be detrimental for the student (Nettles, 1991).

#### Limited Employment Opportunities

As pointed out earlier, the major problem for single mothers as heads of households is their inadequacy to provide for their families. Yet, for single mothers and displaced homemakers, obtaining employment does not inevitably mean an escape from poverty (Women Work!, 1998). Data from the 1990 census have shown that 61% of

single mothers were employed full-time, with employment greatest among those who had been graduated from college. However, single mothers are most often overrepresented in the service professions, with only 27% in management positions or professional occupations (Women Work!, 1994). Half of the displaced homemakers under 65 years of age were also found to be employed, most part-time. But, like single mothers, displaced homemakers are overrepresented in service occupations, including food service, housekeeping, health, cosmetics, and child care and are underrepresented in higher paying non-traditional jobs for women (Women Work!, 1994).

Since most single parent households depend on the incomes of the women who head them, improving employment opportunities for such women is critical (Weiss, 1984). If women who are divorced can achieve high-paying jobs with the accompanying benefits, their self-confidence and self-esteem are likely to increase at the same time that their dependency on others will decrease (Pett & Vaughan-Cole, 1986).

Higher paying, skilled jobs and participation in the professions might become a reality for more of these women if they had the opportunity to participate in higher education and training programs (Bryan, 1995; Kates, 1991; Kutscher, 1992; Rice, 1993). "Sensible policies, targeted at increasing education and training, providing child care and health care, and reforming the low-wage labor market could help poor single mothers to lengthen and strengthen their labor-market participation, improve their earnings, and perhaps, eventually, move beyond the need for income assistance from the public" (Hartmann et al., 1996, p. 28).

It is clear from the literature that women receiving public assistance need to better their education, obtain higher paying jobs, and become economically self-

sufficient. However, their struggle to succeed is impeded by job availability, low wages, and limited educational opportunities. Single Parent and Displaced Homemaker programs provide services to support women who receive public assistance when they return to college to receive education and training that will increase their potential for economic self-sufficiency. The extent to which this occurs was examined as part of this evaluation.

### **Women and Work**

Women constitute the fastest growing segment in the workforce today (U.S. Department of Labor 1993), making up approximately 45% of the present job market (and predicted to make up the majority of the workforce in the future) (Kutscher, 1992; U.S. Department of Labor, 1993). New job opportunities, many in high skilled areas, are becoming available for women. Because these jobs are highly skilled, however, they require post-secondary education (Commission on the Skills of the American Workforce, 1990; Dole, 1989, McCabe & Pinkus, 1997).

In commenting on the "secondary sector" jobs in which women have traditionally been clustered, Simon (1988) asserts that "this ghettoization of women into a few job categories ensures an oversupply of labor available for those jobs, thereby driving down and keeping down women's wages in accordance with supply and demand relationships" (p.10). This occupational segregation and disproportionate relegation to lower echelon jobs (Burbridge, 1992) helps explain the fact that at the time of the 1990 census, although more women were working than ever before, a greater number was living in poverty than was true a decade earlier (Gittell, 1991; Women Work!, 1994). Not only is this situation not in women's best interest, but the Commission on the Skills

of the American Workforce (1990) emphasizes that it is not in the best interest of the American economy to rely heavily on low wage jobs such as those in which women often participate.

According to Radin (1991), occupational segregation is closely related "to failures of the educational system, to characteristics of the labor force and changes in the labor pool, to constraints and disincentives within the welfare system, and to limitations in the availability of social services" (p. 203). When combined with gender, race, and socioeconomic status, the complexity of education policy and employment policy issues are exacerbated to gridlock (Radin, 1991).

#### Traditional vs. Nontraditional Occupations

Even given a choice, many women have been found to prepare for traditional occupations because these women typically (a) know more about such occupations, (b) have misinformation related to nontraditional jobs, (c) view traditional occupations as more appealing or glamorous, (d) consider traditional jobs most appropriate from the standpoint of their families as well as themselves, and (e) do not have readily available access to training for nontraditional careers (Northern Kentucky University, 1988). Thus, although jobs in currently male-dominated fields provide women with more employment opportunities and higher wages, few women work in them (U.S. Department of Labor, 1992).

Of the 53.8 million women employed in 1992, only 6.6% were employed in nontraditional occupations even though they could earn 20-30% more in these professions than in traditional women's occupations (Wider Opportunities for Women, 1993). Laws which proscribe sex discrimination in the workplace have been in place

since the 1960s (Johnson. 1991); yet, although public policy supports women's entering nontraditional vocational education, it does not ensure it. As Gordon (1994) has indicated, the barriers to acceptance of non-traditional jobs for women are complex, requiring both institutional change and individual support for each woman.

Some of the barriers to better jobs that have been uncovered in studies over the years include such factors as social and cultural attitudes, a lack of opportunities for on-the-job training and education for nontraditional careers, and sexual harassment. Two major deterrents to a woman's pursuit of a nontraditional career are family pressures and her own perception of career options (Denbroeder & Thomas. 1979). As Eliason (1981) has found, some women prefer the known to the unknown and do not consider exploring alternatives, especially since social pressures are imposed upon women as they grow older.

In a study of community college women, both those who were preparing for non-traditional careers and those who were preparing for traditional careers considered career and marriage to be equally important. However, women pursuing nontraditional careers had previous work experience in nontraditional occupations. They also were found to have taken more math and science, were more independent and aggressive, and had a more positive attitude toward difficult and demanding situations (Fralick. 1984).

In other research, Slaney (1986) studied 300 women evenly dispersed between the ages of 17 and 44 who were enrolled in a large, urban university. The women demonstrated no differences in career indecision. However, on the occupational inventory, older women chose the most traditional jobs for women, whereas the 30- to 34-year-old group chose the broadest spectrum of jobs. Such findings underscore the

need for counselors to assist women of all ages in the exploration of non-traditional career options.

### Marital Status and Career Concerns

MacKinnon-Slaney, Barber, and Slaney (1988) studied 240 single, married, and divorced undergraduate women 25 years or older in a large Midwestern university. They found that the divorced women were most likely to view financial issues as an impediment to reaching their education goals. All three groups rated increased knowledge as a career-related goal, but divorced women to a greater degree than married and single women chose better employment and meeting financial needs as their goals. For both divorced and married women, an important reason for seeking a career was that their children were growing up. Barriers to career goals were significantly different for married women and divorced women with regard to financial issues, with divorced women being more concerned in this area. However, all three groups perceived finances as a worry.

Compared to married women, divorced women felt that they had fewer support systems (MacKinnon-Slaney et al., 1988). No differences were found in the percentage of women who thought they would receive life satisfaction from a job, a high 60%. MacKinnon-Slaney et al. suggest that divorced women may need assistance with financial issues, decision making related to careers, emotional support, and adapting to the changes in their lives related to their children's growing up.

In a study of marital status and motherhood effects on career concerns of reentry women age 25 and older at a midwestern university, Read, Elliot, Escobar & Slaney (1988) reported that marital and child status did not have an impact on these

women's perceptions of employment as a primary goal. However, marital and child status did make a difference in other respects. These researchers found that *women with children* (a) ranked a career and financial need of more importance than did women without children; (b) perceived the lack of finances to be a major issue, fearing that they would not be able to reach their goals; and (c) perceived a greater conflict over their time because of multiple roles and demands. *Separated and divorced women* (a) saw financial need as more important in seeking a job than did married women, (b) reported significantly higher expectations for their careers than did married reentry women, and (c) perceived that they would have more satisfaction from their career choices. *Married women* perceived more emotional support from their families than did those who were separated or divorced. Read et al. (1988) suggest that counselors should be concerned about the marital and motherhood statuses of women because these factors impact their goal setting and their approach to careers. Further, assert these researchers, counselors should be cognizant of the role finances play in career decisions of women with children and divorced and separated women.

As MacKinnon-Slaney et al. (1988) have written, "Many divorced women are heads of household for the first time in their lives; earning power is critical, not optional, and the best access to increased earning power is through a college education." (p. 331). Thus, in focusing on programs for single mothers and displaced homemakers, it cannot be overstressed that such programs must center around the fact that women who obtain academic and occupational skills will have labor market advantages (Gray, 1992).

The roles of marital status and breadwinner are significant in the career decision making of women. The literature asserts that women need to work in higher skilled positions instead of the low echelon, low paying positions now dominated by women. The critical role of counselors who support single parents and displaced homemakers in their decisions related to choosing a non-traditional career is also clear in the literature. The key questions were: Does the program under study provide program participants with adequate knowledge of non-traditional careers for women that can help them in career goal setting? and Are the program's designed impacts—job promotion, obtaining a better job and obtaining increased pay—met?

### **Women and Education**

Women's lives are complex, varied and constantly changing. Marriage, children, divorce, decisions about when to have a career, and care of aging parents lead to differences in women's lives. Unlike many returning women who may choose to go to college for a variety of reasons, single parents and displaced homemakers must return to college to gain skills which prepare them to support their families. This transition is necessary if they are to hope for a standard of living that is above mere subsistence. They are likely to face the difficulties of many role demands, insufficient financial resources, and inadequate academic preparation for entry into college level work.

Furthermore, for those women who have been forced by circumstances to depend on public assistance for support, additional adjustments must be faced. Because of the new welfare regulations, the decision to work is no longer in the hands of the individual. The government now states that public assistance recipients, with few



exceptions, will work. Thus, as a step toward employment, many more women will need to learn to balance education with the multiple roles they fulfill.

### Reentry Women: Who Are They?

The number of women returning for more education after several years out of high school or college has been increasing since the 1970s (Copeland, 1988). However, in 1982, McGraw suggested that the study of women re-entering higher education was in its "embryonic stage of development" (p. 471). Although the study of women returning to higher education has continued since the 1980s, the research on women has been mostly descriptive and self-reporting (Padula, 1994) and the literature on women in the community college, especially women of color, has been very limited (Garcia, 1995; Laden & Turner, 1995). Because of the dearth of literature on single parents and displaced homemakers, it may be useful to seek to gain at least some insights from more general studies.

Reentry women come from diverse backgrounds (Garcia, 1995; Laden & Turner, 1995) and "cannot be considered as one huge and undifferentiated group" (McGivney, 1993, p. xi). The returning woman is not represented by one list of characteristics; she represents a heterogeneous population that reflects a variety of socioeconomic levels, educational levels, marital statuses, and age designations.

However, there is a profile that emerges from the literature on returning women. The reentry woman is typically married and in her mid 30's, is a mother of several children, is returning to college after a long period of time out of the education arena, is from a middle-class home and is interested in returning to college to establish an identity, get a job or better her job skills, or obtain a degree (Astin, 1976b, Brandenburg,

1974, Aslanian & Brickell, 1988; Lewis, 1988b, and Padula, 1994). Further, she has anxiety about her abilities (Holliday, 1985; Lewis, 1988b), has low self-confidence (Astin, 1976a; Brandenburg, 1974; Eliason, 1981; Holliday, 1985), and may have a poor self-image (Holliday, 1985; Lewis, 1988b). She may also be apprehensive about competing with students who are much younger (Brandenburg, 1974; Lewis, 1988b) and may rate her abilities to do mathematics, public speaking, art, and athletics as low (Astin, 1976a).

Although many of these characteristics may also fit the population in the present study, this profile addressed a population of women, primarily in the four-year setting, and who were typically married. In this and other ways, they were unlike the women in this study of single mothers and displaced homemakers.

Lewis (1988a), in an article "Extending an Invitation to Returning Women," describes a reentry woman as one who enters higher education although it may disrupt her life. She may face family members who do not support her time spent at the institution that could be spent at home, and she faces the dual responsibilities of home and school. Lewis describes three levels of support impacting women's participation in education: attitudinal, emotional, and functional. *Attitudinal* support is that which comes from agreement with the woman's decision to assume a new role or relinquish a role. *Emotional* support refers to the amount of encouragement and support given by family, employers, friends or classmates. *Functional* support has to do with practical help, such as family members' willingness to divide household responsibilities. Without support many women are prone to drop out of college. Thus a college needs to develop

support systems for returning women that will provide assistance in services and resources.

Fleishman (1992), in a study of seven reentry women at a large southeastern university, found that the women knew that their return to college had been precipitated by having had work experience that showed them what they needed to learn to reach their goal. The women also needed to know that they mattered, that someone cared about them, and that they had an effective relationship with someone on campus.

The current study profiled the client population of a group of women returning to the community college, the single parent and the displaced homemakers who were the target population for this evaluation.

#### Reentry Women: Reasons They Return

Brandenburg (1974) and Tittle & Decker (1980) suggest these reasons that women enter or re-enter higher education after a hiatus from schooling: (a) economic necessity, (b) career preparation, (c) a need to realize their potential, (d) the freedom associated with knowing their children are grown and no longer need them, (e) preparation to change careers, (f) their experience of the loss of a spouse through divorce or death, or (g) the desire for the status of being a college graduate. Similarly varied reasons for women's returning to college have also been found by other researchers (Fleishman, 1992; Padula, 1994; Read et al., 1988; Saslaw, 1981; Sewall, 1984).

Mohney and Anderson (1988) studied 47 women aged 25 to 34, most of whom worked, had some previous college experience, and did not define themselves as homemakers, who were enrolled in evening classes at a small liberal arts college. These

researchers found that predisposing or motivational factors for these women's decisions to enter college included (a) a need to increase their competency and to have others recognize and appreciate their worth, (b) a need for security and independence, and (c) a feeling that the "time is now" and that their entry into college would not negatively impact others around them (p. 272). The need for security was seen most often in those students who had been in abusive marriages earlier in their lives, or who were single mothers, or who had husbands who were ill or nearing retirement.

In interviews with Aid For Families with Dependent Children (AFDC) recipients, Ross (1992) found that AFDC mothers return to college because of limited earning potential, an interest in providing more for their families, and a change in federal policy that allows welfare women to obtain financial aid while on welfare.

Clearly, the literature indicates that women enter or re-enter higher education to become more economically self-sufficient, to increase security, and to increase the quality of their lives.

### Barriers and Needs

Many women who are interested in entering college to gain a vocation are ill-equipped to make the home-to-college transition (Padula, 1994). Reaching an educational or occupational goal is frequently not seen as a viable option, because they perceive barriers that are likely to prevent them from entering or persisting in an educational program until their personal goals are met. "The problems reside in a number of interrelated factors: socially transmitted attitudes and expectations; domestic constraints; stereotyping in training and the labor market; policies and institutions that are unresponsive to women's life patterns and needs" (McGivney, 1993, p.x). In spite of

legislation that prohibits sex discrimination and research directed at combating sex bias. numerous barriers to female academic and occupational achievement exist (Coyle-Williams & Maddy-Berstein, 1992).

A study of university women conducted by Tittle and Decker (1980) indicated that barriers to re-entry into higher education fall into three categories: institutional, personal, and perceptual. Institutional factors that hinder a woman's entry are related to financial aid, admission policies, scheduling issues, childcare and the attitudes of the faculty and staff. Personal barriers are related to a woman's individual life circumstances and family situation. Perceptual barriers are those attitudes and perceptions of the world that may cause her to lack confidence in her ability to succeed.

McGivney's (1993) analysis of her study of women returning to higher education in Britain showed similar patterns. She found that age, social class, race, educational background and attainment, economic circumstances, health, disability, marital status and sexuality are variables that create differences among women. Further, the number of children were found to impact the attitudes, needs and aspirations of women. However, with the many variables isolated, she found that some barriers to education were universal among the women in her study and categorized these common obstacles into three clusters: (a) personal and domestic constraints, (b) dispositional or psychological constraints, and (c) structural constraints. Personal and domestic constraints included negative educational experiences, lack of support in the areas of childcare and finances, and inadequate support from a spouse. Dispositional or psychological factors included lack of motivation, confidence, and clear direction, as

well as fear and guilt. Structural restraints included lack of information on opportunities, lack of counseling, and lack of training schemes.

Padula (1994) pointed out that the needs and characteristics of women reentering educational institutions differ from those of traditional students. Their lives tend to be more complex and multidimensional because of the point in life in which they find themselves. "Reentry women are also very concerned about vocational, family and financial issues, as well as issues of personal development," Padula emphasizes (p. 15). Thus, there is an imperative to develop programs and services to meet the needs of this population. Multiple role responsibility, lack of self-confidence, inadequate funding, lack of support from family and spouse, and inadequate academic preparation make the woman's entry into the post secondary institution difficult, and on occasion, impossible. In the classic 1970's study of women reentering higher education, Astin (1976b) suggested that women who re-enter face barriers even before they walk onto the campus. Many of these same factors are faced by a woman starting the matriculation process today, two decades after Astin's study. Since the woman has not been in college before or has been out of the classroom for a long while, she is likely to be uninformed about the process of enrollment. Subsequently, after she has enrolled, she faces barriers in the admissions process due to old transcripts and little connection with the past that can provide recommendation letters. She is likely to find that college entrance tests have been designed for the younger generation, or that previous college credits are not readily accepted by the receiving institution.

Middle-aged women face barriers such as lack of financial resources, cumbersome and often lengthy procedures for admission, and lack of childcare (Pitts,

1992), while single mothers deal with role overload often compounded by lack of a supportive social network and a feeling of being socially isolated (Worell, 1988). Older women may have lost study skills and may require more adjustment than do younger students who have been out of school for only a short period of time (Eliason, 1981).

### Multiple Role Responsibilities

A major barrier to women's persistence in higher education is multiple role responsibility. Unlike men, women tend not to separate the roles of their lives, so that marriage, parenting and work are all linked together (Tittle, 1982). Thus a woman's decision to change one area of her life has a significant impact on the other aspects of her life (Evans, 1985). The complexities and the unpredictable nature of their lives cause women as a group to have more difficulty and face more stress than do men as a group when planning for their futures (Evans, 1985).

Women are not only expected to care for children, but social expectations assign them the role of caring for older family members as well, such as parents who may be ill (McGivney, 1993). Time management most profoundly impacted by family commitments is identified by women as a major constraint to entering or continuing in higher education (Feiger, 1991; Mohny & Anderson, 1988; Padula, 1994; Read et.al, 1988; Safman, 1988; Sewall, 1984). And, for African American women, lack of time to meet all role responsibilities is a particular problem (Williams, 1996). This lack of time to meet family and student responsibilities generates guilt (Astin, 1976a) and leads to emotional distress (Padula, 1994). In a study of single parents in the workplace, female workers had the greatest stress from multiple role responsibilities, which was found to be a major contributor to the decline in their emotional well-being (Burden, 1986). In

contrast, a study comparing mid-life women returning to the community college and housewives, found that multiple role responsibilities have some beneficial aspects (Gerson, 1985).

The solution to multiple role responsibility is not an easy one. Worrell (1988, p.8) suggests that "the solution to role overload will not be simply to help the single mother with time management and task completion, but to increase her economic status and employment marketability," the longterm goal of the Single Parent and Displaced Homemaker program evaluated.

### Categories of Barriers

Earlier, mention was made of McGivney's (1993) three categories encapsulating the barriers faced by reentry women, namely, *personal and domestic constraints*, *dispositional or psychological constraints*, and *structural constraints*. These categories warrant a closer examination.

Personal and domestic constraints. For many women, the lack of childcare or the lack of affordable childcare (Pitts, 1992: Read et.al. 1988: Sours, 1997: Wiberg & Mayor, 1985: Warner, 1989. Wider Opportunities for Women, 1993) precludes entry into educational institutions. Lack of quality childcare and inadequate funds to pay for childcare constitute a major institutional barrier for low income women (Rice, 1994). Campuses need to provide these services at a cost that can be managed by the mothers, and provide a subsidy to help low income women manage the cost for childcare while on campus (Rice, 1994).

Safman (1988) suggests that it is not the student's inability to make a commitment to the program, but the lack of sufficient funding to continue in a program



that often impedes women. The cost of education is a true barrier to most women attempting to enter education and training (Read et al., 1988; Sours, 1997; Warner, 1989; McGivney, 1993) and is rated a higher need among divorced women than married women (Padula, 1994). In a study of displaced homemakers, single mothers, and older women, Eliason (1978) found that financial aid was a major concern. She suggested that institutions frequently have restrictions on financial aid that make it impossible for women to obtain needed funds. Although education would possibly provide them a route to increase wages, many women must work not only to meet the present needs of themselves and their children but, in some cases, because of the large debts left to them by their former spouses (Eliason, 1981). Such circumstances make it harder to take the education route.

In a review of participants in a Displaced Homemaker program at a Midwestern university, Swift, Mills, Colvin, and Smith (1986), found that the three most frequent sources of income for these women were child support, alimony, and AFDC. The study indicated that, due to insufficient income and the responsibilities of competing roles, displaced homemakers tend to attend college part time and thus are limited in the financial aid available to them.

Aside from financial aid considerations, there are curricular challenges as well as personal issues to overcome. Inadequate math and science preparation, isolation in the classroom and lack of support services including transportation have been cited as additional barriers to women (Wider Opportunities for Women, 1993).

Evaluation of the benefit and quality of services provided to single parents and displaced homemakers in meeting their financial aid, supplemental funding, and referral to childcare needs was a goal of this study.

Dispositional and psychological factors. Dispositional and psychological barriers hindering women in the pursuit of further education have been found to include abuse, cultural norms, religious affiliation (Safman, 1988), and relatively little support from family and friends (Warner, 1989). According to the Washington State Coordinating Board (1992), students entering Single Parent and Displaced Homemaker programs in Washington State have been faced with such barriers as low self-esteem, domestic violence, substance abuse, and a sense of helplessness. Married women who reenter higher education believe they have more emotional support than separated women or divorced women (Read et al. 1988). The impact of a Single Parent and Displaced Homemaker program on the clients' self-esteem and self-confidence was evaluated in this study.

Structural restraints. Poor dispersal of accurate and complete information about careers and insufficient advising on non-traditional career options act as barriers to women's success (Beck, 1989; Wider Opportunities for Women, 1993). Career choices are crucial for single heads of households due to the need to support the family (Eliason, 1981). Women have also identified the need for a welcoming environment and an extended adjustment period upon arrival on campus (Fleishman, 1992).

Swift, Colvin, and Mills (1987) surveyed 166 women's centers serving displaced homemakers in colleges and universities across the country. They also completed a separate study of displaced homemakers at an urban university. For both

groups, career guidance ranked high in the order of needs; and, again for both groups, the need for networking ranked near the bottom. Almost all clients in the national survey were women; the majority were white (85%), between the ages of 27 and 55 (64%), and divorced. Forty percent had a high school diploma, all had low incomes, and of those who reported number of children, only 23% had more than one child. The university's program demographics were primarily the same except that more women at the university had previous post-secondary experience. Validity of the study is questionable, however, since many organizations surveyed did not keep any data. Also, many of the programs may have used different definitions in data collection, and the response rate to the national survey was low with only 14% response, 11% of which were usable.

In one of a few studies of women in community colleges, Smallwood (1988) studied women over the age of 25 to determine their needs/problems upon entry into the community college and to determine if those needs correlated with demographic variables, including age, marital status, number of dependent children and family income. The findings of the study showed that childcare and family responsibilities were the highest rated problems noted among the women. These responsibilities were particularly difficult for women carrying heavier credit loads or women who had young children. Furthermore, coordinating job schedules with college schedules, responsibilities, and opportunities rated almost as high as concern over family responsibilities among returning women. "Only when these non-college responsibilities were under control could they [women] begin to worry about how to study, what courses to take, and their ability to succeed in college in general" (p. 69-71). Older

women were more concerned with their ability to succeed than were younger women. Overall, obtaining employment after graduation was a lower priority for women in the study. Among the interpersonal relationship issues, self-confidence ranked the highest; relationship with friends and parents ranked among the lowest. Women who were enrolled in a greater number of credits, were in a lower socioeconomic status, or who were separated or divorced rated legal and financial issues a significant problem. Financial issues rated double the importance of legal assistance. Of the list of potential problems presented to the women on the questionnaire, one third were found to be significant for women with lower income levels and for women who were divorced. In addition, divorced and separated women noted the most problems. Their problems were, most notably, relationships with children, men, need for financial aid as well as legal aid, and a need to be more assertive. Age fifty marked the time at which the concerns of this study seemed to disappear. Smallwood recommends childcare, flexible scheduling that accommodates work schedules, academic counseling and encouragement, and financial and personal counseling for the low income student. Drawbacks to the study were (a) questionnaires were returned voluntarily, (b) the conditions were not standardized for the completing of the survey and (c) all data in the study was self-reported (Smallwood, 1988).

In a survey of Single Parent and Displaced Homemaker programs, program directors reported that the needs of the women clients varied based on certain characteristics. Mentoring and career alternatives were identified for minority and majority females. Assertiveness training was identified by majority females. Teen mothers were noted to need parenting skills, career alternatives, childcare,

transportation, and job training; and self-esteem and job training were needed by older women (Stitt, 1991).

The needs of a group of single parents and displaced homemakers who have returned to the community college were addressed in this study.

### Barriers for Low Income Women

Public policy developed over the years with the intent of relieving the worst effects of poverty for women and children has not been substantially helpful (Kates, 1991). The benefits provided by AFDC do not bring women above the federal guideline for poverty. Furthermore, employment does not always mean alleviation of poverty due to the low wages of women and the inconsistent patterns for work (Kates, 1991). Kates (1991) lists three obstacles to higher education for low income, older women: (a) difficulty receiving financial aid while on public assistance benefits, (b) the restrictions affecting access to higher education among public assistance recipients, and (c) the lack of policy related to these women's educational endeavors.

Women welfare recipients have often worked for low wages because they did not have the skill to do other jobs. For many single mothers who lose their jobs, welfare is a source of income because they haven't been earning enough to qualify for unemployment. Still others must rely on welfare when they are unable to find care for dependents (Coalition on Women and Job Training, 1995). According to the Coalition for Women and Job Training (1995), a critical flaw in the past and current policies on job training is the failure to recognize that women face different barriers to employment than men do.

Difficulties with social service agencies, insufficient financial resources to pay tuition, lack of time to study, inadequate basic education skills, and lack of childcare are barriers with serious consequences for low income women who might be interested in furthering their education (Gittell & Moore, 1987). Although in certain respects, barriers for women on public assistance do not differ markedly from those of women in general, women on public assistance do encounter additional personal restraints set forth by levels of bureaucracy they encounter (Rice, 1993). Single mothers are especially hindered by the complexities of public assistance policies that often penalize higher education pursuits by not allowing participation in college financial aid programs or participation in child care and transportation allowances (Rice, 1993).

### Services

Despite the extensive list of barriers that have persisted over the last 20 years, women have continued to enter and succeed in higher education. Often their success is due to identification of their needs and provision of services that reflect those needs by the institution.

The literature suggests a variety of services that should be offered to women. They include *financial aid* (Beatty-Guenter, 1994; Padula, 1994; Rice, 1994; Smallwood, 1988; Tittle & Decker, 1980; Van Fossen & Beck, 1991; Williams, 1996), *recruitment programs* (Eliason, 1981; Tittle & Decker, 1980), *flexible class scheduling* (Astin, 1976b; Saslaw, 1981; Sewall, 1984; Smallwood, 1988), *support services available on weekends and nights* (Tittle & Decker, 1980), *childcare* (Brandenburg, 1974; Garcia, 1995; Tittle & Decker, 1980), *social functions* (Tittle & Decker, 1980), *support groups* (Eliason, 1981, Padula, 1994, Rice, 1993; Safman, 1980, Tittle &

Decker, 1980. Van Fossen & Beck, 1991). *life experience credit* (Brandenburg, 1974. Tittle & Decker, 1980), *career development planning* (Brandenburg, 1974; Tittle & Decker, 1980), *internships and cooperative education* (Eliason, 1981), *assistance with academic skills* (Brandenburg, 1974; Brookshaw, 1994), *assistance with time management* (Brandenburg, 1974), *a library for women to use* (Brandenburg, 1974), *mentors* (Evans 1985; Hulse & Sours, 1984; Saslaw, 1981; Van Fossen & Beck, 1991), and *referral services to other agencies that can help with legal, health care and relationship issues* (Garcia, 1995; Wiberg & Mayor, 1985).

Women's programming. As a response to community need and to help women attain their educational goals, programs to serve women in higher education began in the 1970s (Eliason, 1981). Holt (1982) described programming for women as falling into three categories: (a) programming to meet the psychological and biological needs of women, (b) programming to reflect the changing role of women in society, and (c) programming to prepare women for traditionally male jobs. These needs and themes continue today. Thus, Garcia (1995) has argued that services to women need to be central to the mission of the institution instead of peripheral. It is crucial that colleges clarify the role of women's programming and state clearly the purpose for such programming.

Developing post-secondary educational programs for women with their distinct and specific needs is a challenge that requires special accommodations if an institution is to aid women in reaching their dreams (Brandenburg, 1974; Padula, 1994; Safman, 1988) and escaping economic deprivation (Safman, 1988). Evans (1985) advises that when college personnel prepare women's programming, they should be sensitive to

women's differences and assist them in sorting through their personal values and goals. However, in stressing values clarification, college personnel must avoid imposing their own value systems which may have been developed within a very dissimilar social structure (Evans, 1985). Women's programming, a key component of the program under study, was evaluated for its quality and benefit to the program clients.

Nontraditional job preparation. It is important for women to consider preparing for non-traditional jobs. These jobs which pay higher wages than those traditional women's occupations include printing machine operators, drafting, electronic technicians, engineers, firefighters (U.S. Department of Labor, 1996). However, the most crucial aspect of an effort within a college to assist women in preparing for non-traditional careers is committed, powerful leadership (Van Fossen & Beck, 1991). This leadership should provide training of teachers, counselors to support women entering non-traditional careers, recruitment activities that attract women into non-traditional programs (Wider Opportunities For Women, 1993). Individual student support should include career exploration activities, discussion of the physical requirement of the jobs, and support groups that allow students to express concerns related to non-traditional employment (Elshof & Konek, 1977). A portion of the impact evaluation for the current study focused on the program's impact on the client's knowledge of non-traditional careers.

Support groups. Gilligan's (1982) research suggests that women develop differently from men. Rather than seeking independence and autonomy, women tend to be more concerned about relationships and affiliations, and they enjoy caring for others and being cared for. Consequently, women returning to higher education may find



comfort in the use of a support group. Support groups are defined as a "coming together... of individuals with some pressing common concern who are willing to contribute personal experience and engage in the development of a cohesive, supportive system" (Schopler & Galinsky, 1993, p. 196). Such gatherings constitute a powerful tool in assisting women to continue their progression through the educational process (Safman, 1988). As Evans (1985) has stated, "Women's strong relational orientation provides a solid rationale for the use of group experiences to facilitate development" (p. 22). Group experiences can offer returning women the opportunity to explore common ground, advise each other on issues with which they are dealing, explore alternatives in their lives, and reduce negative attitudes (Padula, 1994). Support groups may also assist returning women in integrating their personal lives with the academic setting (Elshof & Konek, 1977; Jacobs, Unger, Striege-Moore & Kimball, 1983) and may provide encouragement and support. Older women may especially benefit from others' experiences and learn new coping strategies (Evans, 1985; Jacobs et.al., 1983). Belle (1990) suggests that when a woman in poverty can turn to friend in a time of crisis, she is less likely to be overcome by the situation.

Not all women find participation in a support group a positive experience, however. In a study of single mothers as parents, Humphreys (1980) found that women felt there were both positive and negative connotations to support groups. Women in her study were able to adapt to single parenthood without formal support groups and had found methods of accomplishing the dual roles involved in working and parenting. The women did use informal support groups of friends and found them helpful, but they did not use formal support groups because they believed that the formal groups were

judgmental. Although the literature varies on the importance of support groups, they were central to the program under study. The current evaluation assessed the benefit and the quality of the program's support group activities.

The role of counselors. Fleishman (1992) concludes that institutions of higher education need to place a heavier emphasis on assisting women reenter the higher education environment. All organizational levels within the college must understand the realities of career choices for women because of the impact on self-sufficiency (Eliason, 1981). However, it is most vital for counselors to be aware of women's needs. As part of that awareness, they need to be informed about employment trends in their area, career opportunities, and referral services (Christian & Wilson, 1985).

One role of the counselor is to help women improve their self-esteem. "Self-esteem and a sense of well-being are built on successful experiences when women feel in control of their lives" (Evans, 1985, p.21). In developing self-esteem, the role of the counselor varies with the age of the client. With the younger woman students, the role is to build self-esteem while supporting their decision making (Evans, 1985). Older returning women require a different role, one where the counselor assists with life transition adaptations in their lives (Evans, 1985). Brandenburg (1974) cautions counselors that returning women are often dependent and can project their dependence on their counselor.

Accuracy of information provided by counselors is crucial and is most acute when discussing potential discrimination against women in some career areas (Evans, 1985). It is important for institutions to have counselors similar in age to the returning

students and also to provide professional development opportunities that allow for increased understanding of the adult learner (Fleishman, 1992).

The current study answered the following questions: 1) How beneficial are the personal counseling services provided by the program?. 2) What is the quality of the personal counseling?. 3) How well does the program coordinate services with the college's counseling services?, and 4) To what extent was the program instrumental in helping the clients identify their career goals?

Mentorships. Guidance provided by mentors is important for women. The use of mentors who can serve as examples or role models assists women in alleviating their guilt over their educational aspirations and can help them overcome their inability to think of themselves as career-oriented (Hulse & Sours, 1984) . Multiple mentors are best because they may help to prevent a student from developing a dependence on one person (Hulse & Sours; 1984). As stated earlier, the current study examined the benefit and quality of the program's mentoring program.

Newsletter communication. The publication of a newsletter can be another helpful service in reaching out to returning students with information and encouragement. Nelson (1986) communicated tips for survival as a single parent through a newsletter. In an evaluation of the newsletter's effectiveness, it was found that (without individual contacts) the recipients of the newsletter demonstrated attitudinal and behavioral changes. The newsletter proved to be most effective with Caucasians and Hispanics and those in recent marital breakups who were faced with the task of balancing multiple roles of parenting and employment. The newsletter, *Connections*,

was the major communication instrument for the program under study. Evaluation of the benefit and quality of the newsletter was assessed.

### Low Income Women and Higher Education

Higher education, defined as post-secondary, college or university education, may not provide the answer for all low income women (Rice, 1994). However, when higher education is the suitable choice for a woman, college administrators should (a) be familiar with state and federal legislation that impacts low income women; (b) make communication between the agencies supporting the women and the institution more visible; (c) discourage the use of stereotypes; (d) conduct needs assessments to determine the differences in this student population and other returning women and build programs that have staff, facilities and activities to support these women; (e) involve students in decision making; and (f) evaluate programs that are implemented so that success can be determined (Rice, 1994).

Women on public assistance should be provided on campus childcare, friendly financial aid services, support groups and community outreach opportunities (Rice, 1993). Brookshaw (1994) in a study of female single parents in California found that financial aid, tutoring, and book awards were statistically significant in determining the rate of degree completion when students were compared to a non-treatment group. Counseling, however, did not make a significant difference.

Where counseling fails to make a difference, the failure may lie in the inadequate counseling that is sometimes offered—counseling that does not take into account the specific needs of reentry women (whether on public assistance or not) and their reasons for pursuing more education. Some authors see great value in counseling

returning women. As Padula (1994) has written, "The reasons women reenter school and the work force underline the need for expanded counseling and educational services. The importance of the vocational factor emphasizes the critical role that effective career-planning classes and individual career counseling geared to the specific needs of returning women can play" (p. 11).

### **Role of the Community College**

The community college is a broad-based, comprehensive institution that values the desire of men and women to pursue their educational and occupational goals (McCabe, 1997). Laboring to meet the needs of a large diverse population of students (Elliott, 1994), community colleges in urban areas "serve as beacons of hope" (Muller, 1996, p.57) and as paths to success for both minorities and women.

### **Serving Women**

Since the late 1960s, when the community college flourished, it has openly welcomed women. As early as the 1970s, the community college began programming specifically directed toward women (Eliason, 1981). Factors contributing to and supporting a woman's entry into community colleges were (a) the struggle of the community college to define its mission, thus developing an unfocused environment in which student motives were highly influential, and (b) the fact that high schools were coeducational, with the community college serving as a natural extension (Frye, 1995).

Women make up the majority of students attending the community college (Garcia, 1995; Townsend, 1995). Evangelauf (1992) predicted that the enrollment of women could be expected to increase at a rate twice that of men in the period between 1991 and 2002, with women increasing 18 percent (or approximately 9 million) and

men increasing by 9 percent (or almost 7 million). As enrollment of the traditional-age student has been declining, returning women have been instrumental in holding enrollments stable (Kates, 1991). "Sometimes for moral reasons and sometimes for economic ones," administrators have come to recognize the important role women students play in their institution's survival (Garcia, 1995, p. 32).

### Serving a Diverse Population

More women of ethnic diversity attend community colleges than other institutions of higher education (Bowen & Muller, 1996; Snyder, Hoffman & Geddes, 1997). Further, urban campuses see large numbers of divorced women and single parents who return to college for a variety of reasons, including career aspirations, family pressure reductions, or the need to contribute to the family is overall income (Elliott, 1994). A report developed by the American Association of Community and Junior Colleges (1988), entitled *Building Communities: A Vision for a New Century*, underscores the role of the community college in serving a diverse population and offers counsel for the planning and implementation of programs to meet this challenge.

Noteworthy features of community colleges are their flexibility and their provision of services that facilitate the educational endeavors of low-income women, reentry women, and women with multiple responsibilities of work and family (Wolfe, 1991). Further, community colleges are at the forefront in meeting the particular needs of low-income women who are preparing to transfer to other institutions or complete vocational education (Wiberg & Mayor, 1985; Wolfe, 1991; Rice, 1993).

At the same time, however, some observers have expressed concerns about deficiencies in the way urban community colleges are serving their constituencies,

which are increasingly made up of large numbers of minority women. Gittell (1986) calls attention to the lack of daycare, women's centers, women's studies programs, nontraditional career training programs, and peer support systems that characterize many community colleges and hinder their outreach to a diverse population. The lack of development of services for women in some community colleges has led to the idea of establishing urban women's colleges (Gittell, 1986). A related concern has been expressed by Garcia (1995), who states that community college leaders have not "acknowledged the power relations and power imbalances between men and women" (p. 32) and for this reason have not always addressed needed revisions of student services in these institutions. Where such vision is lacking, women's needs have been added to the male norm and are thus seen as less crucial (Garcia, 1995).

#### Preparing Individuals for Occupational Success

Although certain shortcomings of community colleges have been pointed out and calls for changes have been voiced, there is an awareness of the importance of the community college in the lives of many women. "Education is the surest path from welfare to work," emphasizes Bryan (1995), and the community college has played a significant role in preparing low-income women to enter the job market (Wolfe, 1991). The community college is the nexus for workforce training and retraining because it is an institution that is accessible, values each individual, has programs to prepare people to work, provides services that allow for student success, has flexible programs, and is cost effective (McCabe, 1997).

Community colleges provide specialty training, skills, and credentials needed for occupational success (Eliason, 1981, McCabe, 1997). Four years of college is not

necessary for a woman's entrance into many occupations. However, most skilled positions do typically require some form of specialty training (U.S. Department of Labor, 1992). As Astin and Kent (1983) have pointed out, higher education is expected "to provide its female students with the competencies necessary for effective performance on the job and with a sense of autonomy and self worth that will enable them to overcome any handicaps stemming from their earlier socialization for dependence and conformity" (p. 309). Such objectives are embedded in the community college philosophy.

Higher education especially has been cited as a way to higher earnings for low-income women (Kates, 1991). In a study of high school graduates from 1972, persons with a community college education earned 10% more than those without a college education (Kane & Rouse, 1995). In addition to the increased wages earned by women who have completed post secondary education, "the college experience is frequently empowering and intrinsically rewarding for low-income women" (Kates, 1991, p. 183).

Responding to the challenges of urban America. The community college has never lost the focus of its mission to urban areas (Elliott, 1994). In the American Association of Community Colleges (AACC) report on the community college's response to urban America, it was stated :

We view ourselves as catalysts and partners, beacons of opportunity and stability amidst our changing and challenging urban environment. We pledge, within the limits of our resources, to reach out to our neighborhoods, our schools, and our businesses to form partnerships for urban progress.... We reach out to all segments of our urban communities



for partnerships as we strive together to deal with what may be the most significant issue of our time... the future of America's cities.

(Weidenthal. 1989, p. 1)

The literature clearly articulates the role of the community college in preparing women to enter the workforce. The community college has openly welcomed women and has served large numbers of divorced women and single parents. This study addressed the question: Does a Single Parent and Displaced Homemaker program located at an urban community college meet the needs of the single parents and displaced homemakers it serves? and Do the impacts of the program reflect its client's needs?

### **Student Persistence In Higher Education**

In view of the importance of higher education to both individuals and society, it is not enough to remove barriers that would hinder individuals (especially women) from entering or reentering institutions of higher learning. Efforts must be made to keep them in the classroom once they do embark on such a path. Retention of students in higher education has been one of the most persistent areas of concern and research over the past 20 years (e.g. Astin, 1975; Tinto, 1975; Pascarella, Smart, & Ethington, 1986; Bean & Metzner, 1985).

With the increased concern about retention during the mid-1990s, the quest for strategies to improve student retention became even more conspicuous (Brawer, 1996). Brawer (1996) has pointed out that although "efforts to identify and treat potential dropouts have grown considerably," the attrition rate remains consistently at near 50%.

Moreover, the relationship between enrollment and funding has provided further impetus for institutions to study this issue (p. 1).

High attrition rates may mean that colleges have not looked effectively at the needs of their students and developed a coordinated effort to meet those needs (Hu, 1985), a fact that points to the importance of the proposed study outlined in this paper. In this regard, it is essential that past findings on attrition be examined carefully.

### Why Students Drop Out

The most frequently found characteristics related to attrition in community colleges are these: attendance status, age, work status, grades, membership in an ethnic minority other than Asian, family responsibilities, availability of finances, and gender (Brawer, 1996). However, there is a problem associated with persistence research in the community college. That problem is defining the term dropout. Many students do not arrive at the institution with the educational goal of completing a degree, but rather come for a few courses to further their knowledge in an area or to obtain a specific skill that will allow them to obtain employment. Thus, students who do not return during a subsequent semester should not always be defined as dropouts (Bonham & Luckie, 1993). According to Elliott (1994), the urban campus is highly diverse, not only in the population served, but in the goals of those attending the institution. Students are often part-time and frequently take much longer than the traditional student to complete a degree. Nonetheless, the intentions and determination of many of these students should not be dismissed. They do persist until they reach their goals (Elliott, 1994).

### Differences Related to Types of Institutions

Research related to persistence of two-year, nontraditional students is somewhat

limited in that the literature has primarily focused on the student population of traditional four-year institutions. In such institutions, the students are typically younger and are considered residential. Evidence is insufficient to conclude that factors influencing the traditional population are the same as those of the nontraditional commuter student (Bean & Metzner, 1985). Further, those who enter the community college after a triggering event, such as divorce, may not fit the traditional models for student retention (Terenzini, 1994).

#### Social Integration, Environmental Factors, and Attrition

An area of research that has brought forth differing findings is the role social integration plays in student persistence among students at the community college. Bean and Metzner (1985), in the development of their model of student persistence for non-traditional students, reviewed over 60 studies of institutions of higher education, of which over 30 were from community colleges. A key element in the Bean and Metzner model that relates to the current study is the interaction of academic integration with environmental integration. Nontraditional students, of which women make up a significant portion, appear to differ from the traditional entering freshman student in that they are more affected by their personal external environment than by the degree of social integration on campus. Academic support does not compensate for lack of environmental support—although environmental support will compensate for poor academic achievement. For example, students with good academic achievement will not stay in college if they are faced with such environmental factors as not being able to make arrangements for child care or afford tuition. On the other hand, students who have poor grades but who have adequate environmental supports will persist. The model

further supports the need for psychological outcomes. Students will remain in college if they see utility in their efforts, have a specific goal to be attained, and do not find the stressors of life too great. High academic achievement will not overcome poor psychological outcomes. With poor psychological outcomes, students will most likely drop out of school (Bean & Metzner, 1985).

While Astin's (1975) early work on student retention focused on preadmission characteristics, he did acknowledge that socializing affects were critical for the traditional student experience. However, he suggested that such effects may be of minor importance to the nontraditional student who is married, older, or a part-time student (Astin, 1975). As their primary reason for dropping out, women in his research selected marriage, pregnancy, or other family responsibilities. Financial difficulties ranked second (Astin, 1975).

Tinto's (1975) student persistence model, based on the integration of the academic and the social environment within the institution, posits that students who are more connected to the institution will be less likely to leave. Tinto's model underscores the importance of social integration with the institution and omits the factors related to the external environment. Cabrera, Nora, and Castandea's (1993) complex structural models of student retention also suggest that recurrent quality interactions with others within the institution are fundamental contributing factors to student persistence.

Several community college studies support Tinto's research. Halpin (1990) found that academic and intellectual development and interactions with faculty accounted for most of the variance in student persistence. However, on-campus peer relationships did not explain any of the variance between persisters and nonpersisters.

The study included first-time, full-time freshmen at a small open-door community college in the Northeast. Bers & Smith (1991) found that social integration was a better discriminator of persistence than was academic integration. However, they found that a student's intent to reenroll and his or her educational objectives, coupled with precollege characteristics and employment, were more predictive of persistence. In a study of high risk and low risk women over the age of 24 at a northeastern community college, persistence patterns supported Tinto's model (Starks, 1987). Data from that study also indicated that non-persisters did not make as many friends and did not participate in class activities or out of class study sessions.

If students in the community and technical college are going to leave, they tend to leave after their first term of enrollment (Seppanen, 1995). Thus, interaction in the first term is a key to student retention (Seppanen, 1995). Students enrolled part-time have a 74% more likelihood of leaving in the early stages of their association with the institution, because their other commitments limit the amount of time available for socialization into the institution. Nor do these students have time to attend support groups (Seppanen, 1995). Attending college part-time decreases the likelihood—or the degree—of contact with an individual (peer or faculty) within the institution, and thus decreases the degree of socializing influence on the student (Pascarella, 1980). Other studies support the higher retention of students who have higher credit loads or who are not part-time, thus suggesting more involvement with the institution (i.e., Feldman, 1993; Grosset, 1993; Harrington, 1993; Moore, 1996).

Social integration contributed minimally to persistence or nonpersistence in a study of persisters and non-persisters at a large midwestern community college (Mutter,

1992). Further, in a study of women over age 25 at a comprehensive community college, Abbott (1995) found that the women considered their social support systems as only somewhat helpful. The women felt that they succeeded because of their own motivation and internal drive and that they could have succeeded without any social contacts.

Pascarella, Smart, and Ethington (1986) studied students' persistence over a nine year period from their initial attendance at a two-year institution through the completion of a bachelor's degree. This study differs from other studies of two-year college students in that it extended beyond two years, the typical time of studies of two-year college students. The research of Pascarella et al. (1986) supports Tinto's model of student persistence. Their data indicated that the two factors showing direct effects for both men and women were academic and social integration. Socioeconomic status of women, a concern for women in the current study, was found to have a direct positive effect on their persistence, as was social involvement in high school. This study demonstrates the importance of academic and social integration in the long term persistence of two-year college students.

A factor clearly impacting women in this study is lack of financial support. Hippensteel, St. John, and Starkey, (1996) studied nontraditional students entering two-year colleges. Study results showed that tuition costs negatively correlated with persistence, and student financial aid supplements were not adequate to overcome the effects of the tuition costs. They recommended that if two-year institutions want to remain true to their mission of access they may need to expand aid to meet the students' financial needs. Data for this study were not reported by gender. In an earlier study of

adult learners, Aslanian and Brickell (1988) found that the higher the adult student's income, the more likely adults are to persist in college.

### Institutional Response to Student Attrition

Early Alert programs, an component of the program under study, track students' academic success while enrolled in the institution and trigger communication when a student is not succeeding. In one study, an early alert program produced a 6% increase in retention of students when faculty were interested in the program (Ferguson, 1990). In another study which focused on an early alert program for first-time college students in a Virginia Community College System institution, McMillian (1993) found a significant difference in the persistence of those students involved in the early alert program when compared to the control group. Monitoring clients' grades while enrolled in the program is a service provided by the program evaluated in this study. The question were: Do program stakeholders view this tracking systems beneficial to students? and How do these stakeholders view the current tracking system's quality?

Some studies (Harrington, 1993; Price, 1993) have suggested that Women's Centers be developed to serve as a strategy to increase student retention. Price's (1993) research on students who withdrew from a community college early in the college semester indicated that those most likely to drop out were those who were (a) female, (b) of nontraditional college age, and (c) attending part-time. Austin Community College (1995), in its annual report, cites a one semester retention rate of 89% for its single parent and displaced homemaker program. Unlike the current study, which compared retention of clients and those students on the waiting list during their enrollment at the community college, the Austin Community College report does not

compare its program clients to other students within the institution, and it reported retention over one semester only.

Retention of the clients in a college program was an impact studied in the current program evaluation. This evaluation answered the question: Is there a difference in the number of semesters clients remain in college when compared to students who applied for acceptance into the program but due to limited funding could not be accepted and were placed on a waiting list for the program?

### **Evaluation Of Single Parent and Displaced Homemaker Programs**

As discussed in the early part of this chapter, Single Parent and Displaced Homemaker programs have been one of the ways institutions of higher learning—particular community colleges—have endeavored to aid women in pursuing further education. However, such programs have not been adequately evaluated to determine their success, although they are considered by many to be successful (Burge, 1990; Stitt, 1991). Funding through the Carl D. Perkins Vocational and Applied Technology Education Act requires accountability and evaluation (NCWGE, 1995), yet the Act does not provide evaluation guidelines.

#### **A Pioneering Assessment Effort**

Women Work! The National Network for Women's Employment (formerly The National Displaced Homemakers' Network) produced in 1995 is the first national assessment of customer satisfaction with Single Parent and Displaced Homemaker programs. A questionnaire was sent to programs which chose to participate in the study. Program personnel distributed the surveys to their clients.



Participants in the Women Work! study. Of the 1,360 programs that were requested to participate in the study, 235 (17%), representing 47 states, chose to participate. Participants were asked to evaluate their program in four areas: Life Skills Development, Career Exploration, Job Training, and Placement and Support Services. The response rate was low with only 6,545 surveys (22%) returned.

Findings from the Women Work! study. Eighty-five percent of the clients rated their program as "excellent" or "very good," with racial, ethnic, and age groups rating the programs similarly. Ninety-six percent of the clients said they would recommend the program to a friend, and 97% considered the program a good use of tax dollars. Unlike the Women Work! study, the current study will evaluate the satisfaction of stakeholders in addition to the clients served. The Women's Work! Survey, however, provided some content for the current study's questionnaire.

#### Other Evaluation Efforts

The National Coalition for Women and Girls in Education Vocational Education Task Force (1995) assessed Single Parent and Displaced Homemaker programs in ten states, representative of the population, geography, and economic characteristics of programs nationally. The nonstatistical assessment, which involved interviews and reviews of state reports, found that these programs do provide a chance for families to become less dependent on public assistance and to accomplish the goal of economic independence. None of the state data reported used comparison or control groups unlike the current study which used students on the waiting list for the program as a comparison group.

Shepherd (1990) studied the perceived financial and psychological gains of participants in a displaced homemaker program. On a researcher-developed instrument, faculty, counselors, administrators and program participants were asked to provide their perceptions of participant monetary and psychological gains. Findings demonstrated that the college personnel differed significantly in their perceptions of the students' expected financial gain when compared to the students' perceptions (Shepherd, 1990). However, there was no difference among college personnel and program participants in the perceived change psychologically (Shepherd, 1990). This study, conducted over a one semester period, did not include classified personnel and did not compare program participants to another group of enrolled students which incorporated into the present study.

The Coalition of Women and Job Training (1995) suggests that there should be a high accountability standard for job training programs, advocating the use of indicators of success and quality beyond the aggregated data now used by programs. Using individual data, reported by age, race, and sex, would allow for determination of economic self-sufficiency of the woman and would allow the program to determine if there is any one group of participants that is being discriminated against. Using census data to determine the target population, the current study will determine if there is bias in the client population when compared to the target population.

The Comprehensive Employment and Training Act (CETA) and the Job Partnership Training Act (JPTA) programs are the programs most closely related to the Single Parent and Displaced Homemaker programs that have been evaluated. The CETA program's goal was to "increase employment and earnings of the participants

above what they would have experienced in the absence of the program" (Barnow, 1987). In a review of the findings and the research designs of five major evaluators of CETA programs, Barnow (1987) found that these researchers used a variety of descriptors to indicate participants included in their analyses: age, employment, and work experience. The studies used a matching procedure to form comparison groups. The descriptors for the comparison group included persons of the same age, earnings, income, and SSA match. Each study used factors to determine which persons were successful in increasing earnings: family head status, education, prior work in the private sector, Social Security, family income, age, and presence of children under six. Bahr & Ricks (1989) found that single, divorced or widowed women over the age of 30 who participated in the CETA program had higher earnings than a sample of women with the same characteristics in the Current Population Survey—even after controls for age, race, education, and preprogram income.

Johnson (1986) suggested that the Job Training Partnership Act, the federal program subsequent to CETA, designed to improve earnings of participants, be evaluated using enrollees during a specific time interval, excluding those individuals who were missing data and who were involved in the program for a limited time. He suggested that the comparison group have characteristics similar to the program participants, have data available for comparison, and be large enough to compare to the enrollees. Using a comparison of the enrollees' pre- and post-data was not recommended because many external factors can affect participant success or lack of it. Johnson (1986) also suggested using several non-participant groups or persons who did not participate in the program after applying to attend as comparison groups.

The current study expanded the literature on evaluation of Single Parent and Displaced Homemaker programs. Further, the current evaluation went beyond the assessments of these programs presented in the literature; it examined views of stakeholders other than clients, the college personnel (faculty, classified staff, student services staff, and administrators).

### **Cost of Single Parent and Displaced Homemaker Programs**

A key question in this study was Is the program efficient? Rossi and Freeman (1989) defined efficiency as cost effectiveness. The services of Single Parent and Displaced Homemaker programs are provided by community colleges in addition to their traditional program of student personnel services. Thus, cost per participant in relation to the benefits received from the program should be considered. In the biennial evaluation of the displaced homemaker program in Washington State, it was reported that the average total cost per program participant was \$353 with \$21 for information and referral services and \$332 for employment and training costs (Washington State Coordinating Board, 1992). In a more recent report from the Commonwealth of Virginia, it was reported that the average cost per participant in 1996-97 was \$868 (Education for Independence, 1998).

In the Women Work! customer service study, three quarters of the participants in the study thought the federal government should spend more on these programs and 97% considered the program a good use of tax dollars (Women Work!, 1995). The current study asked college personnel (stakeholders) if the program used its funding efficiently and assessed the program's cost per student in comparison and full-time equivalent tuition and state funding generated by the participants.

## Summary

According to Schlossberg et al. (1989), it is important that students, specifically women, feel that they matter to someone within a college. The concern of others for the student's well-being and progress often impacts the student's engagement in college and subsequent career success (Schlossberg et al., 1989). Chapter II described a specific group of women, single mothers and displaced homemakers, who, because of circumstances—inadequate academic preparation, urban life, divorce, public assistance—find themselves in a situation where economic self-sufficiency is difficult. Participation in higher education may positively impact these women's lives (Bryan, 1995, Kates, 1991). However, these women face challenges when attempting to improve themselves financially through higher education. Chapter II presented women's many barriers to higher education—personal and domestic: dispositional or psychological; or structural (McGivney, 1993). The chapter further reported the literature on the services that should be provided to reduce these barriers.

Single Parent and Displaced Homemaker programs, programs that provide programs and services, have received significant support and funding from the federal government, but there is very little literature to support the effectiveness, efficiency and impacts of these programs empirically. Where studies (program reports) have been done, the researchers have not assessed the program from the viewpoint of stakeholders. Few studies have incorporated a comparison group or control group to evaluate program impacts. Further, the literature does not demonstrate that evaluation of these programs has sought to determine empirically that the needs of the clients match the impacts of the program that go beyond that of obtaining a job that pays a higher wage. Studies that

have been completed have primarily dealt with displaced homemakers and have neglected the needs and programming for single parents. Additionally, the studies have used instruments of questionable validity and reliability. Determination of bias in the population served, compared to the target population, a suggestion of the Coalition of Women and Job Training (1995) also has not been studied.

The current study provides empirical evidence regarding a Single Parent and Displaced Homemaker program. Chapter III describes the methodology that was used to determine the client's needs and the program's effectiveness, efficiency, and impacts. The evaluation process also was used to determine if there was a bias in the population being served when compared to the population targeted for services. Retention in college was compared for two groups, program participants and those students who were on a waiting list for the program as one aspect of the program impact evaluation.

This evaluation sought to respond to Gittel's (1986) and Garcia's (1995) assertion that the urban community college does not serve women well because it does not provide the services women need.

## **CHAPTER III**

### **METHODOLOGY**

The purpose of this study was to evaluate the Single Parent and Displaced Homemaker program at an urban community college. Perspectives of various stakeholders were evaluated through multiple measures to determine the program's effectiveness, efficiency and impacts. Effectiveness was defined as how successfully the program's interventions reach the intended target population, and provided services, resources and benefits that were designed by the program's administration (Rossi & Freeman, 1989, p. 13). Impact was defined as the extent to which the program caused the desired changes in the client population (Rossi & Freeman, 1989). Efficiency, a comparison of impacts to program cost (Rossi & Freeman, 1989). was also considered.

Theoretical considerations and a review of literature related to the evaluation were presented in Chapter II. In Chapter III, the evaluation design is described. A description of the evaluation setting, evaluation instrumentation, sampling procedures, procedures for collection of data, and methods of data analyses are also included. The components of the program evaluated were determined through an Evaluability Assessment.

#### **Evaluation Design**

The purpose of a program evaluation is to make appropriate decisions about programming and to improve future programming by measuring the effect of a program against its goals (Weiss, 1972). "Good evaluation methods and tools help program staff assess the needs and concerns of program participants and thus deliver quality services that address these needs and concerns" (Mika, 1996, p.2). Program evaluation is

cumbersome and complex, and requires answers to numerous questions from the perspective of multiple stakeholders (Smith, 1989).

The current evaluation focused on accountability and monitoring of program implementation and thus explored the program's effectiveness, impacts and efficiency. This type of evaluation, for the program sponsors, assessed the extent to which a program is reaching the appropriate target population, whether or not its delivery of services is consistent with program design, what resources are being or have been expended in the conduct of the program and the degree to which the program impacts are noticeable (Rossi et al., 1999).

To maximize the utility of the evaluation (Rossi & Freeman, 1989), an evaluability assessment was conducted. An evaluability assessment is a planning process or "pre-evaluations" (p. 151) that provides the evaluator an opportunity to become well acquainted with a program to aid in the evaluation design (Rossi et al., 1999). Further, this form of pre-evaluation provides an opportunity to develop a clear understanding of the program components and allows for assessment of only those components deemed appropriate for evaluation (Wholey, 1977). The evaluability assessment included preparing a program description from the program documentation and developing the document's model; observing the program and interviewing program personnel to develop the manager's model of the program; and developing an evaluable model that included all program components that were deemed to be evaluable (Rossi & Freeman, 1989). Based on the evaluable model, a measurement table was developed that listed each component of the program to be assessed with the measurement criteria. The document's model, manager's model, evaluable model and



the measurement table and a description of each for the program are included in Appendix A.

Survey research was the primary source of information about the program's effectiveness, efficiency and impact. Program participants and college personnel (faculty, student services staff, classified staff and administrators) completed a self-report questionnaire since stakeholders may be more honest about their perceptions and attitudes toward the program when surveys are used (Smith. 1989).

A causal comparative study was used to study the impact of the program on participant retention and credits taken. Program participant retention in college and credits completed were compared to those students who applied and met the criteria for program entry but were not accepted due to lack of program funds. Students who are on a waiting list for a program are an excellent group to use for comparison (Johnson. 1986; Rossi & Freeman. 1989; Weiss. 1972). The students on the waiting list for this program are good candidates for comparison because they meet all the criteria for acceptance into the program. All aspects of the evaluation were ex post facto design.

### **Evaluation Questions**

The evaluation questions below were developed to assess the program's effectiveness, impact, and efficiency. Hypotheses were presented, where appropriate. The evaluation questions were as follows:

1. Is there any bias between the Single Parent and Displaced Homemaker program's target population and the program's clients?

*There is no significant difference in the composition of the target population and the client population.*

2. What are the needs of the Single Parent and Displaced Homemaker program's clients?

3. How do the various stakeholders view the Single Parent and Displaced Homemaker program?

*There are no significant differences in how stakeholders of the Single Parent and Displaced Homemaker program view the program processes and services.*

4. Is the Single Parent and Displaced Homemaker program implemented as intended?

5. What are the Single Parent and Displaced Homemaker program's impacts and do these impacts meet the client's needs?

*Program participants will have a significantly higher retention rate in college than students on the waiting list for the program.*

*Program participants will take a significantly higher number of course credits than students on the waiting list for the program.*

6. Is the Single Parent and Displaced Homemaker program efficient in the use of its resources?

### **The Program and Evaluation Site**

The urban community college is a multi-campus institution with campuses in four major cities in the southeastern United States. The college served 29,223 different students representing more than 11,000 full-time equivalent enrollments (FTEs) at its four campuses in 1997-1998. The campus where the program is located enrolled 9,845 students, 2,193 full time equivalent students, in 1997-98, 61.6% of which were women. Degrees offered by the campus include the Associate of Science degree, the Associate

of Arts degree, and the Associate in Applied Science degree. Certificate programs and career studies programs of short duration are also offered at the campus. Welding, environmental science, drafting, nursing and business are among the occupational technical program offered by the campus.

In 1993, the urban community college was awarded a grant for a Single Parent and Displaced Homemaker Program by the Commonwealth of Virginia's Department of Education after a competitive proposal process. The College proposed that the funds be used to establish a Regional Women's Center on a campus of college.

The Women's Center became operational and accepted its first students in January of 1994. The one campus was selected for placement of the program because of a greater perceived need for assistance to women on that campus which serves an urban area and a small portion of a neighboring rural community. The city where the program is located is a city with all of the associated concerns of urban life: high crime rate, drug use, and persons on public assistance. One in every five households in this city is headed by a single parent, mostly female, and 10% of the population in the city receives public assistance (U. S. Census Bureau, 1990).

The campus has a full time staff, program coordinator and secretary, to offer services to clients in the Single Parent and Displaced Homemaker program.

### **Instrumentation and Instrumentation Development**

Questionnaires, program documentation, and student records were used to conduct the evaluation. Instruments that were administered or reviewed in the process of the evaluation were as follows:

### Application for Program Services Form (see Appendix B)

The Application for Program Services form was developed prior to the program implementation in 1994 and has been used as an intake form with only minor modification for all clients since the program's initial client group in January 1994. Clients are informed on the application that the information is confidential and is used only for statistical purposes. The form takes approximately ten minutes to complete.

Eight sections are included on the form. The first section includes demographic information including name, date of birth, sex, race (optional) and number of children. Section two asks students to respond to their previous education: high school, college or vocational education. Current enrollment status at the college is included in section three. Questions include "How long have you been at TCC"?, "What program are you in"?, "Have you completed an Orientation (STD100)"? and "Are you currently receiving financial aid"? The fourth section asks for employment status and asks for responses to place of employment, position, hourly rate and hours worked. Section five asks for all sources of income: Aid For Families with Dependent Children (AFDC) or Temporary Assistance to Needy Families (TANF), Food Stamps, Child Support, unemployment, and employment. The last three sections asks clients to list social services agencies they use, check from a list the barriers to their employment (i.e., no prior work history, homeless, lack of education) and types of financial assistance needed (i.e. childcare, books and supplies, tuition assistance, transportation).

### Single Parent and Displaced Homemaker Needs Assessment (see Appendix C)

The Single Parent and Displaced Homemaker Needs Assessment Survey was developed by the evaluator to determine the needs of the program participants.

Survey format and design. The self-report survey included three closed-ended questions and one open-ended question. In question one participants were asked to respond to the question "How important were the following services to you when you entered the Single Parent and Displaced Homemaker Program at Tidewater Community College?" Participants responded on a Likert scale of Very Important to Not Important. For the second question participants responded on a Likert scale of Very Accessible to Not Accessible to the level of availability of the services provided by the program from sources other than the program. Question three presented nine statements that reflect potential impacts of the program: for example, "improving my self-esteem and self-confidence, obtaining a better job, obtaining a job promotion." Participants were asked to respond on a Likert scale of Very Important to Not Important to these potential impacts. Question four asked participants to provide a list of needs that they had upon entry into the program that the program did not meet.

Directions for completion of the survey were provided at the beginning of the instrument with additional instruction accompanying each question. The questionnaire took approximately 10 minutes to complete.

Instrument development and pilot testing. In this questionnaire the client's need for the same services and impacts that were included on the *Participant Opinion Survey* (questions 1, 2, and 4) were assessed. During the development of the *Participant Opinion Survey*, a panel of experts (program staff and counselors who work with women) reviewed the survey content (program services and components) and deemed the *Participant Opinion Survey* to have content validity. To pilot test the *Single Parent and Displaced Homemaker Needs Assessment Survey*, students on another campus were

asked to complete the survey and comment on the following five questions: (1) Were the directions for completing the overall survey clear?, (2) Were the directions for completing each item clear?, (3) Was the layout of the survey easy to read?, (4) Were there any ambiguities in the statements? and (5) Were there grammatical or spelling errors? For each question space was provided for comments. The students did not suggest any changes in the survey instrument. The same group of ten students were asked to complete the questionnaire after two weeks to establish reliability. Test-retest was used to establish reliability of this instrument. The coefficient of reliability for the instrument was .84.

#### Participant Opinion Survey (see Appendix D)

The program *Participant Opinion Survey* was designed to assess the clients' satisfaction with the program's processes, services and impacts. Developed by the evaluator, the survey followed the guidelines for survey development—item construction, pretesting, establishment of content validity and reliability—established by Borg & Gall (1989). Items were developed in cooperation with the program administration, after a review of the program documentation and the literature on women returning to college and on single parents and displaced homemakers.

Survey format and design. The survey asked program participants to respond to 10 questions related to their attitudes about, perceptions of, and satisfaction with the program. Questions related to the benefits provided to program participants; quality of the program services; impacts of the program on the participant; staff performance; and coordination and marketing of services. Directions for the survey were provided at the beginning of the instrument. Additional instructions on how to complete each question

was provided with each question. Approximately fifteen minutes was needed to complete the survey.

To assess the benefit of the program to the participants the question "How beneficial were the following services provided by the Single Parent and Displaced Homemaker program to you while at Tidewater Community College"? The list of services provided by the program were listed after the question. Each service was described and program clients were asked to respond on a five choice Likert scale from Extremely Beneficial to Not Beneficial. "Did not participate in the service" was also offered as a choice. The same list of services with descriptors was provided after the question "How would you rate the quality of the following services by the Single Parent and Displaced Homemaker program"? Staff performance of services was assessed by the question "How well does the Single Parent and Displaced Homemaker program which funds the Women's Center perform the following activities for single mothers and displaced homemakers?" After this question a list of seven statements was provided and participants were asked to respond on a four-point Likert scale of Excellent to Poor. A fifth choice, Don't Know, was also provided. Marketing of the program and coordination of services were included in a question that asked participants to respond to the extent of their agreement with a list of statements. Two open-ended questions allowed the respondents to identify strengths of the program and areas of the program that could be improved. Program clients were asked to provide their overall impression of the program in response to the question "Overall, how would you rate the Single Parent and Displaced Homemaker program?" To obtain information on the program impacts, participants were asked to respond to a list of statements that reflect potential

impacts of the program. Respondents were provided a five-point Likert scale. In the last section of the survey respondents were asked to provide demographic information.

Instrument development and pilot testing. The college's Director of Institutional Research and Planning reviewed the survey after initial development. Modifications recommended by the Director were used to clarify survey elements. After these modifications were made, the survey was sent to the Single Parent and Displaced Homemaker program staff, a panel of experts, for review and modification. This panel of experts was used to assess the content validity of the survey. The panel was made up of four counselors on the college campuses who work with women and the Single Parent and Displaced Homemaker program administrator. The panel was also asked to identify, on a form provided, any areas of the survey that should be added or deleted. A few modifications were required.

A pilot test was conducted to determine if there were ambiguities or errors within the survey. Borg and Gall (1989) recommend that a pilot test to determine validity and reliability of a survey include at least 20 individuals. Therefore, twenty participants in a support group for single parents and displaced homemakers at two campuses of the college pilot tested the participant survey. The pretest group was given the same directions for completing the survey as were given to the program clients. Each member of the pilot test group was asked to note any ambiguities in the statements, misspelled words or other errors in the survey (Borg and Gall, 1989). A form on which to list the number of the questions that were unclear or ambiguous and a comment section was provided. Questions included: (1) Were the directions for completing the overall survey clear?, (2) Were the directions for completing each item



clear?, (3) Was the layout of the survey easy to read?, (4) Were there any ambiguities in the statements? and (5) Were there grammatical or spelling errors?. For each question space was provided for comments. The instrument was adjusted to reflect the response of the test group. Reliability of the instrument was determined by test-retest procedure (Borg and Gall, 1989); the coefficient of reliability was .84.

#### College Personnel Opinion Survey (see Appendix E)

The *College Personnel Opinion Survey* was developed to assess college personnel's perceptions of, attitudes toward and satisfaction with delivery of services, processes and impacts of the Single Parent and Displaced Homemaker program. In cooperation with the Single Parent and Displaced Homemaker program administrator, the survey was developed by the program evaluator. The survey assessed the same content included in the *Participant Opinion Survey* but from the perspective of the college personnel. In addition to questions related to the processes, services, and impacts, questions related to program accomplishments and challenges (Smith, 1989) and program efficiency were included.

Survey format and design. College personnel were asked to respond to 10 questions that referred to the adequacy of the program, benefits of the program's services, quality of services, staff performance, marketing of services, coordination of services with other college departments and financial efficiency. The first question asked about the program's adequacy in serving students. Question two asked about the benefit of the program for the participants by asking "In your opinion, how beneficial are the following services provided by the Single Parent and Displaced Homemaker program to students participating in the program while at Tidewater Community

College?" A list of the services were provided with a description of each. Question three "How would you rate the quality of the following services provided by the Single Parent and Displaced Homemaker program?" was followed by a list of services. To assess the program staffs' performance, college personnel were asked to respond to the question "How well does the Single Parent and Displaced Homemaker program which funds the Women's Center perform the following activities for single mothers and displaced homemakers?" College personnel's perceptions of the program impacts was presented in a question that asked the respondents to provide the extent to which they agree with the statement. A five-point Likert scale was provided for most of the questions. Where appropriate a category Don't Know or No Opinion were provided as a selection. Instructions for completion of the survey were included at the beginning of the survey; specific instructions for each question were given at the end of each question. There were two open-ended questions that asked college personnel to provide input on the program accomplishments and challenges. The final section of the survey requested demographic information. Completion of the survey took approximately 15 minutes.

Instrument development and pilot testing. After the survey was developed, the college's Director of Institutional Research and Planning reviewed it and made recommendations to clarify survey elements. A panel of experts was used to assess the survey's content validity. The panel was made up of three counselors on the college campuses who work with women and the Single Parent and Displaced Homemaker program administrator. Their comments were collected on a form provided and modifications were made to the survey.

To pilot test the survey for ambiguities and errors a total of 21 college employees representing faculty, classified staff, student services staff, and administrators on a different campus of the college were asked to complete the survey and make comments on the survey clarity. The instructions for survey completion were the same for the pilot group as they will be for the study group. The pilot test groups' comments were recorded on a form accompanying the survey and modifications were made to adjust the survey's clarity and format. The following questions were asked: Were the directions for completing the overall survey clear?, Were the directions for completing each item clear?. Was the layout of the survey easy to read?. Were there any ambiguities in the statements? and Were there grammatical or spelling errors? For each question space was provided for comments. A test-retest procedure was used to test reliability of the survey. The coefficient of reliability of .84 was established for the survey.

#### Student Information System (SIS)

The Community College System (CCS) has developed a Student Information System for each of its colleges that provides information on individual student demographics, curriculum tracking, and registration data. The following student information can be obtained from this system: name, address race, gender, date of birth, term admitted to the college, financial aid status, curriculum code, term last enrolled, GPA for the term and cumulative, placement test scores, graduation status and courses taken by semester with the grade for each course. For this study, the Student Information System provided information to assist in the development of the client

profile, to obtain information on student enrollment and credits earned, and to determine which participants were graduated from the college.

### **Methodology for Evaluation Questions**

To clearly present the methodology used for the evaluation questions, each question was listed with the operational definitions, information required and sources of the information, sampling procedure, data collection and data analyses procedures.

1. Is there any bias between the Single Parent and Displaced Homemaker program's target population and the program's clients?

*There is no significant difference in the target population and the client population.*

The findings for question one described the characteristics of the participants that enroll in the program. Data on client characteristics were used to generate a baseline profile of program clients. The question response further provided a comparison of the client profile with the target population as outlined in the documentation for the program, the grant proposal.

### **Operational Definitions**

Target population. Displaced homemakers, single parents, or single pregnant women from Chesapeake, Norfolk, Portsmouth, Suffolk, and Virginia Beach including single pregnant women or single parents who have graduated from the Portsmouth Public Schools Teenage Assistance for Mothers Program.

Client population. Students who have completed the Application for Program Services form, met the criteria for entry into the program, and were receiving the services of the program.

Characteristics of the client population.

*Age:* Number of years of age as designated on the Application for Program Services form, ratio scale of measurement

*Gender:* Male or female as stated on the Application for Program Services form, nominal scale of measurement

*Number of children:* Number of children stated on the Application for Program Services form, ratio scale of measurement

*Education Level:* High school graduate, non-high school graduate, has associate degree, or attended vocational training program as stated on the Application for Program Services form: nominal scale of measurement

*City of residence:* Name of the city listed on the Application for Program Services form, nominal scale of measurement

*Classification in the program:* Single Parent, Displaced Homemaker, or other as marked by the applicant on the Application for Program Services form: nominal scale of measurement

*Race:* Race designated by the applicant on the Application for Program Services form; nominal scale of measurement

*Source of Income:* Public assistance or not on public assistance as designated on the Application for Program Services Form: nominal scale of measurement

*Curriculum:* Participants' program of study as designated on the Student Information System; nominal scale of measurement

### Information Required and Information Sources

The target population was defined by race in addition to geographic location of residence and classification status (single parent, displaced homemaker, single pregnant woman or graduate of Portsmouth Public Schools Mother's Assistance Program). The primary source of the information was the 1990 U. S. Census with supplemental information provided by the city social services agencies, the Director of the Division of Community Planning and Development for Human Services in the Hampton Roads region and the national organization, Women Work!. Because the census does not use the term displaced homemaker, the category of female householder without children was used. This definition assured that there was no duplication of persons represented in the populations.

The profile of the client population included age, race, gender, classification in the program, number of children, education level, source of income, curriculum, and city of residence. The source of the information was the Application for Program Services form submitted by each client prior to the admission to the program. If race was not marked on the Application for Program Services Form, the student's race was collected from the Student Information System.

### Sampling Procedure

All program clients,  $N=119$ , who participated in the program between Spring semester 1994 and Fall semester 1997 were profiled from the *Application for Program Services* form.

### Data Collection Procedure

Target population data were collected from the 1990 U. S. Census data. After

discussion with the Directors of Social Services for each city, it was determined that the Director of the Division of Community Planning and Development for the Hampton Roads region was the best resource for clarification of the target population. Information on the number of Teenage Assistance for Mother's program students who graduated from the Portsmouth Public Schools was obtained from the program directors at high schools in Portsmouth.

An audit of the database of client information housed in the Women's Center at the campus was conducted. The database was compiled by the program secretary from the program's intake forms, the *Application for Program Services* form. The characteristics included were: name, address, date of birth, gender, number of children, classification in the program (single parent, displaced homemaker), race, curriculum, education level, public assistance recipient, and city of residence.

#### Data Analysis Procedure

Descriptive statistics, frequencies and percentages, were used to profile the client population. All data were reported on tables in the aggregate. Data comparing the target population with the client population were statistically analyzed using a Goodness of Fit Chi Square. This statistical method provided a comparison of the expected frequencies with actual population frequencies. A  $p \leq .05$  level of significance was used.

2. What are the needs of the Single Parent and Displaced Homemaker program's clients?

A client (participant) needs assessment was conducted to profile client needs and to determine how available services from other sources were to the clients. This profile of needs allowed the evaluator to determine if goals, objectives and services for the

program were appropriate, allowed the evaluator to compare the needs of the clients with program impacts and provided a basis to assist the program administration with refinements and revisions of the program.

### Operational Definitions

Services needed. The client's response on a Likert scale of Very Important (4) to Not Important (1) for the each of the program services on the *Single Parent and Displaced Homemaker Program Needs Assessment Survey*. These services included: crisis intervention, student tracking, federal financial aid, supplemental funding, mentoring program, personal counseling, referral services, life skills development, support groups, and women's programming.

Service accessibility. The client's response on a Likert scale of Very Accessible (3) to Not Accessible (1) for each service on the *Single Parent and Displaced Homemaker Program Needs Assessment Survey*.

Service impact. The client's response to a list of potential impacts of the program on a Likert scale of Very Important (4) to Not Important (1) on the *Single Parent and Displaced Homemaker Needs Assessment*. The impacts included: improving self-esteem and self-confidence, having support to help stay in college, increasing knowledge of non-traditional careers for women, increasing knowledge of women's issues, obtaining a better job, obtaining a job promotion, identifying career goals better, obtaining a higher income, and obtaining a job related to my curriculum.



### Information Required and Sources

The client's rating of services needed, client rating of accessibility of services from other sources and client rating of need for the potential impacts of the program were required. The *Single Parent and Displaced Homemaker Program Needs Assessment* survey completed by clients (participants) provided the data for question two.

### Sampling Procedures

The 42 clients who participated in the program between the Spring semester 1996 and Spring semester 1998 were asked to complete the needs assessment questionnaire.

### Data Collection Procedures

Using survey research, the evaluator determined the needs of the program participants. The self-report survey described in the section "Instrumentation and Instrumentation Development" included three closed-ended questions and one open-ended question. Responses were provided on a Likert scale.

A copy of the *Single Parent and Displaced Homemaker Needs Assessment* survey with an informed consent statement was distributed to 42 program participants. Each survey was accompanied by a cover letter explaining the reason for the survey and the date by which the survey was to be returned. The envelope was addressed using printed labels. A hand-stamped addressed return envelope was provided with each survey. Respondents were assured of anonymity.

To increase the response rate, each of the participants selected to complete the form that could be reached was telephoned one week prior to mailing the survey. To

increase the survey response rate, a second survey administration was sent two weeks after the first administration. A third administration was conducted two weeks later. In addition to the three survey mailings, clients who could be reached by phone were called to remind them to complete the survey. When the evaluator was informed that a survey had been returned, the client did not receive an additional survey. The letter sent with each additional survey asked the client to return the survey if it had not been returned previously. Copies of the letters are in Appendix C.

### Data Analysis

Descriptive statistics including frequency counts, percentages, means and standard deviations were used for the self-report closed-ended scaled items. Tables were used to present the information graphically. The scale of measurement for the Likert scale data was interval. For additional needs that were not met by the program (question four), term frequency followed by content analysis was the analysis technique used.

3. How do the various stakeholders view the Single Parent and Displaced Homemaker program?

*There are no significant differences in how stakeholders of the Single Parent and Displaced Homemaker program view the program processes and services.*

Question three was used to determine the stakeholder's views of the program. It further provided the results that allowed the evaluator to determine if the opinion of the program participants and college personnel were consistent with the empirical analysis related to program impacts and efficiency.

### Operational Definitions

Adequacy of services. The response of college personnel to a semantic differential scale on the *College Personnel Opinion Survey*.

Benefits of services. The response of program stakeholders on a Likert scale of Extremely Beneficial (5) to Not beneficial (2) on question two of the *Participant* and the *College Personnel Opinion* survey. Don't know (1 for college personnel) or Did not use the service (1 for program participants) was provided for those who could not rate the service.

Quality of services. The response of program stakeholders on a Likert scale of Excellent (5) to Poor (1) on question three of the *Participant* and the *College Personnel Opinion* survey. No opinion (0) was provided for those who could not rate the service.

Staff performance. The response of program stakeholders on a Likert scale of Excellent (5) to Poor (1) on question five of the *Participant* and the *College Personnel Opinion* survey. Don't know (0) was provided for those who could not rate the adequacy and availability of the program.

Coordination of services. The response of program stakeholders on a Likert scale of Strongly Agree (5) to Strongly Disagree (2) on question 6A of the *Participant* and the *College Personnel Opinion* survey. No opinion (1) was provided for those who could not rate the service.

Marketing of services. The response of program stakeholders on a Likert scale of Strongly Agree (5) to Strongly Disagree (2) on question 6 B, C, and D of the *Participant* and the *College Personnel Opinion* survey. No opinion (1) was provided for those who could not rate the service.

View of program impacts. The response of the college personnel on a Likert scale of Strongly Agree (5) to Strongly Disagree (2) on question four of the College Personnel Opinion survey. Don't know (1) was provided for those who could not rate the potential impact of the program. The potential impacts were: improvement in self-esteem and self-confidence, less likely to drop out of college, expanded knowledge of non-traditional careers for women, expanded knowledge of women's issues, better jobs, job promotion, better ability to identify career goals, increased income, better able to meet educational goals, and got jobs related to curriculum.

Overall program rating. The response of program stakeholders on a Likert scale of Excellent (5) to Poor (1) on question nine of the *Participant* and the *College Personnel Opinion* survey.

Recommend program. The response of program stakeholders on a dichotomous scale (yes or no) on question 10 of the *Participant* and *College Personnel Opinion* survey.

#### Information Required and Source of Information

Client and college personnel ratings of their satisfaction with and perceptions of the Single Parent and Displaced program was required. Program strengths and areas for improvement were also identified through the stakeholder's responses to open-ended questions.

#### Sampling Procedures

Two samples, program clients and college personnel, were administered self-report questionnaires. The first sample was 75 randomly selected clients who

participated in the program between Spring semester 1994 and Fall semester 1997. This sample was asked to complete the *Participant Opinion Survey*.

The second sample consisted of college personnel. The college personnel sample included all faculty, student services staff, and classified staff at the campus where the program was located who were listed in the college's 1997 phone book. Two persons who were new employees were also included. In addition, all campus and district level administrators were asked to respond to the survey. The survey was sent to 115 college faculty, staff and administrators.

#### Data Collection Procedures

To collect information on stakeholder's opinions of the program, two evaluator-developed self-report questionnaires, *Participant and College Personnel Opinion Surveys*, that included closed-ended and open-ended questions, were distributed.

College Personnel Opinion Survey. A copy of the *College Personnel Opinion Survey*, cover letter, and the informed consent statement was distributed through the campus mail to faculty, student services staff, classified staff, campus administrators and college-wide administrators. The cover letter explained the intent of the evaluation and requested that the survey be completed. The address on the intercampus envelope was handwritten. All respondents were asked to complete the survey and return it by the date identified on the survey to the evaluator in the addressed envelope provided. All respondents were given the same written instructions for completion of the survey.

The survey, with 115 total copies, was printed on a laser printer to give it a professional appearance. A phone number where survey respondents could call for information was included with the survey (Molnar & Stup, 1994). A total of three

administrations of the survey were sent to college personnel. In the event that a person indicated through e-mail that the survey had been returned, an additional copy of the survey was not mailed. After the second survey administration an e-mail was sent to the college personnel to remind them to return the survey. Individual phone calls were made to college personnel when the response rate continued to be below 80% after three administrations.

To increase the response rate, one week prior to the questionnaire distribution, all campus personnel and college district level administrators were informed by e-mail that the survey would be sent to them. The e-mail message explained the intent and importance of the survey and asked that questions concerning the survey be referred to the number provided. The e-mail also asked them to complete and return the survey promptly. No financial incentive was given for completion of the survey. College personnel were asked to return the survey within one week of receipt; the return date was provided on the survey. Copies of the letters and e-mail messages are provided in Appendix D.

Participant Opinion Survey. A copy of the *Participant Opinion Survey* was distributed to program participants in the sample that could be located. To locate the participants, a letter explaining the purpose of the survey and signed by the evaluator was sent to program participants at the address on the *Application for Program Services* form. The letter was distributed two weeks prior to the survey distribution. Change of address and forwarding information was provided through the post office where appropriate.

Surveys with the informed consent statement were sent to those individuals whose letters were not returned as undeliverable. Where applicable, surveys were resent to new addresses provided by the post office. Each survey was accompanied by a cover letter explaining the reason for the survey and the date by which the survey was to be returned. The envelopes were addressed using printed labels. A pre-paid return envelope was provided with each survey mailing.

In an effort to increase the response rate, a pen to complete the survey was given to each participant as an incentive for returning the survey. Monetary incentive was not provided at the recommendation of the college's Director of Institutional Research. Respondents were assured of confidentiality and anonymity. To increase the survey response rate a second and third survey administration was sent. Clients were reminded not to return the survey if they had already returned the instrument. Telephone follow-up was made to program participants who could be reached when the response continued to be below 80%.

### Data Analysis

Data analyses for the closed-ended survey responses were descriptive statistics. Frequency counts, percentages, means and standard deviations for each question were presented in aggregate. Tables were used to present the data graphically. Likert scale responses was treated as interval data. The level of significance was .05.

Three comparisons were made to determine if there were differences in the stakeholders' views of the program: (1) a comparison of college personnel responses as a function of position, (2) a comparison of college personnel responses as a function of

whether they knew a student in the program, and (3) a comparison of college personnel responses to participant responses.

To compare college personnel responses as a function of position, composite means for benefits of services (question 2), quality of services (question 3), program impact on student outcomes (question 4), staff performance (question 5), and coordination and marketing of program services (question 6) were compared using a General Linear Model statistical technique. This technique was required due to unequal sample sizes for positions. The IV was college personnel with three levels: faculty, classified, and administrators. The DV was the composite mean score for each question of the survey.

To determine if there was a significant difference in the views of the program as a function of gender, a t-test for independent means was conducted. The IV was gender at two levels, male and female. The DV was the composite mean scores for questions 2-6 on the *College Personnel Opinion Survey*.

The composite mean scores for each of the variables, benefits of services; quality of services; staff performance; program impacts; coordination of services and marketing of services were compared to determine if there was a significant difference in the responses of college personnel who knew a program participant and those who did not. A two tailed t-test for independent means was the statistical technique used. The IV was college personnel at two levels, knew a student in the program and did not know a student in the program. The DV was the composite mean score for questions 2-6 on the *College Personnel Opinion Survey*.



College personnel composite mean responses were compared with the composite mean score for participants on four variables, benefits of service, quality of service, staff performance, and coordination and marketing of services. The composite mean were compared using a t-test for independent means. The IV was stakeholders at two levels, college personnel and program participants. The DV was the composite variable for question 2, 3, 5, and 6 on the *College Personnel Opinion Survey*.

Open-ended questions, question numbers seven and eight on each survey, responses were coded to determine the most frequently listed responses. This procedure was followed by a content analysis.

4. Is the Single Parent and Displaced Homemaker program being implemented as intended?

Question four was the program component and services quality management evaluation. The actual program implementation was compared to the program document's model and manager's models from the evaluability assessment. This portion of the evaluation allowed the identification of deviations from the program as designed. Deviations were evaluated and an explanation of why the deviation occurred were provided.

#### Operational definitions

Document's Model. - the text and flowchart description of the program components based on the program documentation.

Manager's Model. - the text and flowchart description of the program components from the perspective of the program manager.

### Information Required and Information Sources

The Evaluability Assessment provided in Appendix A was the source of documentation for the Document's Model, Manager's Model, and the Evaluable Model. The actual program implementation was determined from the rating of the stakeholders on the opinion surveys, a review of published materials concerning the program, and the evaluator's observance of the program implementation.

### Sampling Procedures

The sampling technique for each of the stakeholder's self-report questionnaires was presented with question three. Interviews of six program clients, the program coordinator and secretary, and a review of published materials and program documents were used.

### Data Collection Procedure

The method for collection of the survey results was described with question three. To verify information or to provide an explanation for deviations from the document's and manager's model, structured interviews were used. A summary of the interviews were compiled and are presented as Appendix F.

### Data Analysis

The evaluator analyzed the results of the stakeholder's questionnaires (described in question three), reviewed program documentation, observed the program's operation and compared the finding with the document's and manger's models from the Evaluability Assessment to determine if the program was being implemented as intended. The use of triangulation, a heuristic tool, was critical in the analysis (Janesick, 1994). Borg & Gall (1989) state that triangulation is "simply a form of replication that

contributes greatly to our confidence in the research findings regardless of whether qualitative or quantitative methodology are employed" (p. 393).

5. What are the Single Parent and Displaced Homemaker program's impacts and do these impacts meet the client's needs?

*Program participants will have a significantly higher retention rate in college than students on the waiting list for the program.*

*Program participants will take a significantly higher number of course credits than students on the waiting list for the program.*

Question five determined the immediate or direct effects of the program on clients and determined the degree to which the program satisfied the students' needs. This portion of the evaluation also provided evidence of the program's effectiveness.

#### Operational Definitions

Retention. The number of semesters a participant continued part time or full time enrollment in consecutive semesters at the college after entry into the Single Parent and Displaced Homemaker program. For students on the waiting list, retention was defined as the number of semesters the student continued part time and full time enrollment at the college after they applied to the program. Consecutive semesters was defined as semester immediately following another semester except for spring to fall enrollment which is considered consecutive because most students do not enroll in programs during the summer semester. The scale of measurement was ratio.

Credits taken. The number of credits taken in consecutive semesters by students on the waiting list and program participants. For applicants the credits were counted from the semester of entry into the program. Waiting list student credits were

determined from the semester immediately following application to the program. The scale of measurement is ratio.

Program impacts. The scale of measurement for the Likert scale data was interval.

*Self-esteem and self-confidence improvement*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five A on a self-report questionnaire, the *Participant Opinion Survey*. Does not apply (1) was also provided as a choice.

*Stayed in college longer*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five B on a self-report questionnaire, the *Participant Opinion Survey*. Does not apply (1) was also provided as a choice.

*Knowledge of non-traditional careers for women*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five C on a self-report questionnaire, the *Participant Opinion Survey*. No opinion (1) was also provided as a choice.

*Knowledge of women's issues*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five D on a self-report questionnaire, the *Participant Opinion Survey*. No opinion (1) was also provided as a choice.

*Better job*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five E on a self-

report questionnaire, the *Participant Opinion Survey*. No opinion (1) was also provided as a choice.

*Job promotion*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five F on a self-report questionnaire, the *Participant Opinion Survey*. No opinion (1) was also provided as a choice.

*Met career goals*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five G on a self-report questionnaire, the *Participant Opinion Survey*. No opinion (1) was also provided as a choice.

*Higher income*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five H on a self-report questionnaire, the *Participant Opinion Survey*. Does not apply (1) was also provided as a choice.

*Met educational goal*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five I on a self-report questionnaire, the *Participant Opinion Survey*. Does not apply (1) was also provided as a choice.

*Job related to curriculum*—the program participant's or college personnel's responses on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) to question five J on a self-report questionnaire, the *Participant Opinion Survey*. Does not apply (1) was also provided as a choice.

Service Impact Needs. The client's response to a list of potential impacts of the program on a Likert scale of Very Important (4) to Not Important (1) on the *Single Parent and Displaced Homemaker Needs Assessment*, question 3. The impacts included: improving self-esteem and self-confidence, having support to help stay in college, increasing knowledge of non-traditional careers for women, increasing knowledge of women's issues, obtaining a better job, obtaining a job promotion, identifying career goals better, obtaining a higher income, and obtaining a job related to my curriculum. The scale of measurement for the Likert scale data was interval.

#### Information Required and Information Sources

To assess the impact of the program on the participants' and waiting list students' retention rate and credits taken, the Student Information System for each student was reviewed for semester enrollment and credits taken. Program participants' and college personnel's ratings on a list of program impacts on the *Participant Opinion Survey* was also required. To determine if there was a significant difference in the stakeholders' views of the program, college personnel composite rating for program impacts were compared to the composite participant ratings. To determine if the program impacts met the clients' needs, the relationship of the needs of the clients were compared to the actual program impacts determined from the *Participant Opinion Survey*.

#### Sampling Procedure

Retention Study. A minimum of fifteen subjects in each group is suggested for a causal comparative study (Borg & Gall, 1989). For this study, a total of 200 subjects, 100 program clients and 100 students placed on the waiting list for the program were

used. A simple random sampling procedure was used to determine the sample.

Participants and students on the waiting list for the program were randomly selected from those students who applied to the program and entered or those students who were placed on the waiting list between Spring 1994 and Fall 1997. Students who were placed on the waiting list met all the criteria for entrance into the program.

Credit study. The sample for the credit study was the same as the sample for the retention study.

Comparison of college personnel and participant responses. The samples for the college personnel and the participants are described under evaluation question 3.

Impact and needs study. The sampling techniques for the *Single Parent and Displaced Homemaker Needs Assessment* program was described with two. Sampling techniques for the *Participant Opinion Survey* was provided with question 3.

#### Data Collection Procedures

Retention study. Data collection for the causal comparative study included collection of participant data from the Students Information System (SIS) (REG 040). From the REG 040 screen, the number of semesters the participant persisted after admission to the program was determined. The number of semesters students on the waiting list persisted after application to the program was also determined from the REG 040 screen of the SIS. Semester to semester persistence data rather than fall to fall retention was collected because in community colleges there is a pattern of stop out behavior where students leave the institution for one or more semesters and then return (Bers & Smith, 1991).

Credit hour study. The credits each participant and student on the waiting list took was determined from the Student Information System, REG 040 screen.

Survey of program impacts. The study included past students and thus was expost facto in design. The *Participant Opinion Survey*, a self-report questionnaire that incorporated a Likert scale, was used to collect data on the impacts of the program. Data collection procedures for the *Participant Opinion* surveys were described with question 3.

Comparison of college personnel and participants responses. The data collection procedure for this portion of the study is described under evaluation question 3.

Service Impact Needs. The data collection procedure for the *Single Parent and Displaced Homemaker Needs Assessment Survey* was described with question 2.

#### Data Analysis

Retention study. A t-test for independent means was used to determine if there was a significant difference in the mean number of semesters participants and students on the program's waiting list remained in college. The independent variable (IV) was students, those that were program clients and those that were on the waiting list for the program. The dependent variable (DV) was the number of semesters the students remained enrolled in college. The alpha level for the study was .05.

Credit hour study. To determine if there was a significant difference in the number of credits earned by program participants and students on the waiting list, a t-test of independent means was conducted. The independent variable (IV) was students, those that were program clients and those that were on the waiting list for the program.



The dependent variable (DV) was number of credits earned. The pre-selected alpha level was .05.

Comparison of college personnel and participant responses. A t-test for independent means was used to determine if there was a significant difference in the college personnel's view of the programs impacts and participants responses to the program impacts. The level of significance was .05. The IV was program stakeholder with two levels, participant and college personnel. The composite mean for question 4 (program impacts) on the opinion surveys was the DV.

Survey of program impacts. Data analyses included the use of descriptive statistics, frequency counts, percentages, means and standard deviations. Tables were used to present the data. To determine if there was a relationship between the client's needs and the impacts of the program, the mean responses for question 3 on the *Needs Assessment Survey* was compared to mean rating for response on program impacts measured on 4 of the *Participant Opinion Survey*. The Likert scale ratings were treated as interval data. The data were analyzed using a Pearson r.

6. Is the Single Parent and Displaced Homemaker program efficient in the use of its resources?

The results of question 6 was used to determine the program cost per student and to determine if the college personnel's attitude (opinion) toward the program's use of its resources and success in securing additional funding from external sources. To further assess the efficiency of the program a comparison of the number of full time equivalencies (FTEs) funds generated by students who participated in the program was compared to the FTEs generated by students on the waiting list. Additionally, the

funding generated by the participant FTEs was compared to the cost of the program.

Cost per graduate was also determined.

### Operational Definitions

Efficiency. Cost per participant—total cost of the program (Spring 1994 to Fall 1997) divided by the total number of participants between Spring 1994 and Fall 1997 ( $N=119$ ). Program costs excluded the program costs for facilities and utilities (ratio scale of measurement).

Survey responses—the response of the college personnel on a Likert scale of Strongly Agree (4) to Strongly Disagree (2) on the *College Personnel Opinion Survey* to questions 6 E and F which asked about program efficiency and securing of funds for the program (interval scale of measurement). No Opinion (1) was provided as an option for those who did not know about the program's use of funds.

Comparison of Funding Generated for Participants and Waiting List Students—an annualized FTE is 30 college credits. The annualized FTE generated by the program participants was the total number of credits earned by a random sample of program participants in consecutive semesters after entry into the program divided by 30; for the 100 randomly selected students on the waiting list, the number of credits was determined from the time the students applied to the program. Consecutive semesters were defined as all semesters attended in consecutive order. Spring to fall semester was considered consecutive since most students do not attend college in the summer semester. Funding generated was determined by multiplying the annualized FTE for each group (participant and waiting list) by the average FTE finding for 1994-1998 for

the college. Average funding was defined as 1993-1994 to 1997-1998 tuition plus state funding divided by five.

*Comparison of Funding Generated to Program Costs*—the funding generated by all program participants FTEs (Spring 1994 - Fall 1997) compared to the cost of the program. The annualized FTE was determined by dividing the total credits taken by all program participants in consecutive semesters by 30.

*Cost per graduate*—the cost per graduate was defined as the cost of the program since Spring 1994 divided by the number of certificate or degree graduates ( $N=24$ ).

#### Information Required and Information Sources

The cost per participant in Single Parent and Displaced Homemaker program over a four-year period (1994-1997) was needed to address this question. The responses to the self-report questionnaire, questions 6 E and F were also needed. Information on student enrollment and graduation was determined from the student information system. Average FTE funding for 1994-1998 was also required.

#### Sampling Procedure

No sample was required for the determination of the cost per participant for 1994-98. The sample for the questionnaire was all faculty, classified staff, student services personnel and campus administrators listed for campus in the 1997 college phone book. Two new faculty not included in the phone listing were surveyed. In addition the sample included the administrators at the district office. Samples for the FTE portions of the efficiency study were the same as those used in question 5, retention study. The sample for comparison of funding generated to program cost was the total participant population ( $N=119$ ).

### Data Collection Procedures

To determine the cost per participant for Spring 1994 to Fall 1997, the number of participants served by the program was determined by the evaluator. The program costs for the five years were determined from program accounting records and an interview with the college's chief accountant. Data collection procedures for the *College Personnel Opinion Survey* are described with question 3. Data collection for the FTEs generated and graduation rates was determined from the student enrollment system, REG 040 screen. Average FTE funding was provided by the Dean of Financial and Administrative Services.

### Data Analysis

Determination of the cost per participant required no data analysis. Descriptive statistics, frequencies, percentages, means and standard deviations were used to analyze the self-report closed-end scaled items, questions 6 E and F of the *College Personnel Opinion Survey*. The FTE funding generated for participants and waiting list students and the cost per graduate required no data analyses.

### **Summary**

Chapter Three described the methodology to be used in the evaluation of the Single Parent and Displaced Homemaker program at an urban community college. The methodology will evaluate the program's relevance—how the program coverage corresponds to program needs; impacts—how the program leads to the desired changes in clients; and gratification—how the program improves the clients self-confidence and self-esteem. A description of the setting for the study, the sampling procedures, and data collection and analysis were presented. Development of the *Needs*

*Assessment Survey, Participant Opinion Survey, and the College Personnel Opinion Survey* to be used in the study, was described. The results of the data collection process are presented in Chapter IV.

## CHAPTER IV

### DATA ANALYSES AND PRESENTATION OF RESULTS

To evaluate the effectiveness, impacts and efficiency of the Single Parent and Displaced Homemaker program at an urban community college, survey research, interviews, a review of program documentation and a review of student records were conducted. The results of these data collection processes and analyses are presented in this chapter. SPSS 8.0 was the major software statistical package used.

#### Results and Analysis

Six evaluation questions were used to guide the evaluation of the Single Parent and Displaced Homemaker program. Program participants and college personnel were asked to complete opinion surveys related to the services coordinated and delivered by the program. A needs assessment was administered to program clients and interviews were conducted with program participants and program staff. The results of the multiple evaluation techniques are presented in the following sections.

Results and analyses are presented individually by evaluation question.

Hypotheses are provided where appropriate. Tables are used to clarify data.

#### Evaluation Question 1

Is there any bias between the Single Parent and Displaced Homemaker program's target population and the program's clients?

*There is no significant difference in the composition of the target population and the client population.*

Target population. Descriptive statistics, frequencies and percentages, were used to describe the program's target population. The target population was determined from

1990 census data. Data are reported by gender, race, and city. Portsmouth, Norfolk, Chesapeake, Virginia Beach, and Suffolk, are the cities served by the grant. Because the U.S. Census data uses the terms white and black to describe race, those terms were used in the presentation of these data. The category "other" includes American Indian, Eskimo, Aluet, Asian and Pacific Islander and other races and categories in the census data.

The highest frequencies of single parents are found in Norfolk and Virginia Beach. Portsmouth has the third largest number of single parents. The majority of single parent homes are headed by females (84.6%), with black females (50.9%) higher than white (32%) and other (1.7%) female headed households. Data related to the single parents are as shown in Table 1.

Table 1

Single Parent Population by City

Group	Portsmouth		Norfolk		Chesapeake		Va Beach		Suffolk	
	f	%	f	%	f	%	f	%	f	%
WM	318	5.3	713	6.2	597	10.8	1,681	15.0	146	5.9
WF	1,137	19.1	2,422	21.0	1,956	35.3	5,821	52.1	369	15.0
BM	370	6.2	726	6.3	305	5.5	439	3.9	149	6.1
BF	4,079	68.4	7,422	64.3	2,607	47.0	2,792	25.0	1,781	72.5
OM	8	0.2	61	0.5	24	0.4	108	1.0	5	0.2
OF	51	0.8	193	1.7	54	1.0	335	3.0	7	0.3
Total	5,963	100.0	11,537	100.0	5,543	100.0	11,176	100.0	2,457	100.0

Note. Data are from the U.S. Census Bureau, 1990. W = white; B = black; O = other; M = male; F = female.

The largest populations of displaced homemakers are located in Virginia Beach and Norfolk. Portsmouth ranks third in the number of displaced homemakers. Black females make up the largest population of displaced homemakers although the displaced homemaker population is more evenly divided between blacks and whites than the single parent population. Table 2 presents the displaced homemaker data.

Table 2

Displaced Homemaker Population by City

Race	Portsmouth		Norfolk		Chesapeake		Va Beach		Suffolk	
	f	%	f	%	f	%	f	%	f	%
White	917	41.7	1,817	41.8	1,120	56.2	3,048	48.8	324	32.3
Black	1,277	57.8	2,453	56.4	845	42.4	3,084	49.4	679	67.7
Other	12	0.5	81	1.8	27	1.4	110	1.8		
Total	2,206	100.0	4,351	100.0	1,992	100.0	6,242	100.0	1,003	100.0

Note. Data are from the U.S. Census Bureau, 1990.

Black females make up the largest number of single parents and displaced homemakers in the region. Displaced homemakers represent approximately half the number of single parents as shown in Table 3. Regionally, males represent less than 16% of the single parent population; white females represent 32%.



Table 3

Single Parents and Displaced Homemakers Population by Region

Race/Gender	Single Parents		Displaced Homemakers	
	f	%	f	%
White Male	3,455	9.4		
White Female	11,705	32.0	7,262	45.9
Black Male	1,989	5.4		
Black Female	18,681	50.9	8,338	52.7
Other Male	206	0.6		
Other Female	640	1.7	232	1.4
Total	36,676	100.0	15,832	100.0

Note. Data are from the U.S. Census Bureau, 1990. Displaced homemakers do not include males.

According to the Portsmouth Public School System there have been 40 graduates of the Teenage Assistance for Mother's Program since 1994. (L. Dean and K. Hammer personal communication, January 27, 1999)

Client profile. To compare the client population with the target population, a database of the program clients was developed. The database included selected information from items on the *Application for Services Form*. This database was used to profile the program participants by age, race, gender, number of children, education level, public assistance income and city of residence at the time of application to the program. Prior to the development of the client profile, an audit of the database was completed by the evaluator. Thirty records (25%) with information from a total of 480 selected entries were reviewed. Twenty-seven were found by the evaluator, an error rate of 6%. Ten of the errors were in the column designated AFDC. After the evaluator's

discussion with the program secretary, it was determined that persons who marked child support were included in this field in addition to AFDC recipients.

The majority of the program clients were female (99%), black (75%), single parents (87%) and lived in Portsmouth (62%). The displaced homemaker population was small possibly because of self-report errors on the application. According to the program coordinator and the program secretary, students typically ask the definition of displaced homemaker, which provides an opportunity to have clients choose their classification correctly. Such a process of clarification may not have occurred with each applicant.

Only one white male from Virginia Beach was served by the program. Four students (three black females and one white female single parent) from cities outside the region, primarily Newport News, were served by the program. All displaced homemakers were white or black. The client profile by city is presented in Table 4.

Table 4

Client Profile by City

	Portsmouth		Norfolk		Chesapeake		Va Beach		Suffolk	
Groups	f	%	f	%	f	%	f	%	f	%
Single Parents										
WF	13	19.4	2	25.0	4	33.3			1	10.0
BF	52	77.6	6	75.0	7	58.4	1	50 <sup>a</sup>	9	90.0
OF	2	3.0			1	8.3				
Total	67	100.0	8	100.0	12	100.0	1	50 <sup>a</sup>	10	100.0

Table 4. (continued)

Groups	Portsmouth		Norfolk		Chesapeake		Va Beach		Suffolk	
	f	%	f	%	f	%	f	%	f	%
Displaced Homemakers										
WF			2	50.0	2	50.0	1	100.0		
BF	7	100.0	2	50.0	2	50.0				
Total	7	100.0	4	100.0	4	100.0	1	100.0		

Note. W = white; B = black; O = other; M = male; F = female.

\*The one male student served by the program makes up the other 50% of the group.

The largest number of clients was in the age range of 30-39 (39.5%); the smallest number was in the range of 50-59 (8.4%) years of age. More than 97% of the clients had children; three participants did not. Forty-eight (40%) of the 119 clients had only one child. Only 13% of the clients had four or more children. One hundred percent of the clients had the equivalent of a high school diploma; thirty (25%) completed high school through the GED process. Public assistance income was earned by 60 (51%) of the program participants. Vocational rehabilitation and social security income was received by a total of eight clients (6.7%). The majority (60%) of the clients ( $n=71$ ) chose traditional fields for women: allied health and nursing (34.5%,  $n=41$ ), education (16.8%,  $n=20$ ) and office systems technology (6.7%,  $n=8$ ).

No program participants were graduates of the Portsmouth Public School System's Teenage Assistance for Mother's Program. According to the directors of Mother's Assistance program, many of the students in the program are in their early teens and several years away from high school graduation when enrolled in the program. Therefore, when the students are presented information about the Single

Parent and Displaced Homemaker Program while in the high school, they are too young to take advantage of the services.

Frequencies and percentages of additional characteristics, age and number of children, are shown in Tables 5 and 6, respectively.

Table 5

Clients' Ages Upon Entering the Program

	20-29		30-39		40-49		50-59	
	f	%	f	%	f	%	f	%
Clients	35	29.4	47	39.5	27	22.7	10	8.4

Note.  $N = 119$ .

Table 6

Clients' Number of Children Upon Entering the Program

	0-1		2-3		4-5	
	f	%	f	%	f	%
Clients	51	42.9	52	43.7	16	13.4

Note.  $N = 119$ .

Comparison of target population and client profile. The number of individuals in the target population far exceeds the number of students that the program has served. However, a Chi Square statistical test demonstrated that the composition of the client population is a reasonable representation of the target population,  $\chi^2 (9, N = 30,481) = 2.66, p < .05$ .

## Evaluation Question 2

What are the needs of the Single Parent and Displaced Homemaker program's clients?

Needs Assessment Survey results. Forty-two needs assessment surveys were distributed to clients who participated in the program between Spring 1996 and Spring 1998. Twenty-nine (69%) were returned; seven were undeliverable (17%). Of the surveys that were delivered, 82% were returned.

The *Needs Assessment* instrument asked the program participants to rate the importance and accessibility of services delivered or coordinated by the program. It further asked the participants to rate their need for specific outcomes or impacts from the program. An open-ended question allowed participants to provide information about needs they had upon entry into the program that the program did not address. Descriptive statistics, frequencies, percentages, means and standard deviations were used to analyze the responses.

### *Survey Question 1 - Importance of Services*

Scores were presented in the form of response to a four-point Likert scale ranging from Very Important to Not Important on the survey. Services most frequently rated Very Important were supplemental funding (96.6%), student tracking (58.6%), federal financial aid (58.6%), and personal counseling (58.6%). The need for referral services for childcare services was rated not important by 31% of the clients. Frequency data for importance of services are presented in Table 7.

Table 7

Ratings of Importance of Services by Program Participants

Service	Very Imp		Mod. Imp		Mildly Imp		Not Imp	
	f	%	f	%	f	%	f	%
Crisis Intervention	12	41.4	5	17.2	7	24.1	5	17.2
Student Tracking	17	58.6	3	10.3	5	17.2	4	13.7
Federal Financial Aid	17	58.6	6	20.7	1	3.4	5	17.2
Supplemental Funding	28	96.6			1	3.4		
Mentoring Program	16	55.2	6	20.7	5	17.2	2	6.9
Personal Counseling	17	58.6	5	17.2	5	17.2	2	6.9
Referral Services	11	37.9	5	17.2	4	13.8	9	31.0
Life Skills Development	16	55.2	5	17.2	14	13.8	4	13.8
Support Groups	16	55.2	4	13.8	7	24.1	2	6.9
Women's Programming	12	41.4	8	27.6	6	20.7	3	10.3

Note. n = 29. Mod. = moderately; Imp = important.

Using 3.5 as the cut score for Very Important, supplemental funding had the highest mean score ( $\bar{M} = 3.93$ ,  $SD = 0.37$ ). All other services were rated moderately important ( $\bar{M} > 2.50$ ). Table 8 provides the mean and standard deviation for each of the services.

Table 8

Means and Standard Deviations for Importance of Services by Program Participants

Service	<u>M</u>	<u>SD</u>
Crisis Intervention	2.83	1.17
Student Tracking	3.14	1.16
Federal Financial Aid	3.21	1.15
Supplemental Funding	3.93	0.37
Mentoring Program	3.24	0.99
Personal Counseling	3.28	1.00
Referral Services	2.62	1.29
Life Skills Development	3.14	1.13
Support Groups	3.17	1.04
Women's Programming	3.00	1.04

Note. *n* = 29.

*Survey Question 2 - Accessibility of Services*

Respondents replied on a three-point scale ranging from Very Accessible to Not Accessible concerning the accessibility of program services from other sources upon entry into the program. Services that were rated most frequently Very Accessible were student tracking (58.6%), support groups (48.2%) and personal counseling (44.8%). The services that received the most Not Accessible responses were referral services for childcare (48.3%), mentoring program (41.4%), and personal counseling (34.5%). Ratings of accessibility of services by frequency and percentage are presented in Table 9.

Table 9

Ratings of Accessibility of Services for Program Participants

Service	Very Accessible		Somewhat Accessible		Not Accessible	
	f	%	f	%	f	%
Crisis Intervention	8	27.6	17	58.6	4	13.8
Student Tracking	17	58.6	7	24.1	5	17.2
Federal Financial Aid	11	37.9	16	55.2	2	6.9
Supplemental Funding	12	41.4	10	34.5	7	24.0
Mentoring Program	9	31.0	8	27.6	12	41.4
Personal Counseling	13	44.8	6	20.7	10	34.5
Referral Services	7	24.1	8	27.6	14	48.3
Life Skills Development	12	41.4	9	31.0	8	27.6
Support Groups	14	48.2	10	34.5	5	17.2
Women's Programming	12	41.4	12	41.4	5	17.2

Note. n = 29.

Student tracking had the highest mean score ( $M = 2.41$ ,  $SD = 0.78$ ), somewhat accessible. No services provided by the program were rated Very Accessible from another source. Mean scores and standard deviations for accessibility of each service are presented in Table 10.



Table 10

Means and Standard Deviations for Accessibility of Services by Program Participants

Service	<u>M</u>	<u>SD</u>
Crisis Intervention	2.14	0.64
Student Tracking	2.41	0.78
Federal Financial Aid	2.31	0.60
Supplemental Funding	2.17	0.80
Mentoring Program	1.90	0.86
Personal Counseling	2.10	0.91
Referral Services	1.76	0.83
Life Skills Development	2.14	0.93
Support Groups	2.21	0.78
Women's Programming	2.24	0.74

Note. n = 29.

*Survey Question 3 - Impacts and Outcomes*

To determine which program impacts that were most important, clients were asked to respond on a four-point Likert scale ranging from Very Important to Not Important. Very Important was the response most frequently selected for the items. higher income (72.4%), and help to stay in college longer (72.4%). Obtaining a job related to the curriculum and improving self-esteem and self-confidence were rated Very Important by 69% of the clients. The impact that was most frequently marked Not Important was, get off welfare (34.5%). Frequencies and percentages of responses for question 3 are presented on Table 11.

Table 11

Ratings of Importance of Program Impacts by Participants

Impact	VI		Mod. I		MI		NI	
	f	%	f	%	f	%	f	%
Self-esteem and self confidence	20	69.0	4	13.8	3	10.3	2	6.9
Stay in college	21	72.4	4	13.8	3	10.3	1	3.4
Knowledge of non-trad careers	10	34.5	7	24.1	9	31.0	3	10.3
Knowledge of women's issues	16	55.2	7	24.1	5	17.2	1	3.4
Better job	18	62.1	8	27.6	1	3.4	2	6.9
Job promotion	12	41.4	6	20.7	6	20.7	5	17.2
Identify career goals	16	55.2	5	17.2	3	10.3	5	17.2
Higher income	21	72.4	4	13.8	3	10.3	1	3.4
Curriculum related job	20	69.0	6	20.7			3	10.3
Get off welfare	15	51.7	2	6.9	2.0	6.9	10	34.5

Note. n = 29. VI = very important; Mod. I = moderately important; MI = mildly important; NI = not

important.

Impacts considered overall as Very Important (VI) were: higher income ( $M = 3.55$ ,  $SD = 0.83$ ) and stay in college ( $M = 3.55$ ,  $SD = 0.83$ ). Improve self-esteem and self- confidence ( $M = 3.48$ ,  $SD = 0.91$ ) and obtain a job related to the curriculum ( $M = 3.48$ ,  $SD = 0.95$ ) were rated Moderately Important, although they were rated very close to Very Important. All other outcomes were rated Moderately Important (mean score greater than 2.50). The means and standard deviations for the importance of outcomes and impacts are shown on Table 12.

Table 12

Means and Standard Deviations for Importance of Program Impacts by Participants

Impact	<u>M</u>	<u>SD</u>
Self-esteem and self-confidence	3.48	0.91
Stay in college	3.55	0.83
Knowledge of non-traditional careers	2.83	1.04
Knowledge of women's issues	3.31	0.89
Better job	3.45	0.87
Job promotion	2.86	1.16
Identify career goals	3.10	1.18
Higher income	3.55	0.83
Curriculum related job	3.48	0.95
Get off welfare	2.76	1.41

Note. n = 29.

*Survey Question 4 - Other Services Needed*

Examination of the comments from survey question 4, which asked client to list services that were needed upon entry to the program, consisted of counting term frequency, followed by content analysis. No consistent pattern of response was found. Several individual comments that may be of interest to the program administrators are: "Child care referrals should be updated." "A buddy system to help new students learn their [sic] way around the campus," and "Evening services were non-existent."

Evaluation Question 3

How do the various stakeholders view the Single Parent and Displaced Homemaker program?

*There are no significant differences in how stakeholders of the Single Parent and Displaced Homemaker program view the program processes and services.*

To establish if there were differences among the stakeholders' views of the program, college personnel and participants were asked to complete an opinion survey. For each service or activity, stakeholders were provided the opportunity to respond with the options Did Not Use, Did Not Know, or No Opinion. These selections had the lowest rating (1 or 0) on the Likert scale. Thus, the mean score for the service or activity was lowered when these responses were made. To determine whether or not these responses impacted the rating of the services or activity, all means and standard deviations were recalculated for each item of the survey with the exclusion of Don't Know, Did Not Use, or No Opinion responses.

Participant Opinion Survey results. The participant survey was distributed to a randomly selected sample of 75 program participants who were involved in the program between Spring 1994 and Fall 1997. Participants returned 33 (44%) of the surveys. Twenty-three were returned by the post office labeled "undeliverable." Of the surveys that were delivered, 63% were returned. Twenty-six (79%) of the respondents were African American; seventeen (51%) were between the ages of 26 and 41.

The survey included seven closed-ended questions which asked for a rating on a Likert scale for items related to the benefits of services, quality of services, impacts of the program, and staff performance, and coordination and marketing of services. Open-ended questions provided respondents with the opportunity to identify program strengths and areas for improvement. Descriptive statistics were used to analyze the survey data.

### *Survey Question 2 - Beneficial Services*

To determine how beneficial each of 10 services provided or coordinated by the program were to the clients, clients were asked to respond on a five-point scale, ranging from Extremely Beneficial to Not Beneficial with an option of Did Not Use. Clients most frequently rated supplemental funding (97%), women's programming (72.8%), and support groups (66.7%) as Extremely or Very Beneficial. Referral Services for Childcare (42.2%), Crisis Intervention (24.2%), and Mentoring Program (18.2%) received the most frequent responses of Did Not Use. Frequencies and percentages of responses to benefits of services are provided in Table 13.

Table 13

#### Ratings of Benefit of Services by Program Participants

Service	EB		VB		SB		NB		DNU	
	f	%	f	%	f	%	f	%	f	%
Crisis Intervention	7	21.2	9	27.9	6	18.2	3	9.1	8	24.1
Student Tracking	7	21.2	12	36.4	8	24.2	4	12.1	2	6.1
Federal Financial Aid	11	33.3	10	30.3	5	15.2	2	6.1	5	15.2
Supplemental Funding	23	69.7	9	27.3			1	3.0		
Mentoring Program	10	30.3	11	33.3	4	12.1	2	6.1	6	18.2
Personal Counseling	8	24.2	13	39.4	7	21.2	1	3.0	4	12.1
Referral Services	7	21.2	10	30.3	1	3.0	1	3.0	14	42.2
Life Skills Development	11	33.3	10	30.3	6	18.2	1	3.0	5	15.2
Support Groups	13	39.4	9	27.3	8	24.2	1	3.0	2	6.1
Women's Programming	12	36.4	12	36.4	6	18.2	2	6.1	1	3.0

Note. n = 33. EB = extremely beneficial; VB = very beneficial; SB = somewhat beneficial; NB = not

beneficial; DNU = did not use.

Using the mean score of 3.50 as the cut score for Very Beneficial, all services except Crisis Intervention ( $M = 3.12$ ,  $SD = 1.49$ ) and Referral Services for Childcare ( $M = 2.85$ ,  $SD = 1.72$ ) were rated Very Beneficial or Extremely Beneficial. When "Did Not Use" responses were removed, all services were rated Very Beneficial or Extremely Beneficial by the respondents. Means and standard deviations for the ratings are shown in Table 14.

Table 14

Means and Standard Deviations for Benefit of Services by Program Participants

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Crisis Intervention	3.12	1.49	33	3.80	1.00	25
Student Tracking	3.55	1.15	33	3.71	0.97	31
Federal Financial Aid	3.51	1.41	33	4.07	0.94	28
Supplemental Funding	4.64	0.65	33	4.72	0.46	32
Mentoring Program	3.52	1.46	33	4.07	0.92	27
Personal Counseling	3.61	1.25	33	3.97	0.82	29
Referral Services	2.85	1.72	33	4.16	0.96	19
Life Skills Development	3.64	1.39	33	4.11	0.88	28
Support Groups	3.91	1.16	33	4.10	0.91	31
Women's Programming	3.97	1.05	33	4.06	0.91	32

Note.  $n = 33$ .

*Survey Question 3 - Quality of Services*

Quality of the services provided or coordinated by the program was evaluated by respondents rating the quality of the services on a six-point Likert scale ranging from Excellent to Poor with an option of No Opinion. Services most frequently rated as

Excellent and Very Good were Supplemental Funding (78.6%), Life Skills Development (72.8%), and Support Groups (66.6%). Ratings, frequencies and percentages, are presented in Table 15.

Table 15

Ratings of Quality of Services by Program Participants

Service	Excellent		Very Good		Good		Fair		Poor		NO	
	f	%	f	%	f	%	f	%	f	%	f	%
Crisis												
Intervention	8	24.2	8	24.2	7	21.2	2	6.1	1	3.0	7	21.2
Student												
Tracking	12	36.4	9	27.3	7	21.2	2	6.1	2	6.1	1	3.0
Federal												
Financial Aid	12	36.4	9	27.3	6	18.2	2	6.1	1	3.1	3	9.1
Supplemental												
Funding	18	54.4	8	24.2	4	12.1	2	6.1	1	3.1		
Mentoring												
Program	12	36.4	6	18.2	7	21.2	2	6.1	2	6.1	4	12.1
Personal												
Counseling	8	24.2	1	30.3	10	30.3	3	9.1	1	3.1	1	3.0
Referral												
Services	7	21.2	6	18.2	6	18.2	1	3.0	1	3.1	12	36.4
Life Skills												
Development	12	36.4	12	36.4	4	12.1			1	3.1	4	12.1

Table 15. (continued)

Service	Excellent		Very Good		Good		Fair		Poor		NO	
	f	%	f	%	f	%	f	%	f	%	f	%
Support												
Groups	14	42.4	8	24.2	7	21.2	2	6.1	1	3.1	1	3.0
Women's												
Programming	12	36.4	8	24.2	8	24.2	3	9.1	1	3.1	1	3.0

Note.  $n = 33$ . NO = no opinion.

Using the mean score of 3.50 for the cut score for Very Good, all services except Crisis Intervention ( $M = 2.97$ ,  $SD = 1.85$ ), Mentoring Program ( $M = 3.36$ ,  $SD = 1.73$ ), and Referral Services ( $M = 2.42$ ,  $SD = 2.06$ ) were rated as Very Good or Excellent. No Opinion responses were removed from the data and the mean scores were recalculated for the subset of the sample. With Did Not Use responses removed for all services, the mean score for each service was rated Very Good to Excellent; cut score was 3.50. Means and standard deviations are shown in Table 16.



Table 16

Means and Standard Deviations for Quality of Services by Program Participants

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Crisis Intervention	2.97	1.85	33	3.77	1.11	26
Student Tracking	3.73	1.35	33	3.84	1.19	32
Federal Financial Aid	3.61	1.56	33	3.97	1.10	30
Supplemental Funding	4.21	1.00	33	4.21	1.08	33
Mentoring Program	3.36	1.73	33	3.83	1.26	29
Personal Counseling	3.55	1.23	33	3.66	1.07	32
Referral Services	2.42	2.06	33	3.86	1.13	22
Life Skills Development	3.67	1.63	33	4.17	0.93	29
Support Groups	3.88	1.29	33	4.00	1.11	32
Women's Programming	3.73	1.31	33	3.88	1.14	32

*Survey Question 5 - Staff Performance*

To assess how well the staff of the Single Parent and Displaced Homemaker program served the individual students, clients were asked to respond on a six-point Likert scale ranging from Excellent to Poor with an option of Don't Know. The performance of the staff on all activities was rated Excellent or Very Good by more than 55% of the respondents. Services that were rated most frequently Fair or Poor were: keeps red tape to a minimum (18.2%,  $n = 6$ ) and offers services when program participants are available (15.1%,  $n = 5$ ). Table 17 presents the client's ratings of staff performance.

Table 17

Ratings of Staff Performance by Program Participants

Performance	Excellent		Very Good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
Timely manner	12	36.4	7	21.2	11	33.3	1	3.0	1	3.0
Minimum red tape	12	36.4	9	27.3	6	18.2	4	12.1	2	6.1
Prompt answers	11	33.3	8	24.2	10	30.3	3	9.1	1	3.0
Available	13	39.4	8	24.2	4	12.1	4	12.1	1	3.0
Welcomes	16	48.5	8	24.2	6	18.2	2	6.1	1	3.0
Personal attention	16	48.5	5	15.2	8	24.2	3	9.1	1	3.0

Note.  $n = 33$ .

Welcomes participants ( $M = 4.09$ ,  $SD = 1.10$ ) and provides personal attention ( $M = 3.97$ ,  $SD = 1.19$ ) had the highest mean scores. Using a cut score of a mean above 3.50, all areas of the staff performance were rated Very Good to Excellent. Means and standard deviations are shown on Table 18.

Table 18

Means and Standard Deviations for Staff Performance by Program Participants

Performance	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Timely manner	3.76	1.25	33	3.76	1.25	33
Minimum red tape	3.70	1.40	33	3.93	1.06	31
Prompt answers	3.71	1.12	33	3.76	1.12	32
Available	3.58	1.62	33	3.93	1.20	30
Welcomes	4.09	1.10	33	4.09	1.10	33
Personal attention	3.97	1.19	33	3.97	1.19	33

*Survey Question 6 - Coordination and Marketing of Program Services*

To determine the extent to which program participants agreed with statements regarding coordination and marketing of program services, program participants responded to four statements related to coordination of services, materials distributed by the program, clarity of the program information, and provision of services as described on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree with an option of No Opinion. Respondents selected Strongly Agree or Agree most frequently for provides clear information on how to enroll in the program (87.9%,  $n = 29$ ). The items; coordinates activities well with other offices, and provide services that are described in the publications distributed on campus, received a Strongly Agree or Agree by more than 80% of the respondents. The item, publications and marketing material provided by the Center are clear and provide up-to-date information on the types of services available to single mothers and displaced homemakers, was rated Strongly Agree or Agree by 78.8% of the respondents. Frequencies and percentage data are presented in Table 19.

Table 19

Ratings of Coordination and Marketing of Services by Program Participants

Service	SA		A		D		SD		NO	
	f	%	f	%	f	%	f	%	f	%
Coordination	10	30.3	17	51.5	1	3.0	2	6.1	3	9.1
Marketing	11	33.3	15	45.5	4	12.1	1	3.0	2	6.1
Clear information	14	42.4	15	45.5	1	3.0	2	6.1	1	3.0
Services as described	11	33.0	16	48.5	3	9.1	1	3.0	2	6.1

Note. n = 33. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NO = no opinion.

The mean score for all statements was greater than 3.50 with and without No Opinion responses, indicating that most clients agreed with the statements. Mean and standard for each statement is provided in Table 20.

Table 20

Means and Standard Deviations for Coordination and Marketing of Services by Program Participants

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Coordination	3.88	1.19	33	4.17	0.79	30
Marketing	3.97	1.07	33	4.16	0.78	31
Clear information	4.18	0.96	33	4.28	0.81	32
Services as described	4.00	1.06	33	4.19	0.75	31

*Survey Question 7 - Program Strengths*

Comments for questions seven and eight were analyzed using term frequency followed by content analysis. Twenty-eight participants responded to question 7,

regarding program strengths, with 67 individual comments. Seventeen comments used the terms personal touch, support, counseling, assistance provided by the staff. Specific comments included: "Personal touch of staff," "The willingness of the workers to assist students," and "Help you deal with personal problems." Fifteen of the statements used the terms financial support, funding or money. Participants stated: "Financial assistance when needed," "Extra income for childcare," and "Helping women who cannot afford school." Support groups were listed by nine participants. Women's Programming and resources on women's issues were mentioned by six participants, tracking was listed by three, and child care resources by five participants. Appendix G contains the complete list of comments for question 7.

#### *Survey Question 8- Areas for Improvement*

To determine the areas of the program that needed improvement, respondents were asked to list three items. Twenty-three respondents listed 37 statements regarding improvements that could be made in the program. The terms funding, financial, money and budget appeared in nine comments. Specific statements included: "More funding so that we could hire a full time or part time counselor," "They need more funds and resources," "The stipend could be dispersed in a more timely fashion to the participants because the need is increased," and "More money for childcare." Six comments about support groups were made. Several of these statements were: "More structure in groups," "The support groups could be enhanced more to cater to the growth of a women who first enters the program to the time she exits the program," "Support group for women in abusive homes [sic]," and "More times for group meetings." Job placement or terms related to employment or job placement were mentioned in four

comments, and need for outside activities was listed by three participants. A copy of the list of comments appear in Appendix G.

*Survey Question 9 - Overall Rating of the Program*

Participants were asked to respond to the overall rating of the program on a five-point Likert scale ranging from Excellent to Poor. The participants rated the program as Very Good ( $M = 3.94$ ,  $SD = 1.09$ ). Of the 33 participants who responded 36.4% ( $n = 12$ ) rated the program Excellent, 33.3% ( $n = 11$ ) rated the program as Very Good, 24.2% ( $n = 8$ ) rated the program Good and 6.1% ( $n = 2$ ) rated the program Poor.

*Survey Question 10- Recommend Program*

Clients were asked if they would recommend the program to a friend. Ninety-four percent of the clients responded yes to the question. Only two of the 33 respondents (6%) indicated that they would not recommend the program.

College Personnel Opinion Survey results. The college personnel survey was distributed to all ( $N=115$ ) faculty, classified staff, student services staff. Administrators at the campus and district office were also included. Eighty-six surveys (74.7%) were returned: 72 (63%) were usable.

Eight closed-ended questions which asked for a rating of the benefits of services, quality of services, impacts, staff performance, adequacy, and coordination and marketing of program services were included on the survey. Program strengths and challenges were identified on question 7 and 8, open-ended questions. Descriptive statistics were used to analyze the survey data for questions 1-6 and 9-10.

### *Survey Question 1 - Adequacy of the Program*

Adequacy of the program in serving the campus single parents and displaced homemakers was assessed by having college personnel respond to one of five levels of semantic differential, ranging from All are served to None are served with an option of Don't Know. One respondent (1.4%) indicated that all were served. Thirteen of the college personnel (18.1%) responded that most were served and 14 (19.4%) indicated that some were served. The majority of the respondents (61.1%,  $n = 44$ ) did not know how adequately the program served this population.

### *Survey Question 2 - Benefits of Services*

To determine the opinion of the college personnel regarding the benefits of the programs services, they were asked to respond to a five-point Likert scale ranging from Extremely Beneficial to Not Beneficial with an option of Don't Know. Crisis Intervention was most frequently rated Extremely Beneficial and Very Beneficial (56.9%). The three other services rated the most beneficial, Extremely Beneficial and Very Beneficial, were Federal Financial Aid (52.7%), Personal Counseling (51.3%), and Student Tracking (51.4%). Women's Programming was rated Somewhat Beneficial or Not Beneficial by more than 25% of the college personnel. At least 30% of the sample responded Don't Know for each service. Frequencies and percentages of response to each item are provided in Table 21.

Table 21

Ratings of Benefit of Services by College Personnel

Service	EB		VB		SB		NB		NO	
	f	%	f	%	f	%	f	%	f	%
Crisis Intervention	23	31.9	18	25.0	7	9.7			24	33.3
Student Tracking	19	26.4	18	25.0	10	13.9	1	1.4	24	33.3
Federal Financial Aid	24	33.3	14	19.4	10	13.9			24	33.3
Supplemental Funding	16	22.2	18	25.0	9	12.5	1	1.4	28	38.9
Mentoring Program	15	20.8	12	16.7	14	19.4			31	43.1
Personal Counseling	23	31.9	14	19.4	12	16.7	1	1.4	22	30.6
Referral Services	13	18.1	16	22.2	9	12.5	1	1.4	33	45.8
Life Skills Development	12	16.7	20	27.8	13	18.1			27	37.5
Support Groups	14	19.4	16	22.2	11	15.3	2	2.8	29	40.3
Women's Programming	16	22.2	8	11.1	18	25.0	1	1.4	29	40.3

Note. n = 72. EB = Extremely Beneficial; VB = Very Beneficial; SB = Somewhat Beneficial; NB = Not Beneficial; NO = No Opinion.

Using a mean rating of 2.50, all services rated Somewhat Beneficial. Mean and standard deviation for the ratings are shown in Table 22. Because a large number of the respondents in the sample did not know about the benefits of the services, the means scores of a subset of the sample, those who rated the benefits, were calculated. Using only those respondents who rated the services, all services were rated as Very Beneficial, cut score mean of 3.50 or greater.



Table 22

Means and Standard Deviations for Benefit of Services by College Personnel

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Crisis Intervention	3.22	1.69	72	4.29	0.73	58
Student Tracking	3.10	1.64	72	4.14	0.78	58
Federal Financial Aid	3.19	1.69	72	4.17	0.82	58
Supplemental Funding	2.90	1.65	72	4.04	0.78	57
Mentoring Program	2.72	1.64	72	3.93	0.86	58
Personal Counseling	3.21	1.64	72	4.16	0.89	58
Referral Services	2.65	1.65	72	3.91	0.82	58
Life Skills Development	2.86	1.57	72	3.93	0.77	58
Support Groups	2.78	1.62	72	3.95	0.87	58
Women's Programming	2.74	1.61	72	3.83	0.93	59

*Survey Question 3 - Quality of Services*

To assess the quality of the services delivered to the participants, college personnel were asked to respond on a six-point Likert scale ranging from Excellent to Poor with an option of No Opinion. Services rated Excellent or Very Good most frequently were: Crisis Intervention (41.7%), Student Tracking (37.5%), Personal Counseling (34.7%), and Women's Programming (33.4%). Several of these items, however, were also most frequently rated Fair or Poor: Student Tracking (15.2%) and Women's Programming (15.3%). Referral Services were also rated Fair or Poor by 12.5% of the respondents. More than 30% of the respondents indicated that they had No Opinion. Table 23 shows ratings of quality of services by college personnel.

Table 23

Ratings of Quality of Services by College Personnel

Service	Excellent		Very Good		Good		Fair		Poor		NO	
	f	%	f	%	f	%	f	%	f	%	f	%
Crisis												
Intervention	19	26.4	11	15.3	9	12.5	9	12.5	6	8.3	27	37.5
Student Tracking	15	20.8	12	16.7	9	12.5	5	6.9	6	8.3	25	34.7
Federal												
Financial Aid	12	16.7	12	16.7	13	18.1	2	2.8	5	6.9	28	38.9
Supplemental												
Funding	8	11.3	11	15.3	9	12.5	2	2.8	6	8.3	36	50.0
Mentoring												
Program	7	9.7	10	13.9	14	19.4	1	1.4	6	8.3	34	47.2
Personal												
Counseling	16	22.2	9	12.5	12	16.7	3	4.2	5	6.9	27	37.5
Referral												
Services	8	11.1	9	12.5	10	13.9	2	2.8	7	9.7	36	50.0
Life Skills												
Development	8	11.1	13	17.4	13	18.1	2	2.8	5	6.9	31	43.1
Support Groups	10	13.9	10	13.9	13	18.1	2	2.8	5	6.9	32	44.4
Women's												
Programming	13	18.1	11	15.3	11	15.3	3	4.2	8	11.1	26	36.1

Note. n = 72. NO = no opinion.

All services were rated fair ( $M \geq 1.50$ ). However, more than 30 of the college personnel did not know about the quality of the services provided. Using the sample subset of only those college personnel who rated the service, all services were rated

Very Good. Means and standard deviations for quality of services by college personnel are shown in Table 24.

Table 24

Means and Standard Deviations for Quality of Services by College Personnel

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Crisis Intervention	2.39	2.15	72	4.20	0.85	44
Student Tracking	2.31	2.03	72	3.73	1.13	44
Federal Financial Aid	2.17	2.00	72	3.76	0.99	44
Supplemental Funding	1.68	1.94	72	3.64	0.92	44
Mentoring Program	1.74	1.89	72	3.57	0.85	44
Personal Counseling	2.26	2.06	72	3.91	1.01	44
Referral Services	1.63	1.91	72	3.55	0.87	44
Life Skills Development	1.94	1.93	72	3.66	0.81	44
Support Groups	1.92	1.97	72	3.70	0.88	44
Women's Programming	2.17	1.99	72	3.86	0.95	44

*Survey Question 4- Outcomes and Impacts of the Program*

College personnel were asked to respond to the extent to which they agreed with statements regarding the program's impact on the student's psychological, monetary and educational outcomes on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree with an option of Don't Know. Three areas were rated most frequently as Strongly Agree or Agree: knowledge of women's issues (59.8%), stay in college (59.7%), and improvement of self-esteem and self-confidence (59.7%). Table 25 presents the ratings of outcomes and impacts by college personnel.

Table 25

Ratings of Participant Outcomes by College Personnel

Impact	SA		A		D		SD		NO	
	f	%	f	%	f	%	f	%	f	%
Self-esteem and self-										
confidence	17	23.6	26	36.1	5	6.9			24	33.3
Stay in college	19	26.4	24	33.3	3	4.2			26	36.1
Knowledge of										
non-traditional careers	14	19.4	22	30.6	2	2.8			34	47.2
Knowledge of										
women's issues	12	16.7	31	43.1	3	4.2			26	36.1
Better job	12	16.7	13	18.1	4	5.6			43	59.7
Job promotion	6	8.3	10	13.9	4	5.6			52	72.2
Identify career goals	10	13.9	25	34.8	6	8.3			31	43.1
Higher income	6	8.3	16	22.2	4	5.6	1	1.4	45	62.5
Meet educational goals	11	15.3	24	33.3	3	4.2	1	1.4	33	45.8
Curriculum related job	8	11.1	14	19.4					49	68.1
Get off welfare	9	12.5	14	19.4	3	4.2	1	1.4	45	62.5

Note. n = 72. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NO = no opinion.

Mean scores indicate that the sample of college personnel disagree or strongly disagree that involvement in the program impacts the participant outcomes positively. However, using the subset of the sample, those who rated each outcome, the mean score for each outcome or impact was greater than 3.50, Agree. Means and standard deviations are shown in Table 26.

Table 26

Means and Standard Deviations for Effect of Program on Participant Outcomes by College Personnel

Impact	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Self-esteem and self-confidence	3.17	1.63	72	4.27	0.62	44
Stay in college	3.14	1.69	72	4.25	0.65	44
Knowledge of non-trad. careers	2.75	1.72	72	4.25	0.58	44
Knowledge of women's issues	3.04	1.60	72	4.18	0.54	44
Better job	2.32	1.68	72	4.14	0.59	44
Job promotion	1.86	1.45	72	3.82	0.76	44
Identify career goals	2.76	1.61	72	4.09	0.56	44
Higher income	2.13	1.53	72	3.80	0.73	44
Met educational goal	2.71	1.66	72	4.00	0.61	44
Curriculum related job	2.04	1.58	72	3.94	0.65	44
Get off welfare	2.18	1.60	72	4.20	0.76	30

Note. non-trad. = non-traditional.

*Survey Question 5 - Staff Performance*

College personnel were asked to rate the performance of the program staff on activities including: serving participants in timely manner, keeping red tape to a minimum, answering questions promptly, offering services when participants were available, making participants feel welcome and at ease, and providing personal attention. Respondents most frequently rated the activities providing personal attention (51.4%, n = 37) and making students feel welcome and at ease (47.2%, n = 34) Excellent and Very Good. Table 27 presents the frequency and percentage of responses for staff performance.

Table 27

Ratings of Staff Performance by College Personnel

Performance	EX		VG		GD		F		P		DK	
	f	%	f	%	f	%	f	%	f	%	f	%
Timely												
manner	10	13.9	14	19.4	10	13.9	1	1.4			37	51.4
Minimum												
red tape	10	13.9	12	16.7	8	11.1	2	28.3			40	55.6
Prompt												
answers	14	19.4	13	18.1	5	6.9	1	1.4			39	54.2
Available	10	13.9	19	26.4	6	8.3	1	1.4			36	50.0
Welcomes	18	25.0	16	22.2	7	9.7	1	1.4			30	41.7
Personal												
attention	21	29.2	16	22.2	6	8.3	1	1.4			28	38.9

Note:  $n = 72$ . EX = Excellent, VG = Very Good, GD = Good, F = Fair, P = Poor, DK = Don't Know.

Mean scores for each activity, using above 1.50 as the cut score for fair, were rated Fair. The item provides personal attention was rated good ( $M = 2.63$ ,  $SD = 2.20$ ) All activities were rated Very Good when the Don't Know responses (40%) were removed from each of the activity responses. Table 28 presents the means and standard deviations for the college personnel responses to staff performance.

Table 28

Means and Standard Deviations for Staff Performance by College Personnel

Performance	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Timely manner	1.92	2.07	72	3.85	0.92	40
Minimum red tape	1.75	2.06	72	3.75	0.98	40
Prompt answers	1.93	2.18	72	4.08	0.89	40
Available	2.03	2.11	72	4.08	0.76	40
Welcomes	2.46	2.18	72	4.33	0.76	40
Personal attention	2.63	2.20	72	4.38	0.74	40

*Survey Question 6 - Coordination and Marketing of Program Services*

To assess the extent to which college personnel agreed with statements regarding the activities of the coordination and marketing of program services, they were asked to respond on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree with an option of No Opinion. Approximately 50% of the college personnel responded Strongly Agree or Agree to each of the following statements: publications and marketing materials provided by the Women's Center are clear and provide up-to-date information on the types of services available to single mothers and displaced homemakers (55.6%,  $n = 40$ ), provides services that are described in the publications distributed on campus (50.0%,  $n = 36$ ) and coordinates activities well with other offices (48.6%,  $n = 35$ ). Forty-two percent ( $n = 30$ ) of the college personnel agreed or strongly agreed with the statement provides clear information on how to enroll in the program.

Frequencies and percentages of response on coordination and marketing of the program services are shown in Table 29.

Table 29

Ratings of Coordination and Marketing of Services by College Personnel

Service	SA		A		D		SD		NO	
	f	%	f	%	f	%	f	%	f	%
Coordination	21	29.2	14	19.4	5	6.9			32	44.4
Marketing	19	26.4	21	29.2	5	6.9	1	1.4	26	37.5
Clear information	13	18.1	17	23.6	6	8.4	1	1.4	35	48.6
Services as described	14	19.4	22	30.6	5	6.9			30	41.7

Note. n = 72. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NO = no opinion

The mean score for each activity was rated disagree when all responses were included. Eliminating the No Opinion responses and recalculating the mean revealed agreement with each statement— mean greater than or equal to 3.50. Table 30 presents the means and standard deviations for coordination and marketing of the program services.



Table 30

Means and Standard Deviations for Coordination and Marketing of Services by College Personnel

Service	All respondents			Respondents who rated service		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Coordination	2.89	1.78	72	4.32	0.73	34
Marketing	3.08	1.68	72	4.37	0.61	34
Clear information	2.61	1.67	72	4.21	0.64	34
Services as described	2.86	1.68	72	4.29	0.63	34

*Survey Question 7- Program Accomplishments*

Thirty-nine of the college personnel listed 73 accomplishments of the Single Parent and Displaced Homemaker program. The terms helping, assisting, supporting, and encouraging were used in 21 of the comments. Specific comments included: "Helping women in crisis." "Providing support for single women, improving self-esteem." and "Providing needed services to this neglected group." A reference to welfare was listed in eight comments. Comments included: "Helping women make the transition from welfare to work." "Getting women off welfare and into good permanent jobs is a remarkable accomplishment." Retention of students in college was the content of six comments, and there were four references to the help with job opportunities. Three interesting single comments were listed: "Over and over, I hear that the WC has transformed the way women think about themselves." "One area where anyone (male and female) can get correct information about resources or the college as a whole,"

"Provides a space where women feel safe and supported." A copy of the list of comments is in Appendix G.

#### *Survey Question 8 - Program Challenges*

A list of 66 significant challenges was provided by 39 (54%) of the college personnel. The most frequent term in the listing was funding. Twenty-seven (41%) of the 66 comments stated that the most significant challenge was funding. The need for a permanent funding source, expanded funding, and loss of grant funding were mentioned. Fifteen (23%) of the comments related to non-support and lack of understanding of the program by the college community. Four comments indicated a need for child care. Comments are included in Appendix G.

#### *Survey Question 9 - Overall Rating of the Program*

Respondents were asked to provide an overall rating of the program on a five-point Likert scale ranging from Excellent to Poor. The mean score for the overall rating by college personnel was 3.73, ( $SD = 1.00$ ), Very Good. Twelve persons (14.0%) rated the program Excellent, (32.6%,  $n = 28$ ) rated the program Very Good, (14.0%,  $n = 12$ ) rated the program Good, five (5.8%) rated the program Good and two (2.3%) person rated the program Poor.

#### *Survey Question 10 - Recommend Program to a Student*

College personnel were asked to respond yes or no to the question Would you recommend the Single Parent and Displaced Homemaker Program to a student? Sixty-five persons (77.9%) indicated that they would recommend a student to the program.

Comparison of College Personnel Survey responses. To determine if there were significant differences in the opinions of college personnel regarding benefit of service,

quality of service, staff performance, and coordination and marketing of services, and impacts as a function of position (faculty, classified, or administration) a series of General Linear Model (GLM) analyses of variance were performed. This statistical technique was chosen because the cell sizes for the groups were unequal across the comparisons, which is a requirement for the traditional analysis of variance. The composite mean scores for those who rated all of the items for benefit of service, quality of service, staff performance, coordination and marketing of services, and impacts were compared for each group. No significant differences were found between the groups. benefit of service,  $F(2,48) = .71, p > .05$ ; quality of service,  $F(2,37) = .38, p > .05$ ; staff performance,  $F(2,34) = 1.24, p > .05$ ; coordination and marketing of services,  $F(2,28) = .26, p > .05$ ; and impacts,  $F(2,37) = .62, p > .05$ ; Therefore, the hypothesis that there are no differences in the stakeholders' view (by position) of the program was supported.

Comparison of results of college personnel who knew and did not know a Student in the Program. Faculty were asked on the *College Personnel Opinion Survey* if they knew a student in the program. The means for the composite ratings for the responses to the benefits of service, quality of service, impacts of the program, staff performance, and coordination and marketing of program services of those who knew a student were compared to the same values for those who did not know a student using a series two-tailed  $t$ -tests for independent means. The preselected alpha level of significance was .05. There were no significant differences in the mean scores, for benefits of service,  $t(50) = .56, p > .05$ ; quality of service,  $t(39) = .61, p > .05$ ;  $t(38) = .34, p > .05$ ; impacts of the program,  $t(38) = .34, p > .05$ ; staff performance,  $t(35) = .71, p > .05$ ; coordination and marketing of program services,  $t(29) = .51, p > .05$ . With

respect to knowing a student in the program, the hypothesis that there are no difference in the stakeholders' view was supported.

Comparison of Results for Male and Female College Personnel. To determine if there were significant differences in the opinion of the program's services and staff performance for male and female college personnel, a t-tests for independent means were used. There were no significant differences between female and male college personnel's views of the program regarding benefits of services,  $t(48) = .86, p > .05$ ; quality of services,  $t(36) = .57, p > .05$ ; program impacts,  $t(37) = .87, p > .05$ ; staff performance,  $t(34) = .79, p > .05$ ; and coordination and marketing of services,  $t(27) = -.15, p > .05$ . The hypothesis that there is no difference in the stakeholders' view as (a function of sex of personnel) was supported.

Comparison of Participant and College Personnel Survey responses. The composite mean scores for the variables for question 2 (benefits of services), question 3 (quality of services), question 5 (staff performance) and question 6 (coordination and marketing of services) were compared to determine if there was a significant difference on each from the viewpoint of participants and college personnel who rated all items for each question. Regarding benefits of services there was a significant difference on the t-test for independent means. With respect to quality of services, staff performance and center activities there was no significant difference. Table 31 presents the mean scores and t-test results. Thus, for the comparison of stakeholders's views (participants and college personnel) the hypothesis is supported except for the variable benefits of services.

Table 31

Comparison of Composite Mean Scores for Benefits of Services by Participants and College Personnel

	Participants	College Personnel	df	t	p
<u>M</u>	35.46	40.28	88	2.44*	0.02
<u>SD</u>	8.99	5.91			

\*  $p < .05$

Evaluation Question 4

Is the Single Parent and Displaced Homemaker program implemented as intended?

To determine if the program was operating as intended, a review of the program materials was conducted. The materials reviewed included: original grant application, Annual Reports, Year End Reports to the State, minutes of the Women's Center Development Board, program forms, 15 issues of the Connections newsletter, college publications, support group evaluations, campaign letter and brochure, program unit plans (college's planning document) and responses of the participants and college personnel to an opinion survey. Further review of the program included observations of program operation, interviews with six program participants and interviews with the program staff. The transcript of the interviews with the six program participants and the staff are found in Appendix F. A complete list of the items reviewed and the findings related to those items are found in Appendix A.

Comparison of program operation to the Documents Model. The documents model was derived from the original grant proposal. Upon review of the program, it was found that the program provides all services listed in the documents model.

Comparison of program operation to the Manager's Model. The manager's model was developed with the assistance of the program coordinator. This model reflects the manager's view of how the program is operated. The program coordinator was provided a copy of the document's model and asked to describe any program services that differed from the services listed on the document's model. Additional services included: enrolling participants in developmental studies courses, enrolling participants in vocational courses, mentoring program, crisis resolution (referral to services for childcare and referral to agencies for crisis intervention).

Differences found between models and current program operation. The *Participant Opinion Survey*, interviews with clients and program staff, program documents and observation of the program provided evidence that all services in the manager's model are being provided and are being used by the clients. Upon review of program documentation and discussions with the program staff, it was found that several aspects of the program had been modified or added to the program.

Neither the documents model nor the manager's model mentioned provision of tutoring services for the program participants. However, while observing the program operation, a student visited the program staff on her way to a program-arranged tutoring session. Further, during student interviews two students noted that tutors were coordinated by the program. According to the program coordinator, if a student is

working diligently to succeed in a class, but continues to have academic difficulty, the program will arrange for a tutor to assist the student.

The mentoring program which connected women in leadership in the community with students in the program appears on the manager's model. However, the program as originally designed lasted for one year only. In fall 1998, the program acquired additional funding that will allow for the revitalization of the mentoring program.

Support groups are a major component of the program. The program materials indicate that participants must attend a weekly support group meeting of one hour in duration. However, in the interviews with the program participants it was learned that students may have individual sessions instead of joining a support group if their schedule will not allow attendance at a regularly scheduled session. This alternative was confirmed by the program coordinator, who stated it is only done when no other arrangements can be made. According to the program coordinator an individual one-on-one session with a participant does not provide the opportunities for the participants to learn from others who may be having the same difficulties.

The method by which supplemental funding for participants is distributed has changed since the implementation of the program. In the early years of the program the financial assistance was based on specific need. Participants received differing amounts of funding for services (child care, transportation, tuition or books). In 1996, it was determined that the funding should be equal for all participants and the program began to offer \$160 per semester to each participant in two equal checks of \$80. However, if a student is in default to the government and cannot obtain financial aid (Pell Grant) to pay for courses, the program will pay for up to 4 credits (\$218) instead of the two

payments. The rationale for providing the \$160 to each student is that the participant can best determine how the money should be spent. The program staff assists participants in obtaining additional financial resources, primarily scholarships, as evidenced in an interview with the program staff and several issues of the newsletter *Connections*.

Women are not entering non-traditional careers as emphasized by the grant proposal. Many of the women enroll in the college and the program in hopes of completing a degree in nursing, a large program at the campus. Most of the women continue to choose to enroll in traditionally careers for women.

The survey revealed that there is less need for childcare referral services by participants than expected. Although the age range of the participants was between 30 and 39 and all but three participants had children, more than 30% of the participants indicated that they did not need this service on entry into the program.

In the review of the program Development Board minutes, the newsletters *Connections*, the program Annual Reports for 1996-1998 and a variety of program brochures and flyers, it appears that the program staff spends a large amount of time developing women's programming, workshops, seminars and women's history month activities. This activity was brought to the attention of the program staff who suggested that although this programming is needed, the attendance at the sessions is low unless faculty provide incentives to students to attend. The time spent in the development of the programming takes time away from students who need the other services of the program including personal counseling and crisis intervention.



Unintended outcomes of the program. In an interview with the program staff the following unintended outcomes were mentioned: (1) the program served women faculty and staff at the campus who were in crisis, (2) the need for intense involvement with participants was more extensive than the staff had anticipated, (3) extensive academic counseling was an element of the personal counseling provided to students, and (4) the staff learned more about mental health counseling and the legal system than they had anticipated.

Financial audit of the program. The chief accountant for the college in a phone interview stated that in the college's annual financial audits the program had not been cited for any misuses of the grant funds. Federal grant program audits also revealed no problems with this grant.

The Evaluability Assessment models, a comprehensive list of resources reviewed and an annotated table of findings related to program components are found in Appendix A.

#### Evaluation Question 5

What are the Single Parent and Displaced Homemaker program's impacts and do these impacts meet the client's needs?

*Program participants will have a significantly higher retention rate in college than students on the waiting list for the program.*

*Program participants will take a significantly higher number of course credits than students on the waiting list for the program.*

Retention and credit study. To compare the results of the program participants and students on the waiting list for the program on the dependent variable number of

consecutive semesters retained in college, a two tailed  $t$ -test for independent samples was used. This statistical technique was used because it was believed that the assumptions required for use of a parametric test were met. The predetermined alpha level was .05. The mean score and standard deviation for the participants on number of semesters was 3.29 ( $SD = 2.78$ ), and the mean score and standard deviation for the waiting list students was 1.05 ( $SD = 1.53$ );  $t(198) = 7.07$ ,  $p < .001$ . With respect to the dependent variable of number of consecutive semesters retained in college, it was found that the means of the two groups differed significantly as shown in Table 32. Therefore, the hypothesis that the program participants will have a significantly higher retention rate than students on the waiting list for the program was supported.

Table 32

Number of Semester Means, Standard Deviations, and  $t$  for the Program Participants and Students on the Waiting List

	Participants	Waiting List	df	$t$
<u>M</u>	3.29	1.05	198	7.07***
<u>SD</u>	2.78	1.53		

Note.  $N = 100$  for each group.

\*\*\* $p < .001$ .

To compare the results of the program participants and students on the waiting list for the program on the dependent variable number of credits taken in consecutive semesters, a two tailed  $t$ -test for independent samples was used. This statistical technique was used because it was believed that the assumptions required for use of a

parametric test were met. The predetermined alpha level was .05. The mean score and standard deviation for the participants on number of credits was 30.02 ( $SD = 25.90$ ), and the mean score and standard deviation for the waiting list students was 9.56 ( $SD = 13.43$ );  $t(198) = 7.01$ ,  $p < .001$ . With respect to the dependent variable of number credits taken in consecutive semesters, it was found that the means of the two groups differed significantly as shown in Table 33. The obtained  $t$ -value was greater than the  $t$ -table value. Therefore, the hypothesis that the program participants will complete a significantly higher number of credits than students on the waiting list for the program was supported.

Table 33

Number of Credit Means, Standard Deviations, and  $t$  for the Program Participants and Students on the Waiting List

	Participants	Waiting List	df	t
<u>M</u>	30.02	25.90	198	7.01***
<u>SD</u>	25.90	13.43		

Note.  $N = 100$  for each group.

\*\*\* $p < .001$ .

Survey Question 4 -Participant Outcomes. The impact of the program on the participant's outcomes was determined by having respondents rate the extent to which they agreed with the following statements: My self-esteem and self-confidence improved as a result of my involvement in the Single Parent and Displaced Homemaker program. I stayed in college as a result of my involvement in the Single Parent and

Displaced Homemaker program, I have more knowledge of non-traditional careers as a result of my involvement in the Single Parent and Displaced Homemaker program. I have more knowledge of women's issues as a result of my involvement in the Single Parent and Displaced Homemaker program. I got a better job as a result of my involvement in the Single Parent and Displaced Homemaker program. I got a job promotion as a result of my involvement in the Single Parent and Displaced Homemaker program. I make a higher income as a result of my involvement in the Single Parent and Displaced Homemaker program. I met my educational goal as a result of my involvement in the Single Parent and Displaced Homemaker program. I got a job related to my curriculum as a result of my involvement in the Single Parent and Displaced Homemaker program, and I got off welfare as a result of my involvement in the Single Parent and Displaced Homemaker program. Participants most frequently agreed with the statement regarding knowledge of women's issues (81.8%,  $n = 27$ ).

Other statements that received a high frequency of strongly agree or agree ratings are: improved self-esteem and self-confidence (72.8%,  $n = 24$ ) and stayed in college (72.7%,  $n = 24$ ). A high frequency of participants responded Does Not Apply to several statements, for example, better job and higher income. Because the sample was selected among students who were in the program between Spring 1994 and Fall 1997, the high number of Does Not Apply responses is not surprising since many of the participants may be continuing their education. Community college students often take more than five years to complete a degree. Frequencies and percentages for participants' responses are shown on Table 34.

Table 34

Ratings for Outcomes and Impacts by Program Participants

Impacts	SA		A		D		SD		DNA	
	f	%	f	%	f	%	f	%	f	%
Self-esteem and										
self-confidence	9	27.3	15	45.5	1	3.0	3	9.1	5	15.2
Stayed in college longer	6	18.2	18	54.5	4	12.1	1	3.0	4	12.1
Knowledge of										
non-traditional careers	4	12.1	15	45.5	5	15.2	2	6.1	7	21.2
Knowledge of										
women's issues	11	33.3	16	48.5	3	9.1	2	6.1	1	3.0
Better job	4	12.1	5	15.2	6	18.2	3	9.1	15	45.5
Job promotion	3	9.1	3	9.1	9	27.3	1	3.0	17	51.5
Identify career goals	7	21.2	9	27.3	6	18.2	2	6.1	9	27.3
Higher income	4	12.1	6	18.2	7	21.1	5	15.2	11	33.3
Met educational goals	7	21.2	10	30.3	6	18.2	1	3.0	9	27.3
Curriculum related job	4	12.1	3	9.1	9	27.3	4	12.1	13	39.4
Get off welfare	7	18.2			6	18.2	3	9.1	18	54.5

Note.  $n = 33$ . SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; DNA = does not apply.

Using a mean of 3.50 or greater as the cut score for agree, self-esteem and self confidence ( $M = 3.61$ ,  $SD = 1.39$ ) stay in college ( $M = 3.64$ ,  $SD = 1.10$ ), and knowledge of women's issues ( $M = 4.03$ ,  $SD = 0.98$ ) were rated agree. Knowledge of non-traditional careers ( $M = 3.21$ ,  $SD = 1.36$ ), identify career goals ( $M = 3.00$ ,  $SD = 1.53$ ), higher income ( $M = 2.61$ ,  $SD = 1.43$ ), and met career goal ( $M = 3.15$ ,  $SD = 1.52$ ) were rated disagree. When the Does not apply responses were removed and the mean and

standard deviations were recalculated. all outcomes were rated as agree except higher income and curriculum related job. Table 35 presents the means and standard deviations.

Table 35

Means and Standard Deviations for Effect of Program on Participant Outcomes by

Program Participants

Service	All respondents			Respondents to which outcome applied		
	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Self-esteem and						
self-confidence	3.61	1.39	33	4.07	0.90	28
Stayed in college longer	3.64	1.10	33	4.00	0.71	29
Knowledge of						
non-traditional careers	3.21	1.36	33	3.81	0.80	26
Knowledge of						
women's issues	4.03	0.98	33	4.13	0.83	32
Better job	2.39	1.50	33	3.56	1.04	18
Job promotion	2.21	1.41	33	3.50	0.89	16
Identify career goals	3.00	1.53	33	3.88	0.95	24
Higher income	2.61	1.43	33	3.41	1.05	22
Met education goals	3.15	1.52	33	3.96	0.86	24
Curriculum related job	2.42	1.41	33	3.35	1.04	20
Get off welfare	2.18	1.55	33	3.60	1.24	15

Comparison of participants and college personnel. To compare the Participant Responses on question 4, program impacts, to those of the college personnel, a t-test was used. Results demonstrate that there was a significant difference in the composite

mean for program impacts on their lives when compared to the college personnel's opinion of the program's impact. With respect to the impact of the program on the participant outcomes, the hypothesis that there are no differences in the stakeholders' view of the program is not supported. Table 36 shows the *t*-test statistic for a comparison of the composite means for participants' and college personnel on impacts.

Table 36

Comparison of Composite Mean Scores for Participant and College Personnel

Responses to Program Impacts

	Participants <sup>a</sup>	College Personnel <sup>b</sup>	df	<i>t</i>	<i>p</i>
<u>M</u>	36.73	40.75	75	3.04**	0.003
<u>SD</u>	6.80	4.83			

<sup>a</sup> *n* = 33. <sup>b</sup> *n* = 72.

\*\**p* < .01.

Comparison of participant responses to participant needs assessment. To

compare the relationship of the participants' outcome needs with the participants' actual outcomes, a Pearson product moment order correlation was applied for each response on *Needs Assessment* question 3 and the responses to question 4 on the *Participant Opinion Survey*. Correlations were determined using the mean scores for each survey item for the persons who rated the responses (all Does Not Apply responses were removed). Outcomes that were statistically significant correlations included: Stay in college *r* (29) = .549, *p* < 0.01), knowledge of non-traditional careers *r* (29) = .502, *p* < 0.01), improved self-esteem and self-confidence *r* (29) = .801, *p* < 0.01), job promotion *r* (29) = .643, *p*

<0.01), higher income  $r(29) = .473$ ,  $p < 0.05$ , and get off welfare  $r(29) = .712$ ,  $p < 0.01$ ).

Table 37 presents the correlations for each outcome.

Table 37

Correlations for Participant Needs to Outcomes

Outcomes/Impact	$r$	$p$
Self-esteem and self-confidence	0.801 <sup>***</sup>	<0.01
Stay in college	0.549 <sup>***</sup>	<0.01
Knowledge of non-traditional careers	0.502 <sup>***</sup>	<0.01
Knowledge of women's issues	<u>ns</u>	<u>ns</u>
Better job	<u>ns</u>	<u>ns</u>
Job promotion	0.643 <sup>b**</sup>	<0.01
Identify career goals	<u>ns</u>	<u>ns</u>
Higher income	0.473 <sup>c*</sup>	<0.05
Curriculum related job	<u>ns</u>	<u>ns</u>
Get off welfare	0.712 <sup>d**</sup>	<0.01

<sup>a</sup> $n = 29$ . <sup>b</sup> $n = 18$ . <sup>c</sup> $n = 22$ . <sup>d</sup> $n = 15$ .

\* $p < .05$ . \*\* $p < .01$ .

Evaluation Question 6

Is the Single Parent and Displaced Homemaker program efficient in the use of its resources?

Cost per student. To determine the cost per participant, the cost of the program for Spring 1994 through Fall 1997, not including the facilities and the utilities, was calculated. The cost of the program included program staff salaries and benefits and



participant supplemental funding. The total cost of the program since its inception in 1994 was \$237,016.90. The cost for each participant ( $n=119$ ) was \$1,991.74.

College personnel response to efficiency questions. To determine the college personnel's opinion of the program efficiency in the use of its resources and the effort to seek supplemental funding beyond the grant, college personnel were asked to respond to a five-point Likert scale ranging from Strongly Agree to Strongly Disagree with an option of No Opinion. Twenty one (29.2%) of the college personnel strongly agreed or agreed that resources were used efficiently. Two (2.8%) of the respondents disagreed that resources were used efficiently. The majority of the college personnel (68.1%,  $n = 48$ ) had no opinion in regards to this question. With respect to securing additional funds for the program, (26.4%,  $n = 19$ ) of the college personnel strongly agreed or agreed. Five respondents (7.0%) disagreed or strongly disagreed. Again, over sixty percent (66.6%) of the respondents had no opinion. The mean and standard deviation for the question related to efficient use of resources was  $M = 4.12$ ,  $SD = 0.64$ . For the question related to securing funds, the  $M = 3.82$ ,  $SD = 0.76$ . College personnel who rated the question agree with both statements.

Comparison of funding generated by the participants and those on the waiting list students. A random sample of 100 program participants and 100 students on the waiting list were used to compare the FTE funding generated by both groups. The 100 participants generated 93.9 FTE's or \$327,973.92 in tuition and state funding; waiting list students generated 27.2 FTE's or \$95,004.16. The funding generated by the program participants was three times the funding generated by the students on the waiting list.

Comparison of funding generated to program costs. The 119 program participants enrolled in 3,044 credits or 101.47 FTE's. Using the average rate of full funding (tuition plus state funding) for an FTE at the college, the program participants generated \$354,414.42 in tuition and state funding since 1994. The funding generated by the program participants exceeded the program costs by over \$100,000.

Cost per graduate. Degrees and certificates were conferred on 24 program participants since 1994. This number represented 20% of the program participants compared to an 11% graduation rate in the CCS. Degrees awarded included the following: eight in registered nursing, six in education, one in accounting, two in business administration, five in transfer degrees and one in Administrative Systems Technology. One student earned a certificate in Medical Assisting. A review of the *Applications for Services* forms for the graduates revealed that their average annual income upon entry into the program was \$8,952. Their earning potential as an entry level registered nurse is \$27,040. The per graduate was \$9,875.70.

Fund raising activity. The Women's Center Development Board implemented two capital campaigns over the past three years. To date, approximately \$20,000 has been raised to support the program's activities by the Development Board.

### Summary

Chapter IV presented the results and the data analyses for the evaluation of the Single Parent and Displaced Homemaker program at an urban community college. Analyses included a comparison of the client population to the target population, an assessment of program participant needs, a comparison of the opinions of various stakeholder groups about program services, and a comparison of program impacts to

program costs provided a view of program efficiency. To determine if the program was operating as intended, program activities were compared to an Evaluability Assessment of the program completed prior to the onset of the comprehensive evaluation.

Based upon the results and analyses, several important conclusions about this program can be drawn:

1. The client population is representative of the target population that the grant proposed to serve.
2. More than one third of the college personnel had limited or no knowledge of the program's activities, benefits, adequacy and coordination with other campus offices.
3. Although supplemental funding was an important need of most participants, each participant had a unique set of needs.
4. None of the program services were very accessible to program clients.
5. Program participants and college personnel appreciate the supportive and encouraging environment provided by the program staff.
6. The Single Parent and Displaced Homemaker program operates as intended. College personnel and program participants who rated program services view the program as effective—delivering beneficial and quality services. Stakeholders rates the program overall as very good and would recommend the program to a friend or student.
7. Participants most often learn about the program from materials distributed on campus.
8. The need for additional funding is considered to be the most significant challenge or area for improvement from the perspective of the college personnel and participants. The second most significant program challenge from the perspective of the

college personnel was the non-support and lack of understanding of the program by the college community.

9. The program positively impacted participants with regard to retention in college and number of credits taken. Other positive outcomes included: improvement of participants' self-esteem and self-confidence and knowledge of women's issues.

10. The program is administered efficiently. State and tuition funds generated by the program participants enrollments exceed the program costs. Some program participants indicated that they were able to leave the welfare system as a result of involvement in the program.

A discussion of findings related to the conclusions of this evaluation, recommendations for program improvement, implications for policy and suggestions for further research are presented in Chapter 5.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This study examined a program that provides and coordinates services for single parents and displaced homemakers at an urban community college. The program was evaluated for effectiveness, efficiency, and its impact on participant outcomes. The research findings indicate that this program is operating as intended and is providing effective, well-coordinated services in a friendly environment where participants feel that they *matter* to the program staff.

The concept of *mattering* (Schlossberg et al., 1989) formed the conceptual framework for the evaluation. All four dimensions of mattering—attention, importance, ego-extension, and dependence—are addressed through the Single Parent and Displaced Homemaker Program. The participants indicated that *attention* to their concerns is shown through personal counseling, provision of supplemental funding, and the activities of support groups. Interest in the participants as individuals and the *importance* of their success are shown through student tracking and personal counseling. *Ego-extension*—knowing that someone is proud of them when they succeed and is saddened when they fail—is also promoted by the program. And, through the support groups, the *dependence* on one another for assistance in solving life's problems allowed the participants to know they were not alone and that they mattered to someone else.

This chapter discusses an evaluation of one program that was designed for single parents and displaced homemakers. Recommendations for program improvement, implications for policy, and suggestions for further research are also presented.

## **Discussion of Findings**

Community colleges provide an inexpensive mechanism for women to obtain education in traditional and non-traditional career programs. With programs like the one evaluated, women who are at risk due to academic or socioeconomic disadvantages may have the opportunity to succeed and become economically self-sufficient. Provision of these programs for Single Parents and Displaced Homemakers is one method of responding to Garcia's (1995) and Gitell's (1986) accusation that community colleges do not serve women—specifically women in the urban environment. These programs “work by breaking the cycle of poverty, dependence and hopelessness by giving people skills they need to become self-sufficient” (Education for Independence, 1998). With this in mind, it is useful to consider the findings of the evaluation study reported in this dissertation.

### Reaching the Target Population

The first evaluation question explored in the study was answered in the affirmative: the client population is representative of the target population that the program was designed to serve—single parents and displaced homemakers. However, *in actual numbers*, less than 1% of the target population was found to be served. Of concern is the fact that although this program is located in an urban area where there are more than 600 male single parents, only one male single parent was served in the past five years. The program's location in a facility named “Women's Center” may be a factor in limiting the number of men who seek services.

Members of another group who were not represented in the Single Parent and Displaced Homemaker program were those students enrolled in the Mother's Assistance

Program in Portsmouth. According to the coordinators of this program, the lack of enrollment of these students may be explained by the lower age of students entering the Mother's Assistance Program while in high school and thus their lack of readiness to enter college upon exit from the high school program.

### Needs of the Clients

The second evaluation question was focused on the perceived *needs* of clients in the Single Parent and Displaced Homemaker program. How the program attempted to meet these needs both through the provision of practical services and the fostering of a socially and emotionally supportive climate was evaluated. This evaluation is discussed in the following two sections.

Providing needed services. The services most frequently identified by the program participants as very important included supplemental funding, student tracking, federal financial aid, and personal counseling. However, only one of these needed services—personal counseling—was frequently rated not available from other sources when the participants entered the program.

Although most of the participants have children, they were not concerned about locating childcare services so much as they were concerned about paying for childcare already available. It is often an inability to afford the available childcare that keeps single mothers from attending college (Rice, 1994).

Upon entry into the program, the participants most frequently indicated that the most important impacts they needed from the program were: to obtain a higher income, stay in college, improve self-esteem and self-confidence, and obtain a job related to the curriculum. Not surprisingly, leaving the welfare system was very important to over

50% of the participants. However, it is important to note that 50% of the students who completed the survey *did not* need to get off welfare. A review of the client profile showed that only half of the students served by the program were on public assistance. The program is thus serving a population that is often not being helped by federal or state support, but is living below the poverty level and barely making ends meet.

Providing a supportive environment. Women who participate in this type of program often lack self-esteem and self confidence (Holliday, 1985), have been in abusive relationships (McGivney, 1993), are fulfilling multiple role responsibilities of mother, employee, and student (McGivney, 1993; Padula, 1994), and have few financial resources (Safman, 1988; Padula, 1994; Rice, 1994). Each of these circumstances alone would make their lives difficult; however, many of the women face them all. The students who enter the program are not a homogeneous group although many have faced such situations.

To assist women in the resolution of their life problems, the program staff listens to the women's needs and refers them to internal and external resources. Comments from both college personnel and participants indicated that the environment is supportive and encouraging and that it provides personal attention to each participant.

One participant, who was assisted by the program in removing herself from an abusive relationship, said that the program "is kind of like having a mom on campus but without the issues that you have with your mom. When I come in here and when I am really having a problem, it is the same thing—like crawling up into your mother's lap and just sort of burying your face." Her statement illustrates the point made by Schlossberg et al. (1989) about the positive impact *mattering* can have in the lives of



adult learners—an impact especially noteworthy in the lives of women such as those in the Single Parent and Displaced Homemaker program.

### Effectiveness

The third evaluation question sought to ascertain how the various stakeholders (clients, faculty, classified staff, student services personnel, and administrators) viewed the Single Parent and Displaced Homemaker program and its effectiveness. And although there was general agreement when the responses of the participants and college personnel were compared on the various items, a problem emerged: the program was found to be unfamiliar to some who might have been expected to be most informed about it, namely, many of the college personnel.

Limited awareness of the program among college personnel. More than one-third of the college personnel had little or no knowledge about the program's operation or the services it offers to students. One reason for this lack of knowledge may be that information about the program is not provided in the college catalog, the student handbook, the adjunct faculty handbook, or the full-time faculty handbook. Although the Women's Center is mentioned in the college catalog and student handbook, availability of the grant program services to support single parents and displaced homemakers is not included in the description. Another reason for the lack of knowledge may be the fact that if one is unaware of the need for such services, one is not likely to seek information about what such a program might offer. However, if the program were more widely known, it is likely that greater effectiveness in terms of outreach might be expected.

Learning about the program. Program participants most often learned about the program from materials distributed on campus, although many clients learned about the program from two other sources, friends and faculty. The interview sessions revealed that several of the clients discovered the program and decided to visit after they noticed the name "Women's Center" on the door of the room where the program is located.

Although, as discussed earlier, the limited knowledge about the program reported by the some college personnel is a matter of concern, those faculty members who were aware of the program agreed with participants in their assessment of it. Both faculty and participants indicated that the program provides clear information on enrollment in the program, supplies publications that are easy to understand and up-to-date, and makes available the services that are advertised in the marketing materials.

Program operation. College personnel and program participants who rated the program's services (benefits, quality, staff performance, coordination and marketing of services, and impacts) rated all aspects of the program very good. Many of the college personnel did not know about specific components of the program, but when asked to rate the program overall, they rated it as very good. They also indicated overall that they would recommend the program to a student.

Among the college personnel, no significant difference in rating the program emerged on the basis of position (faculty, classified, student services, or administration), gender, or acquaintance with a program participant. However, when responses of the college personnel and the participants were compared, it was found that the college personnel in the aggregate rated the program's benefits and impacts significantly higher than did the participants. This finding differs somewhat from that of Sheperd (1990)

who found that Single Parent and Displaced Homemaker program participants rated the monetary and psychological gains from program participation significantly higher than did college personnel.

Not surprisingly, supplemental funding was rated the most beneficial service of the program by program participants. These women live on the edge. Some are on public assistance and others are living on part time employment or child support payments, providing them with incomes below the poverty level.

Women's Programming and support groups were also rated very beneficial. Over 20% of the participants, however, reported that they did not use referral services for childcare, crisis intervention, and the mentoring program.

Unlike participants, who viewed supplemental funding as the program's most beneficial service, the college personnel most frequently rated crisis intervention as most beneficial. Additional services rated beneficial by college personnel were federal financial aid, student tracking, and personal counseling. This finding is not surprising in that these are program services in which college personnel may feel least prepared to assist a student and would thus appreciate the availability of another source of such services.

Staff performance appears to be very good according to the participant responses to the survey. Although some of the participants do not perceive that red tape is removed as a result of participation in the program, their lack of experience, not having attended college in the past may cause them to be unaware of the extent to which the program has eliminated a considerable amount of the customary red tape.

Program strengths. From the perspective of college personnel and participants alike, the most frequently mentioned strength of the program is the support and encouragement provided its participants. Program strengths listed by the program participants also included supplemental funding, support groups, and women's programming and resources. These findings were not unanticipated in that most of the program participants were living at or below poverty level and most of the participants were raising children without the assistance of a spouse. Even though the supplemental funding is small, \$160 per semester, it is critical to these women.

Women's programming was also mentioned by clients as important. Again, this is not surprising in that many of the program participants have been in marriages that are abusive or have been in employment situations that have been difficult. Women's programming makes useful resources available to women by providing a specialized library of materials addressing their concerns. Women's programming also includes seminars and workshops that bring in speakers to discuss issues of importance—for example, laws affecting women on welfare, divorce, and domestic violence. From the comments made regarding women's programming, it is unclear whether a particular aspect of the programming—workshops, seminars, the newsletter, or the library of resources—represented the strength most women had in mind, or whether they were speaking of women's programming in its totality.

Some ambivalence about Women's Programming. Upon entry into the program, participants did not find women's programming as important as they did other services, although they did frequently rate it as very beneficial on the opinion survey. With regard to quality of the women's programming, it was not rated as high as supplemental

funding and support groups. Women's comments during the interview sessions provide one possible explanation for their lack of perceived need for women's programming at the time of entry into the program. These women may be embarrassed about the situation in which they find themselves and thus cover up and hide their feelings (for example, by not attending a seminar on domestic abuse). However, when they are confronted with such life experiences from the viewpoint of other women during support group meetings, they seek information to clarify their own concerns.

Participants' choice of careers. Although the women indicated on the survey that they had become more knowledgeable about non-traditional careers for women, they were not enrolled in training for such careers. Most of the women in the program chose traditional programs for women—nursing, clerical, or early childhood education. Recently, the campus has begun to offer a computer networking program, and women entering the program in the last two semesters have begun to enroll.

Program challenges and areas for improvement. The fourth evaluation question sought to find out whether or not the Single Parent and Displaced Homemaker program was being implemented as intended. Although, as may be seen in the sections already discussed, the answers have generally been in the affirmative, certain challenges and areas for improvement also presented themselves during the research. The most significant challenge noted by college personnel was the lack of program funding to support existing participants and lack of funding to permit entry of additional students. It also appears that some of the college personnel were aware that the program was in a tenuous position as a result of federal legislation.

Participants also mentioned funding as the area most in need of improvement. The supplemental funding of \$160 each participant receives through the program is appreciated, but it only goes a small way toward meeting the everyday financial needs of these women.

Non-support and lack of understanding of the program by the college community was the second-most often mentioned challenge by college personnel. This finding was expected after the data showed that so many of the college personnel knew virtually nothing about the program.

Program participants commented on the need for improvement of the support groups. However, no specific features of the support groups were singled out for mentioning multiple times, leaving unclear what the participants would like to see improved.

### Program Impacts

The most frequent drop-outs from college are females who attend college part time (Brawer, 1996). This program served a population of females, many of whom attended college part time, and the program made a difference. When the number of consecutive semesters attended by participants in the program was compared with the number of consecutive semesters attended by students on the waiting list, program participants were found to have a significantly higher retention rate. Participants also indicated on the *Participant Opinion Survey* that they had stayed in college longer as a result of their involvement in the program. Additionally, program participants took a significantly higher number of credits than did the sample of students on the waiting list.

In sum, the program positively impacted participants with regard to retention in college, number of credits taken, and improvement of participants' self-esteem and self-confidence. The program further provided support which enabled 20% of the program participants in the sample surveyed to leave the welfare system.

Not only did seven participants indicate that their involvement in the program enabled them to get off welfare, but a number of participants were able to increase their earnings significantly. Eight of the program participants became registered nurses, thereby improving their income from an average salary of approximately \$850 per month (considered poverty level for a three-person household with two children) to an entry level nurse's salary of over \$2200 per month.

The needs of participants (measured by the Needs Assessment Instrument) and the impacts of the program (measured by the Participant Opinion Survey) on participants' self-esteem and self-confidence, retention in college, knowledge of non-traditional careers, job promotion, and higher income were positively correlated. The fifth evaluation question, which addressed participants' needs and the program's impacts in meeting those needs, is thus answered affirmatively through the research findings.

#### Efficiency of the Program

The final evaluation question was concerned with the efficient use of program resources. Funding is a critical challenge to the program. Although the majority of the comments by college personnel related to the program were those concerning the need for additional program funding, more than 60% of the college personnel did not know how efficiently the program staff used the grant funds or how well the program secured

funds from sources other than the grant. Although funding to keep the program services available may be of importance to the college personnel, the use of the funds may not be as critically important.

The FTE and tuition funding generated by students who participated in the program exceeded the cost of the program. Another way of viewing the cost-effectiveness of the program is through comparison. Funding generated by the students who participated in the program was three times higher than the funding generated by the students on the waiting list.

The Women's Center Development Committee continues to seek funding for the program, but the amount generated to date will not support the campus program for one year. Information about the efficiency of the program and its benefits to the college needs to be more widely disseminated.

### **Recommendations for Program Improvement**

1. *Be diligent about keeping the program's database accurate.* Upon review of the program's database, it was found that 6% of the entries were entered incorrectly from the Application for Services form. Accurate data is of critical importance when presenting information regarding the program to the program stakeholders. An annual audit by a person external to the program may allow the program to have accurate data available when requested by program stakeholders.

2. *Consider the development of a plan that would encourage single parent men to participate in the program.* This plan may necessitate a change in the program name or a change in the publications distributed by the program. Further, it may be important



to provide the college personnel with information on how the program might serve single parents who are male as well as single parents who are female.

3. *Continue to seek additional funding.* It is important not only to maintain and expand program services, but to find more sources for the program's operation and participants' stipends and provide additional allocations per student—even if the funding for the program is revitalized from the state or within the college.

4. *Perform annual follow-up studies on program services.* It is important for the program to assess the program impacts on the participants' lives and to assess which program services are most beneficial to the participants. The program also needs to do follow-up on persons who drop out of the program and on those who complete their educational program or meet their educational goals. It may be helpful to conduct a phone exit interview when a student leaves the program. Better tracking of who leaves the welfare system and the salaries of students before and after their program experience would also yield useful information.

5. *Develop a plan to prioritize services.* Women's Programming takes a significant amount of program resources and impacts the program heavily. The program should assess the amount of time and effort that the two staff members spend on programming that is not required by the grant, that may not lead to retention of participants, or that may not directly impact the women served by the program. For example, much effort is expended on Women's History Month. Yet no one mentioned the benefit of this programming during the interviews or on the survey comments. However, the staff mentioned the extreme number of hours that this programming takes and the time it takes away from the program participants. With the limited staff and the

extreme neediness of this population, it is critical that program staff prioritize the activities that will be provided through Women's Programming. The use of outside resources may be of importance to the success of the women's programming aspect of the program. Staff development may be needed to assist the staff in how to develop priorities and how to best use and manage outside volunteers. In relation to Women's Programming, the staff and the college must understand the role the center will play in providing Women's Programming and the mission of the program. The staff may need to become managers of services instead of providers of the services.

*6. Develop a plan to provide information about the program to college personnel.* Verbal and written communication indicates that many persons on the campus are uninformed or poorly informed about the program. Distribution of information on participants' successes is one potential mechanism to increase interest in how the program operates.

### **Policy Implications**

National, state, and local policies should be formulated to allow women to access education with the least difficulty. Policy makers must help providers of services to understand that it is not only the provision of educational programs that is needed. Also needed are support services that will make a college education possible for women whose life circumstances have made higher education and lucrative career opportunities difficult to access. It is important for policy makers to understand that the Single Parent and Displaced Homemaker programs provide such support for women with unique needs and that such programs need to be encouraged and financed.

As has been pointed out earlier, single parents and displaced homemakers have multiple role responsibilities. They must often function as solo parent, caregiver, and employee, as well as student. Their personal support systems are often weak, and when something happens that to most people would be a small crisis (for example, a sick child), they no longer can keep up the level of study and attendance required of college. Single Parent and Displaced Homemaker programs "run the interference" with faculty who do not understand the plight of these women. Such programs also provide the encouragement to keep going.

An old African proverb says, "It takes a village to raise a child." The joint efforts of the villagers around that child are needed, not only because of the child's innate value as a human being, but also because of that child's potential contribution to his or her society. Similarly, it takes the joint efforts of an institution's support services and external resources to get a woman with multiple role responsibilities through a college program. She is not a helpless child, but she does face difficult circumstances that can hinder her. Also, as a valuable present and future contributor to society, she needs support to enable her to realize that potential.

If the federal government is not going to provide the set-asides that guarantee that these programs continue, the government must establish policy that ensures that states are held accountable for meeting the educational and supportive requirements of this population. It will not be "good enough" to provide a woman a voucher and tell her to seek education. She will need counseling in her choice of careers, assistance with overcoming the obstacles that come with a lack of time, and will need constant

encouragement and assurance that her efforts will pay off. "Pay off" means that the time spent in education will improve her ability to be self-sufficient.

Jobs of the future will require more skills (National Alliance of Business, 1998). Specifically, many of the jobs will be in high technology areas. The community college provides these programs, but students must have support if they are to take advantage of such opportunities. Women must be given time to complete an education and the support systems that can help them succeed. For example, women in the category of single parents and displaced homemakers will not likely be able to do a program in six weeks that requires five hours of study per night.

It is crucial not only to provide the funding for education for single parents and displaced homemakers, it is critical to help sustain them in other ways as well. For example, there is a need for supplemental funding for childcare, transportation, and books and supplies.

Although many of the students participating in the program that is evaluated here were on welfare, the program also served persons who have not been on welfare but have incomes that are not adequate to meet the needs of a woman returning to college. In the new Workforce Investment Act legislation, it does not appear that women who are not on welfare, but who wish to further job opportunities through education, will have financial support to continue their education. Studies show that completing a college education increases the earning power of women. However, the new legislation does not encourage completion of a degree, but instead encourages obtaining the specific knowledge and skills that the workplace wants. Persons on welfare will be given a chance to seek their own education through a voucher system.

However, it is unclear how these vouchers will work. Will they provide adequate time and funding to complete a degree, or will the new law force the student to enroll in a short term program to obtain a skill? Policy makers need to rethink the implications of the “work first” emphasis of the Personal Responsibility and Work Opportunity Reconciliation Act.

At the present time in Virginia, the regulations and procedures for the Workforce Investment Act are not in place. There are a number of agencies that function as players in the administration of the new legislation. Further the role of the community college has not been defined. As stated earlier, many of the women in this program are not on welfare and may potentially not be served by the new Workforce Investment Act.

Nationally the set-asides for Single Parent and Displaced Homemaker Programs are no longer available. However, the new legislation does contain language that indicates states must serve special populations, which includes single parents and displaced homemakers.

The state will need to look at how to fund these programs in community colleges. Potential methods will be through the college’s operating funds or through contractual arrangements with local social services agencies, since the local social service agencies will have control of the new block grants to the Commonwealth.

On the local level, the college will have to determine if it will use money that has already been allocated to other projects to fund these activities. Or will the college relocate these services that thus far have been provided to single parents and displaced homemakers (such as has been provided through the Women’s Center in the case of the

community college that was the focus of this study)? Will responsibilities for such support services be relegated to other personnel within in the college?

If the latter option is chosen, the campus will need to consider the already overwhelming workload of the student services personnel. In addition, the college and campus will need to consider the importance of diversity with regard to the ethnicity and gender of the counselors in student personnel. Establishing policy for the preparation of counselors to serve this population will also be critical.

Colleges will need to determine how these programs fit within their mission and how they plan to serve this population. This process will need to be followed by establishment of policy that provides all personnel with an understanding of the framework within which the college plans to serve this population. The college must provide flexible and adjustable services to reflect the needs of the women—for example, crisis intervention for those who need it and referral to childcare services for those who need it. There is no “one size fits all” format to serve this heterogeneous population. With the vast changes in the legislation that impacts educational institutions in their provision of services to this population, it is critical that colleges require that someone within the institution be named to track the laws that may impact the college operation and service.

Traditionally, student personnel services have multiple job responsibilities, including personal counseling, academic advising, job placement, and financial aid. Although personal counseling takes a place among the job activities, it is not one that community colleges can afford to support to any degree. Specifically, on the campus where this program is located, the counselor to student ratio is 1:800. With this high

academic advising role, it is understandable that the counselors spend their valuable time advising students on academic issues instead of seeking to help with students' personal problems.

A program participant said it best when asked if college counselors appreciate the program

I think they [counselors] like it; they don't get a lot of the sob stories..... they are interested in what you are doing academically and where you want to go and they have so many students to process and to get in touch with, that they really don't want to sit down with you for three hours to discuss the problems you are having staying in school. or that your husband is stalking you or something like that. It is really nice for them to say, you know, why don't you go to the Women's Center and talk with someone over there and see if you can't resolve some kind of issues before you come to me....my counselor doesn't want to hear all that, because she is not really trained to deal with that. I think. She is trained to make sure I am in the correct curriculum. that I am not taking too many credits, ....

The need for Single Parent and Displaced Homemaker programs is great. It is hoped that policy makers will take note of their relevance and do everything possible to promote, fund, and support them.

### **Implications for Future Study**

1. This evaluation represented one program of twenty-two in Virginia. Local, state and national officials may find it helpful to have this program evaluation replicated

at another urban site in addition to an evaluation in a rural environment to see if the findings are consistent across programs and populations served.

2. The Single Parent and Displaced Homemaker program has primarily served returning women in there 30s who have families. This population of students reflects only one type of student on the community college campus. It may be useful to replicate the services of this program for other students who are not being served by this program, traditional age students and males. to see if the program has the same effectiveness. impact and efficiency results.

3. Although the program appears to be effective in assisting program participants to remain in college, it may useful to investigate the impact of the Single Parent and Displaced Homemaker program on participants' grade point averages and the number of course withdrawals among participants. The study showed that participants stayed in college longer, and 20% of the participants have been graduated from college, but the impact of the program on grades (in light of the student tracking program) and the number of withdrawals from courses is unknown.

4. Further investigation of the role of participant demographics on their success in college should be undertaken. What is the impact of the participant's income, program of study, age, number of children. and number of previous college courses on her or his retention in college and success in completing an educational program?

5. Further investigation centering on motivation should be considered to find out what brings a person to the services of the program. In several cases, the participants in this study learned about the program from friends, faculty and counselors. However, it is not clear why they thought they specifically needed the program. Do students seek the



program because they are overwhelmed or stressed with being in the student role (course demands, class attendance, increased course load), or do they seek the program in an effort to be more productive as a student (desiring to take more credits or complete a degree)? What draws or drives the student to the program?

### **Significance of the Study**

In Chapter I, five areas of the study's significance were presented. This evaluation has addressed each of these areas. The study provided research-based evidence that the program does positively impact the retention of students in college. This study may answer Stitt's (1991) assertion that programs lack persuasive power because of insufficient empirical evidence of their impacts. The evaluation also provided information that may aid in the search for increased funding. Surveys were completed by a sample of students that reflected the profile of the program participants, mainly African American, and mid-thirties in age. The evaluation provided information on the program services that most benefitted this population. The study further provided information on the needs of a diverse reentry population of women, which Wolfe (1991), Williams (1996), Laden and Turner (1995) state is so lacking. The results of this study will also add to the literature on women in the community college, a sorely needed discussion from the perspective of Townsend (1995) and Laden and Turner (1995). Not only does this study provide a comprehensive evaluation of one specific program, but in its methodology it provides a series of evaluation instruments that can be used by other colleges. Because of their structure, these instruments can be easily modified to meet the needs of any program evaluation.

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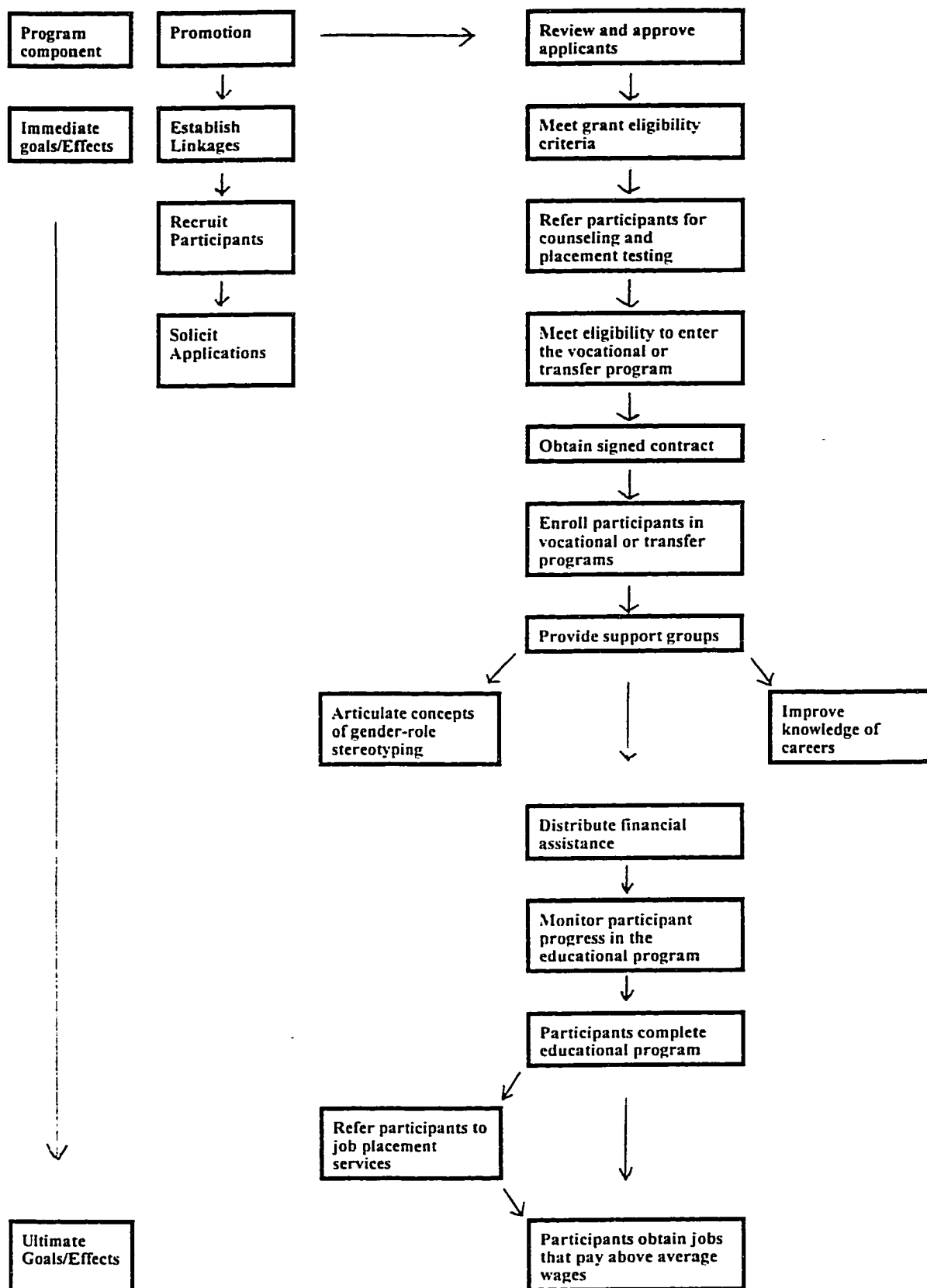
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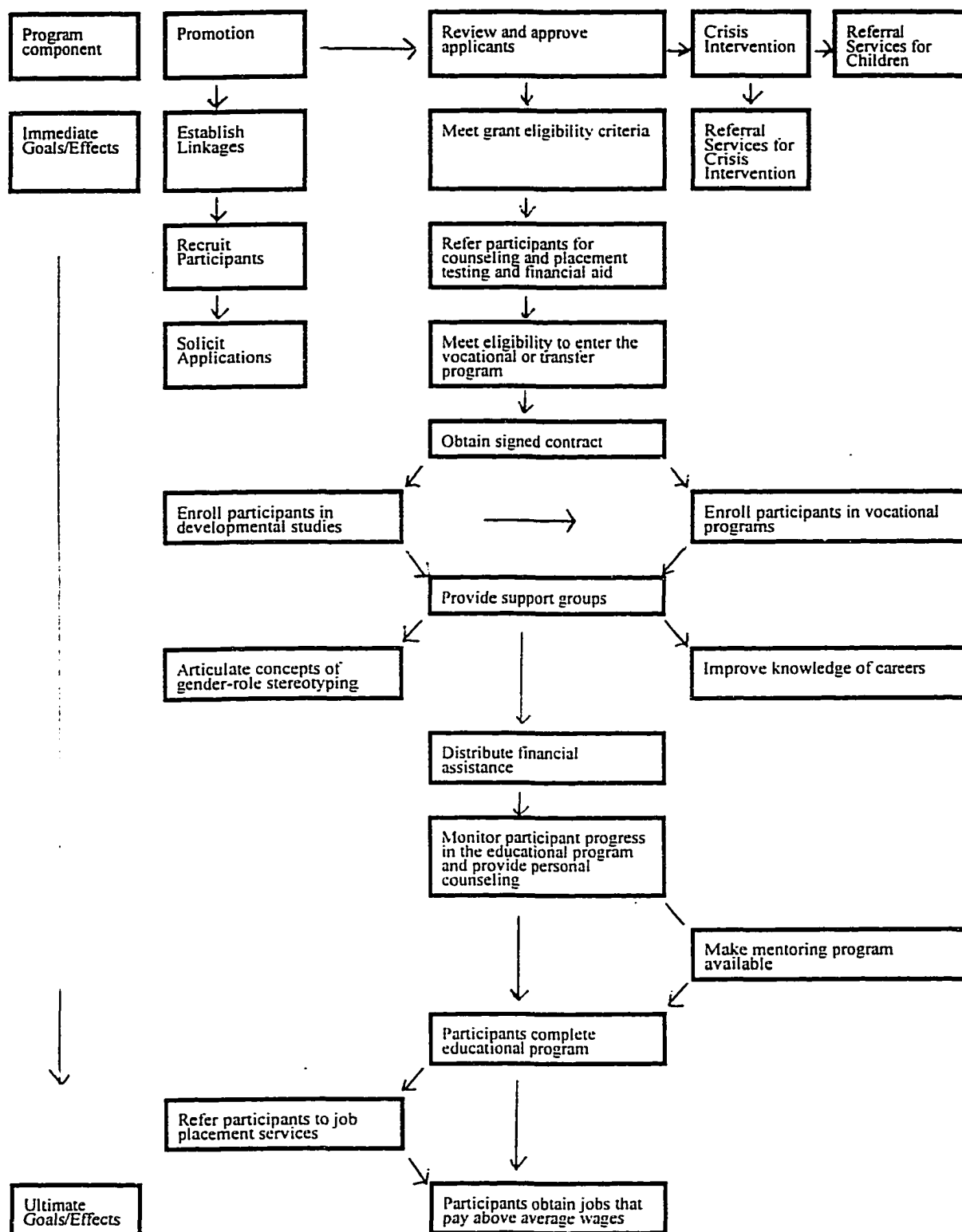
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**APPENDIX A**  
**EVALUABILITY ASSESSMENT**

### Documents Model

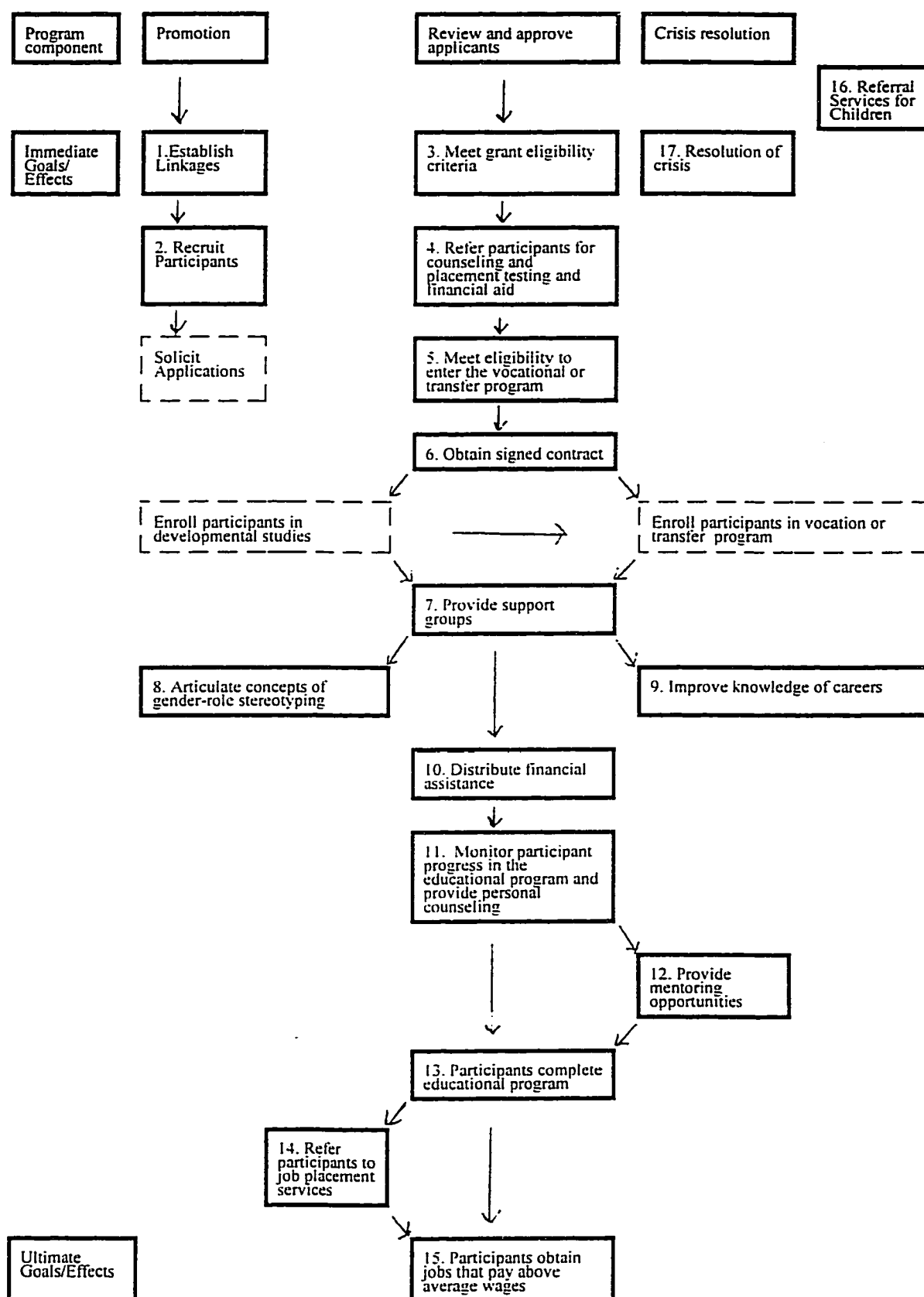


### Manager's Model





### Evaluable Model



Measurement Chart		
Box #	Effect	Measurement Criteria
1	Establish Linkages	Interviews with program staff and participants, Review of annual reports to the State, responses on the Participant Opinion Survey, Review of Program Annual Reports for 1996-97 and 1997-98
2	Recruit Participants	responses for each method for learning about the program, # of responses, mean and SD to the "extent to which publications are clear and up-to-date", # of responses, mean and SD for statement "provides clear information on how to enroll" on participant and college personnel survey
3	Meet grant eligibility criteria	# of applicants who meet the eligibility criteria
4	Refer participants for counseling and placement testing and financial aid	#, mean and SD for benefits of this service, quality of this service, and coordination of services on participant and college personnel survey, review of student records to determine if they received financial aid and if they took the placement tests
5	Meet eligibility to enter the vocational or transfer program	# of students who entered a vocational program or a transfer program
6	Obtain signed contract	# of signed contracts compared to number of applications
7	Provide support groups	#, mean and SD for benefits of this service, quality of this services on a participant and college personnel survey, mean number of support group sessions attended by clients, review of Annual Reports, yearly report to State and Connections
8	Articulate concepts of gender-role stereotyping	#, mean and SD for benefits of this service, quality of this service, #, mean and SD for response to knowledge of women's issues on a participant and college personnel survey, Review of program documents
9	Improve knowledge of careers and develop life skills	#, mean and SD for benefits of this service), quality of service, #, mean and SD for response to knowledge of careers on a participant and a college personnel survey, review of program documents
10	Distribute financial assistance	# of responses, mean and SD for benefits of this services, quality of this services on a participant and college personnel survey, Interviews with program participants and program staff, review of documents
11	Monitor participants progress in the educational program and provide personal counseling	# of responses, mean and SD for benefits of this services, quality of this service on a participant and college personnel survey, Interviews with program staff and program participants, review of program documents
12	Provide mentoring opportunities	# of responses, mean and SD for benefits of this service, quality of this service on a participant and college personnel survey, Interviews with program staff and program participants, review of program documents
13	Participants complete educational program	# of responses to a opinion survey question on program outcomes on a participant and college personnel survey, # of semesters clients are retained compared to the number of semesters for students on the waiting list, # of clients who graduate compared to the number who graduate that are on the waiting list, # of semester hour credits the participants take in comparison tot he students on the waiting list
13	Refer participants to job placement services	# of responses, mean and SD to a question on coordination of services on a participant and college personnel survey
14	Participant obtain jobs that pay above average wages	# of responses , mean and SD to a question on whether a client obtained a better job, promotion, income increase, and job related to curriculum on a participant and college personnel survey
15	Resolution of conflict	# of responses mean and SD for benefits of services , quality of services on a participant and college personnel survey, Interviews with program staff and program participants, review of program documents
16	Referral to childcare services	# of responses, mean and SD for benefits of this services, quality of this service on a participant and college personnel survey, Interviews with program staff and program participants, review of program documents

**LIST OF ITEMS REVIEWED FOR EVALUATION QUESTION 4**

Annual Reports to the State for 1994 through 1998  
Women's Center Annual Reports, 1997 and 1998  
Minutes of the Women's Center Development Board (September 1996 through December 1998)  
*Connections* Newsletters (Winter 1994 through December 1998)  
College Catalog  
College Student Handbook  
College Faculty Handbook  
Adjunct Faculty Handbook  
Results of Support Group Evaluations  
Original Grant Proposal  
Observations on 7 days  
Interviews with six program participants  
Interviews with the program staff (director and secretary)  
Campaign letter and brochure  
Unit Plans for the program 1994, 1995, 1997  
Program forms (WP<sup>2</sup> Educational Plan, WP2 Tracking letters to faculty, Application for Services, Gender Equity Participation Agreement)

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Establish Linkages	<p>1) One participant that was interviewed acknowledged that she had been referred to the program by the Portsmouth Community Services Board and Department of Rehabilitation Services</p> <p>2) Report to the state indicated in 1994 and 1995 that efforts had been made to contact social service agencies</p> <p>3) In an interview with the Program Director she indicated that she had presented the program to local social services groups on several occasions, but the time and effort to present the program did not reap the number of applicants to justify the continued effort. She also stated that these visits took her away from the campus and the students who need assistance.</p> <p>4) Only one student of the 33 who responded to the Participant Opinion Survey had learned about the program from a social service agency.</p> <p>5) Program Annual Reports for 1997 and 1998 indicate the agencies that the Women's Center works with and through to provide services for students. These agencies are highlighted in the "Connections" newsletter and numbers are provided where participants can reach these agencies for assistance.</p>

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Recruit Participants	<p>1) Students learned about the program from the following sources: a friend (8), a faculty member (8), information on campus (10), a college counselor (5), a government agency (1) and a mailing (1).</p> <p>2) Participant opinion surveys indicate that the materials distributed by the program are clear, up-to-date and explain clearly how to enroll in the program.</p> <p>3) Student interviews indicated that four participants of the six interviewed saw the sign that said Women's Center and walked in for help because they were in crisis. One student was recruited by the Program Director, one found out about the program through a counselor and one from a faculty member.</p> <p>4) Bulletin boards outside of the Center and inside the center depict successful women, non-traditional careers for women, and services for women.</p> <p>5) College Catalog and the College Student Handbook do mention the Women's Center but do not mention the Single Parent and Displaced Homemaker Program</p> <p>6) The faculty handbooks for adjunct and full time faculty do not mention the Women's Center or the Single Parent and Displaced Homemaker program.</p>
Applicants meet grant eligibility criteria	<p>1) 119 students met eligibility for the program and entered. 194 students met eligibility for the program and were placed on a waiting list</p>

<b>SOURCES FOR INFORMATION ON PROGRAM COMPONENTS</b>	
<b>Program Component</b>	<b>Source of information</b>
Refer participants to counseling and placement testing and financial aid	<p>1) Student information system records indicate that of the 119 students who met the criteria to enter the program and were accepted into the program. All but five participants completed placement tests. Placement criteria allow students who meet specific criteria to have placement test waived.</p> <p>2) Interviews with the Program Director and the program secretary indicate that all students were referred to financial aid. Student information system records indicate that 72 (60.5%) of the participants were on financial aid. According to the program staff a number of participants could not qualify for financial aid because of previous attendance at a high-cost institution where they dropped out, thus leaving them in default to the government.</p> <p>3) Interview with the Program Director indicated that she personally escorts student to a counselor after meeting with the student and accepting him or her into the program.</p> <p>4) In the first two years of the program (1994 and 1995), applications were reviewed by the program secretary. Since that time, the program director has personally counseled each applicant and participant.</p> <p>5) Over 80% of the participants agreed or strongly agreed with the statement that the program coordinates services well with other offices on campus.</p>
Meet eligibility to enter the vocational or transfer program	<p>Except for health science and nursing programs, all program are open to any student. All students met the eligibility requirement to enter their program of choice. Those participants who entered the nursing and health science programs met admission criteria that were more stringent than those who entered other degree programs. All but one program participant was curriculum placed.</p>
Obtain signed contract	<p>Student records revealed a student contract for each semester for students who participated in the program. When the records were audited there were 3 contracts missing for students who had been in the program in the 1993/94 academic year.</p>

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Provide support groups	<p>1) Sixty six percent of the Participant Opinion Survey respondents indicated that the support groups were very beneficial or extremely beneficial. Sixty six percent also indicated that the quality of the support groups was excellent or very good.</p> <p>2) Interviews with students indicated that the support groups were important to the participants. These sessions allowed the participants to share their problems and learn from others that had the same problems. One participant said that her work schedule had interfered with her ability to meet with the group and the program director scheduled a separate individual session for her to attend.</p> <p>3) Students have been able to meet the Support Group requirement in a variety of ways. The "Connections" newsletter had several items about college student orientation classes that were specifically scheduled for returning women. These course met the Support group requirement. According to the Program Director no student will be turned away if he or she can not attend a regularly scheduled session of a support group; the staff will do individual sessions if it is needed; flexibility is the key to success with these students.</p> <p>4) Program Annual Reports for 1997 and 1998 indicated the success of the support groups and outlined subjects for the next year that the participants indicated on their evaluations.</p> <p>5) Program requires that participants must attend 10 of the 12 sessions. Two excused absences are allowed. If a participant absent more than two absences, he or she is denied the supplemental funding check. In the last two years one participant had not received supplemental funding as a result of non attendance at the support group meetings.</p> <p>6) In an interview with the program director, it was learned that support groups provide validation for participants, problem-solving, re-entry counseling, a safe place, and linkages to resources through the program staff.</p>

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Articulate concepts of gender-role stereotyping	<p>1) According to the Annual Report 1997 and 1998, topics for support groups include gender role stereotyping.</p> <p>2) Over 80% of the respondents to the Participant Opinion Survey stated that they had increased their knowledge of women's issues as a result of their involvement in the program.</p> <p>3) Women interviewed stated that the program personnel had taught them about these issues.</p> <p>4) Women's Programming which includes the newsletter Connection, the resource library, and workshops and seminars for women assist women in developing a knowledge base of these issues.</p> <p>5) Women's Programming was rated extremely beneficial and very beneficial by 71.8% of the participants. Sixty percent of the participants rated the quality of the Women's Programming as Excellent or Very Good.</p> <p>6) Classes , workshops and seminars for Women were listed in each edition of the "Connections."</p>



SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Improve knowledge of careers	<p>1) Over 55% indicated that they had increased their knowledge of non-traditional careers for women.</p> <p>2) Women interviewed stated that the program personnel had taught them about careers.</p> <p>3) Women's Programming which includes the newsletter Connection, the resource library, and workshops and seminars for women assist women in developing a knowledge base of careers.</p> <p>4) Each participant receives a list of non-traditional career opportunities at the campus when application to the program is made..</p> <p>5) In an interview with the program director, it was learned that she discusses career options and sends students to do occupational inventories when needed. She cited on specific case where she counseled a student into a career that would allow her to gain skills quickly so that she could get a job. The student was advised to return to the college or the degree after working for a while.</p> <p>6) Connections presented career planning for women.</p> <p>7) Classes , workshops and seminars for Women were listed in each edition of the "Connections."</p>

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Distribute financial assistance	<p>1) Participants indicated that the supplemental funding was the most beneficial service of the program. Ninety seven percent rated the supplemental funding extremely beneficial or very beneficial.</p> <p>2) The program director and the program secretary, in an interview, indicated that in the early years of the grant funds were awarded by need and for specific services, transportation, child care. However, in recent years all students are given two checks a semester if they attend support groups and are completing their course work. According to the program staff money is set aside to meet specific needs of students for tutoring. Each student receives a check for \$80 at mid semester and \$80 at the end of the semester. The first check is given if participants attend the support group sessions and make strong steps to succeed in the course work. The program will pay for one course (\$159) instead of providing the checks if it is deemed more appropriate and the student cannot obtain financial aid due to default from a previous educational loan. Students can get up to \$218 if they need to take a lab course that is four credits.</p> <p>3) One student commented that she would like for the check distribution to be more reliable. After checking with the secretary, it was determined that a shortage of staff in accounting at the college had led to late checks on several occasions.</p>

SOURCES FOR INFORMATION ON PROGRAM COMPONENTS	
Program Component	Source of information
Monitor participant progress in the educational program and provide personal counseling/tutoring	<p>1) Student tracking is an optional service of the program according to the newsletter Connections, the participants and the program director.</p> <p>2) A review of the letters and forms that are sent to faculty showed a system that allows faculty to advise the program if a student is not doing well or is not coming to class. The intent is for the program to provide services that will allow the participant to improve their success in the classroom.</p> <p>3) Interviews with the participants indicated that they appreciate the opportunity to be tracked.</p> <p>4) Participant Opinion Survey results indicate that over 55% of the participants thought the tracking program was extremely or very beneficial. Over 50% of the college personnel who responded to the College Personnel Opinion Survey, rated the tracking program as extremely or very beneficial.</p> <p>5) The success of the tracking program was discussed at the Women's Center Development Board meeting.</p> <p>6) Sixty three percent of the participants rated personal counseling as extremely beneficial. Over 50% rated the quality of the personal counseling as excellent to very good.</p> <p>7) During the interview process with students and the program staff, the evaluator learned that students receive tutoring services. The program has a set aside for tutoring and uses it to assist any program participant who is having trouble in a class. The evaluator observed two students who were receiving these services.</p> <p>8) The 1997 and 1998 annual reports reported on the activities of the student tracking program.</p>

<b>SOURCES FOR INFORMATION ON PROGRAM COMPONENTS</b>	
<b>Program Component</b>	<b>Source of information</b>
Provide mentoring opportunities	<p>1) The mentoring program was started in Spring 1997. Fifteen students participated in the first program. The program was funded by a state mini-grant. After the 1997 year, the program was put on hold due to lack of funding.</p> <p>2) In an interview with the Program Director, she stated that funding for mentoring program had recently been established. She also indicated that the program would be operated differently in the future.</p> <p>3) Over 60% of the participants who experienced the mentoring program rated it extremely to very beneficial. Quality was rated excellent to very good by over 50% of the participants who responded to the survey.</p>
Participants complete educational program	<p>1) 51.5% of the participants who responded to the survey agreed that involvement in the program had met their educational goal as a result of involvement in the program.</p> <p>2) 27% of the participants got a better job as a result of involvement in the program.</p> <p>3) 18.2% of the participants received a job promotion as a result of their involvement in the program.</p> <p>4) 21.2% obtained a job related to their curriculum as a result of their involvement in the program.</p> <p>5) Twenty four (20%) participants graduated with a degree or certificate over the last five years.</p>
Refer participants to job placement services	<p>1) Over 80% of the participants agreed or strongly agreed with the statement that the program coordinates services with other offices on campus.</p> <p>2) Interview with the program director indicated that students who need jobs are assisted by the job placement office.</p>
Participants obtain jobs that pay above wages	<p>1) 30% of the participants indicated that they had received a higher income as a result of their involvement in the program.</p> <p>2) Eight of the program participants who graduated from the college received degrees in nursing. The average salary for an entry level nurse is \$25,000. Of the eight that received nursing degrees five were on public assistance when they entered the program.</p>

<b>SOURCES FOR INFORMATION ON PROGRAM COMPONENTS</b>	
<b>Program Component</b>	<b>Source of information</b>
Resolution of crisis	<p>1) Several of the interviews with program participants mentioned crisis intervention and the role of the program in resolving a crisis.</p> <p>2) Fifty-eight percent of the respondents to the Needs Assessment stated that Crisis Intervention was important.</p> <p>3) Forty-nine percent of the respondents to the Participant Opinion Survey rated the services as extremely or very beneficial.</p> <p>4) Forty- eight percent of the respondents to the Participant Opinion Survey rated the Crisis Intervention service as excellent or very good.</p>
Referral Services for Childcare	<p>1) Childcare resources are available in the Resource Library.</p> <p>2) The "Connections" newsletter mentions the childcare resources list.</p> <p>3) One student commented on the Needs Assessment that the list of childcare providers needed to be updated.</p> <p>3) Over 50% of the respondents on the Needs Assessment stated that they needed referral for childcare, found the referral services extremely to very beneficial. However, only 39.4% rated the quality of the referral services excellent or very good.</p>

**APPENDIX B**  
**APPLICATION FOR SERVICES FORM**

# THE REGIONAL WOMEN'S CENTER

## Application For Services

Date of Application: \_\_\_\_\_

\_\_\_ Displaced Homemaker

\_\_\_ Single Parent

\_\_\_ Other (Identify Status) : \_\_\_\_\_

**The information you provide below is confidential and used for needs assessment and statistical purposes only.**

Name \_\_\_\_\_ SS# \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone # Home ( ) \_\_\_\_\_ Work ( ) \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Race (Optional) \_\_\_\_\_

Number of Children \_\_\_\_\_ Ages \_\_\_\_\_

### Who Can We Call To Leave A Message With If You Cannot Be Reached?

Name \_\_\_\_\_ Telephone # ( ) \_\_\_\_\_

Your Education: High School Years Completed \_\_\_\_\_ Diploma \_\_\_\_\_ GED \_\_\_\_\_

College Programs \_\_\_\_\_

Where \_\_\_\_\_ When \_\_\_\_\_ Degree \_\_\_\_\_ Certificate \_\_\_\_\_

Vocational Training Programs \_\_\_\_\_

Where \_\_\_\_\_ When \_\_\_\_\_ Completed \_\_\_\_\_ Certificate \_\_\_\_\_

Other Classes \_\_\_\_\_ Where \_\_\_\_\_

Are You Currently Enrolled at TCC? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes:

How Long Have You Been at TCC? \_\_\_\_\_

What Program are You In? \_\_\_\_\_

Have You Completed an Orientation (STD 100)? \_\_\_\_\_

Are You Currently Receiving Financial Aid? If Yes: What Type \_\_\_\_\_

**OVER**

**Employment:** Are You currently employed? \_\_\_\_ Yes : Ft \_\_\_\_ Pt \_\_\_\_ No \_\_\_\_

If Yes: Place of Employment \_\_\_\_\_  
 Position \_\_\_\_\_  
 Hourly Rate \_\_\_\_\_  
 Date of Employment \_\_\_\_\_  
 Hours Worked \_\_\_\_\_

List Previous Experience:

Employer \_\_\_\_\_ Dates \_\_\_\_\_  
 Employer \_\_\_\_\_ Dates \_\_\_\_\_  
 Employer \_\_\_\_\_ Dates \_\_\_\_\_

**Total Income from all Sources as of application date: \$ / Month**

ADC	Yes ____ No ____	Amount per month \$ _____
Food Stamps	Yes ____ No ____	Amount per month \$ _____
Child Support	Yes ____ No ____	Amount per month \$ _____
Unemployment	Yes ____ No ____	Amount per month \$ _____
Employment	Yes ____ No ____	Amount per month \$ _____
Other	Yes ____ No ____	Amount per month \$ _____

**What City Social Service Agency Do You Use?** \_\_\_\_\_

**Which of the Following is a Barrier to Your Employment? (Check All that Apply)**

- |  |   |
|--|---|
| <input type="checkbox"/> No Prior Work History                           | <input type="checkbox"/> Transportation                     |
| <input type="checkbox"/> Lack of Job Skills                              | <input type="checkbox"/> Legal/Criminal Record              |
| <input type="checkbox"/> Homeless  | <input type="checkbox"/> Can't Read Well                    |
| <input type="checkbox"/> Lack of Education                               | <input type="checkbox"/> Substance Abuse                    |
| <input type="checkbox"/> Limited English Speaking Ability                | <input type="checkbox"/> Poor Health                        |
| <input type="checkbox"/> Worked Three Months or Less<br>During Past Year | <input type="checkbox"/> Displaced Worker: Need Re-Training |
| <input type="checkbox"/> Other _____                                     |   |

**What Type of Financial Assistance Do You Need?**

____ Childcare	____ Tuition Assistance
____ Books & Supplies	____ Transportation
____ None of the Above Apply	



**APPENDIX C**

**SINGLE PARENT AND DISPLACED  
HOMEMAKER NEEDS ASSESSMENT**

## SINGLE PARENT AND DISPLACED HOMEMAKER PROGRAM NEEDS ASSESSMENT SURVEY

*This survey is designed to determine your needs when you entered the Single Parent and Displaced Homemaker Program (Women's Center) at Urban Community College. By providing the following information, you will assist the program administration in identifying the programs and services that the college needs to provide through the Center. The goal of the survey is to improve the services to other students who participate in the program. The information you supply is anonymous. The data will be used for research purposes and will not be listed individually on any report provided to anyone within the college. There is no known risk related to completion of this instrument. Your completion and return of the survey indicates your consent to participate in the study. If you have questions about any part of this survey, please do not hesitate to contact Linda Rice at XXX-XXXX..*

PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE TO:

Linda Rice  
Urban Community College

1. How important were the following services to you when you entered the Single Parent and Displaced Homemaker Program at Urban Community College? (Circle the number that best corresponds to the level of your need)

	4 Very Important	3 Moderately Important	2 Mildly Important	1 Not important	
+	3	2	1		A. Crisis intervention -referral to agencies or resources that can assist women, providing a list of resources available to women
+	3	2	1		B. Student Tracking -WP <sup>2</sup> system, assisting students who are having academic difficulties
+	3	2	1		C. Federal Financial Aid - learning about the college's financial aid services, providing assistance with paperwork associated with financial aid
+	3	2	1		D. Supplemental Funding - checks (money) for books, tuition subsidy, transportation, or child care
+	3	2	1		E. Mentoring Program - developing a relationship with a person who provides encouragement and support to you
+	3	2	1		F. Personal Counseling - individual assistance with personal or academic situations
+	3	2	1		G. Referral Services - obtaining childcare services
+	3	2	1		H. Life Skills Development - becoming more independent, learning how to deal with stress, budgets, and setting goals
+	3	2	1		I. Support Groups - coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations
+	3	2	1		J. Women's Programming - library of resources on women's issues, workshops and seminars on women's issues, newsletter ( <u>Connections</u> )

2. How accessible were the following services to you from sources other than the Single Parent and Displaced Homemaker Program when you entered the program? (Circle the number which corresponds to the availability of these services)

	3 Very accessible	2 Somewhat accessible	1 Not accessible	
3	2	1		A. Crisis intervention -referral to agencies or resources that can assist women, providing a list of resources available to women
3	2	1		B. Student Tracking - WP <sup>2</sup> system, assisting students who are having academic difficulties

- 3 2 1 C. **Federal Financial Aid** - *learning about the college's financial aid services, providing assistance with paperwork associated with financial aid*
- 3 2 1 D. **Supplemental Funding** - *checks (money) for books, tuition subsidy, transportation, or child care*
- 3 2 1 E. **Mentoring Program** - *developing a relationship with a person who provides encouragement and support to you*
- 3 2 1 F. **Personal Counseling** - *individual assistance with personal or academic situations*
- 3 2 1 G. **Referral Services** - *obtaining childcare services*
- 3 2 1 H. **Life Skills Development** - *becoming more independent, learning how to deal with stress, budgets, and setting goals*
- 3 2 1 I. **Support Groups** - *coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations*
- 3 2 1 J. **Women's Programming** - *library of resources on women's issues, workshops and seminars on women's issues, newsletter (Connections)*

3. How important were the following to you when you entered the Single Parent and Displaced Homemaker program? (Circle the rating that best corresponds to your opinion)

4 Very Important				3 Moderately Important	2 Mildly Important	1 Not Important
+	3	2	1	A.	Improving my self-esteem/self confidence	
+	3	2	1	B.	Having support to help me stay in college	
+	3	2	1	C.	Increasing my knowledge of non-traditional careers for women	
+	3	2	1	D.	Increasing my knowledge of women's issues	
+	3	2	1	E.	Obtaining a better job	
+	3	2	1	F.	Obtaining a job promotion	
+	3	2	1	G.	Identifying my career goals better	
+	3	2	1	H.	Obtaining a higher income	
+	3	2	1	I.	Obtaining a job related to my curriculum	
+	3	2	1	J.	Getting off of welfare	

4. Please list any services you needed upon entry into the program that were not provided.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

Please return the survey in the enclosed envelope to:  
Linda M. Rice

Return the survey by: October 21, 1998

October 9, 1998

Dear Participant:

The attached needs assessment survey instrument is a portion of an evaluation of the Urban Community College, X Campus, Single Parent and Displaced Homemaker program. The evaluation is being conducted with the full cooperation of the Women's Center at the X Campus. The results of the needs assessment will help to provide information about the needs of women who participate in the program. Survey results will be used to help the Center better meet the needs of program participants in the future. Your involvement with the Women's Center gives a valuable perspective on its services to clients. The average time required to complete the survey is approximately 5 minutes.

It will be appreciated if you complete the enclosed survey prior to October 21, 1998 and return it in the stamped, addressed envelope provided. Other phases of this evaluation cannot be brought to conclusion until analysis of the survey data have been completed. I welcome any comments that you have concerning any aspect of the Single Parent and Displaced Homemaker program not covered in the survey. Your responses will be held in strictest confidence.

I will be pleased to send you a summary of the survey results, if you desire. Thank you for your cooperation.

Sincerely,

Linda M. Rice, M.S.

October 25, 1998

Dear Program Participant:

Two weeks ago you received a survey entitled "Needs Assessment" from me. If you returned it, please accept my apology for sending you another copy and do not complete this survey. However, if you did not return the survey, I would greatly appreciate your help.

Because my dissertation for my Ph.D. at Old Dominion University is dependent upon responses to the survey, I need every one returned. If you have not returned the survey, please return it to me in the enclosed stamped envelope by **Monday, November 2, 1998**.

If you have any questions, do not hesitate to call me at home, (XXX-XXXX) or at work (XXX-XXXX). Also, if you would take the time to call me and let me know that you have returned the survey, I would be very appreciative.

Thank you and my hope is for your future success.

Sincerely,

Linda M. Rice, M.S.

P.S. If you have already returned the completed survey to me, please do not send them in again.

**APPENDIX D**

**SINGLE PARENT AND DISPLACED HOMEMAKER  
PARTICIPANT OPINION SURVEY**

## SINGLE PARENT AND DISPLACED HOMEMAKER PROGRAM PARTICIPANT OPINION SURVEY

*This survey is designed to determine your satisfaction with the Single Parent and Displaced Homemaker Program (Women's Center) that you participated in at Urban Community College. By providing the following information, you will assist the program administration in identifying the strengths and weaknesses of the program. The goal of the survey is to improve the services to other students who participate in the program. The information you supply anonymous. The data will be used for research purposes and will not be listed individually on any report provided to anyone within the college. There is no known risk related to completion of this instrument. Your completion and return of the survey indicates your consent to participate in the study. If you have questions about any part of this survey, please do not hesitate to contact Linda Rice at XXX-XXXX.*

PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE TO:

Linda Rice  
Division Chair - Health Sciences  
Urban Community College

1. **How did you find out about the Single Parent and Displaced Homemaker Program?** (Mark one choice.)

☐ A friend                      ☐ Information distributed on campus                      ☐ A local government agency  
☐ A faculty member                      ☐ A counselor at the college                      ☐ Other (Please specify) \_\_\_\_\_

2. **How beneficial were the following services provided by the Single Parent and Displaced Homemaker Program to you while at Urban Community College?**  
(Circle the number that corresponds to the extent of the benefit.)

.....5. Extremely Beneficial.....4. Very Beneficial.....3. Somewhat Beneficial.....2. Not Beneficial.....1. Did not use the service.....

- |                   |   |
|-------------------|---|
| 5   4   3   2   1 | <b>A. Crisis intervention</b> - referral to agencies or resources that can assist women, providing a list of resources available to women                   |
| 5   4   3   2   1 | <b>B. Student Tracking</b> - WP <sup>2</sup> system, assisting students who are having academic difficulties  |
| 5   4   3   2   1 | <b>C. Federal Financial Aid</b> - learning about the college's financial aid services, providing assistance with paperwork associated with financial aid    |
| 5   4   3   2   1 | <b>D. Supplemental Funding</b> - checks (money) for books, tuition subsidy, transportation, or child care   |
| 5   4   3   2   1 | <b>E. Mentoring Program</b> - developing a relationship with a person who provides encouragement and support to you   |
| 5   4   3   2   1 | <b>F. Personal Counseling</b> - individual assistance with personal or academic situations  |
| 5   4   3   2   1 | <b>G. Referral Services</b> - obtaining childcare services  |
| 5   4   3   2   1 | <b>H. Life Skills Development</b> - becoming more independent, learning how to deal with stress, budgets, and setting goals                                 |
| 5   4   3   2   1 | <b>I. Support Groups</b> - coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations |
| 5   4   3   2   1 | <b>J. Women's Programming</b> - library of resources on women's issues, workshops and seminars on women's issues, newsletter ( <u>Connections</u> )         |

3. **How would you rate the quality of the following services provided by the Single Parent and**

**Displaced Homemaker Program?** (Circle the number which corresponds to your rating of these services.)

5	4	3	2	1	0	
5	4	3	2	1	0	<b>A. Crisis intervention</b> - referral to agencies or resources that can assist women, providing a list of resources available to women
5	4	3	2	1	0	<b>B. Student Tracking</b> - WP <sup>2</sup> system, assisting students who are having academic difficulties
5	4	3	2	1	0	<b>C. Federal Financial Aid</b> - learning about the college's financial aid services, providing assistance with paperwork associated with financial aid
5	4	3	2	1	0	<b>D. Supplemental Funding</b> - checks (money) for books, tuition subsidy, transportation, or child care
5	4	3	2	1	0	<b>E. Mentoring Program</b> - developing a relationship with a person who provides encouragement and support to you
5	4	3	2	1	0	<b>F. Personal Counseling</b> - individual assistance with personal or academic situations
5	4	3	2	1	0	<b>G. Referral Services</b> - obtaining childcare services
5	4	3	2	1	0	<b>H. Life Skills Development</b> - becoming more independent, learning how to deal with stress, budgets, and setting goals
5	4	3	2	1	0	<b>I. Support Groups</b> - coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations
5	4	3	2	1	0	<b>J. Women's Programming</b> - library of resources on women's issues, workshops and seminars on women's issues, newsletter ( <u>Connections</u> )

**4. To what extent do you agree with the following statements?** (Circle the rating that best corresponds to your opinion.)

5	4	3	2	1	
5	4	3	2	1	<b>A. My self-esteem/self confidence improved as a result of involvement in the Single Parent and Displaced Homemaker Program.</b>
5	4	3	2	1	<b>B. I stayed in college because of the support given to me by the Single Parent and Displaced Homemaker Program.</b>
5	4	3	2	1	<b>C. My knowledge of non-traditional careers for women was expanded as a result of involvement in the Single Parent and Displaced Homemaker Program.</b>
5	4	3	2	1	<b>D. My knowledge of women's issues was expanded as result of the Single Parent and Displaced Homemaker Program.</b>
5	4	3	2	1	<b>E. I was able to get a better job as a result of involvement in the Single Parent and Displaced Homemaker Program.</b>
5	4	3	2	1	<b>F. I was able to get a job promotion as a result of involvement in the Single Parent and Displaced Homemaker Program.</b>



5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Does not apply
------------------	---------	------------	---------------------	------------------

- 5 4 3 2 1 G. I was able to identify my career goals as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1 H. My income increased as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1 I. I met my educational goal as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1 J. I obtained a job related to my curriculum as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1 K. I was able to get off of welfare as a result of involvement in the Single Parent and Displaced Homemaker Program.

5. How well does the Single Parent and Displaced Homemaker program which funds the Women's Center perform the following activities for single mothers and displaced homemakers? *(Circle the number that corresponds to your rating.)*

5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor	0 Don't Know
-------------	-------------	--------	--------	--------	--------------

- 5 4 3 2 1 0 A. Serves program participants in a timely manner
- 5 4 3 2 1 0 B. Keeps "red tape" to a minimum for students needing services
- 5 4 3 2 1 0 C. Answers questions promptly
- 5 4 3 2 1 0 D. Offers services when program participants are available
- 5 4 3 2 1 0 E. Makes program participants feel welcome and at ease
- 5 4 3 2 1 0 F. Provides personal attention

6. To what extent do you agree with the following statements about the Single Parent and Displaced Homemaker program that funds the Women's Center? *(Circle the number on the line provided that corresponds to your rating.)*

5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 No Opinion
------------------	---------	------------	---------------------	--------------

- 5 4 3 2 1 A. The Women's Center coordinates activities well with other offices (i.e., Financial Aid, Veteran's Affairs, Records, Counseling, Career Planning, Job Placement).
- 5 4 3 2 1 B. The publications and marketing materials provided by the Women's Center are clear and provide up-to-date information on the types of services available to single mothers and displaced homemakers.
- 5 4 3 2 1 C. The Women's Center provides clear information on how to enroll in the program.
- 5 4 3 2 1 D. The Women's Center provides the services that are described in the publications distributed on campus.

7. **What do you think are the two or three most important strengths of the Single Parent/Displaced Homemaker program (Women's Center)?** *(If you need additional space, please use the back of this sheet.)*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

8. **How do you think the Single Parent and Displaced Homemaker program services could be improved?** *(Please give two or three suggestions. If you need additional space, please use the back of this sheet.)*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

9. **Overall, how would you rate the Single Parent and Displaced Homemaker Program?** *(Circle one.)*

5 Excellent                      4 Very Good                      3 Good                      2 Fair                      1 Poor

10. **Would you recommend the Single Parent and Displaced Homemaker Program to a friend?** *(Check one.)*

☐ Yes                      ☐ No

## RESPONDENT INFORMATION

**1. How do you describe yourself? (Check one)**

- ☐ Black/African American      ☐ American Indian/Alaskan Native      ☐ White/Caucasian  
☐ Mexican American/Chicano      ☐ Asian American/Pacific Islander      ☐ Puerto Rican/Other  
 Hispanic  
☐ Filipino      ☐ Other (Please specify)

**2. Are you: (Check one)**

- ☐ Male      ☐ Female

**3. What type of program were you enrolled in while at UCC (i.e., Nursing, Environmental Science, Information System Technology)?**

---

**4. Which category best represents your age when attending UCC? (Check one)**

- ☐ 18-25 years      ☐ 26-33 years      ☐ 34-41 years      ☐ 42-49 years      ☐ Over 50 years of age

PLEASE RETURN THE SURVEY IN THE ENCLOSED ADDRESSED ENVELOPE TO:

Linda Rice  
 Division Chair - Health Sciences  
 Urban Community College

**THANK YOU.**

**RETURN THE SURVEY BY October, 21, 1998**

October 9, 1998

Dear (salutation),

I am conducting an evaluation of the Single Parent and Displaced Homemaker program at the Urban Community College, X Campus, Women's Center as my dissertation for a Ph.D. in Urban Studies at Old Dominion University. Your knowledge of the program is critical to my study. Within the next week, you will receive a copy of a survey instrument that will ask you to assess the program's benefit and quality. Please complete this survey and return it to me by October 21.

This study is being conducted with the full cooperation and support of the Women's Center. If you have any question, please do not hesitate to call me at XXX-XXXX (work) or XXX-XXXX (home).

Thank you.

Sincerely,

Linda M. Rice, M.S.

October 25, 1998

Dear Program Participant:

Two weeks ago you received two different surveys (Participant Opinion Survey and Needs Assessment) from me. If you returned both of them, please accept my apology for sending you another copy. However, if you did not return one or both of the surveys, I would greatly appreciate your help.

Because my dissertation for my Ph.D. at Old Dominion University is dependent upon responses to the survey, I need every one returned. Please return the survey or surveys you have not already returned to me in the enclosed stamped envelope by **Monday, November 2, 1998.**

If you have any questions, do not hesitate to call me at home, (XXX-XXXX) or at work (XXX-XXXX). Also, if you would take the time to call me and let me know that you have returned the survey, I would be very appreciative.

Thank you and my hope is for your future success.

Sincerely,

Linda M. Rice, M.S.

P.S. If you have already returned the completed surveys to me, please do not send them in again.

November 11, 1998

Dear Participant:

Enclosed is an additional copy of the survey I have requested that you complete as a portion of my dissertation research. If you have already completed the survey, please do not complete another one. However, if you have not had time to complete the survey (s), please do so and return it to me in the enclosed envelope by **November 17, 1998**.

It is *very* important that I get **your** survey back. My research can not be completed without it. If you have an questions, please call me at home (XXX-XXXX) or work (XXX-XXXX). Thank you.

Sincerely,

Linda M. Rice

**APPENDIX E**

**SINGLE PARENT AND DISPLACED HOMEMAKER COLLEGE  
PERSONNEL OPINION SURVEY**

## SINGLE PARENT AND DISPLACED HOMEMAKER PROGRAM COLLEGE PERSONNEL OPINION SURVEY

*This survey is designed to determine your attitudes toward, perceptions of and satisfaction with the Single Parent and Displaced Homemaker Program (Women's Center) at the X Campus of Urban Community College. By providing the following information, you will assist the program administration in identifying the strengths and weaknesses of the program. The information you supply is anonymous. The data will be used for research purposes and will not be listed individually on any report. There is no known risk related to completion of this instrument. Your completion and return of the survey indicates your consent to participants in the study. If you have questions about any part of this survey, please do not hesitate to contact Linda Rice at XXX-XXXX.*

WHEN YOU HAVE COMPLETED THE SURVEY, PLEASE RETURN IT IN THE ENCLOSED ENVELOPE TO:

Linda Rice

1. Of the single parents or displaced homemakers at the X Campus who need services that are either coordinated or provided through the Women's Center, how many are receiving them? (Check one.)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> All are served | <input type="checkbox"/> Most are served | <input type="checkbox"/> Some are served |
| <input type="checkbox"/> Few are served | <input type="checkbox"/> None are served | <input type="checkbox"/> I don't know    |

2. In your opinion, how beneficial are the following services provided by the Single Parent and Displaced Homemaker Program to students participating in the program while at Urban Community College? (Circle the number that corresponds to the extent of the benefit.)

5 Extremely Beneficial	4 Very Beneficial	3 Somewhat Beneficial	2 Not Beneficial
1 Don't Know			

- |           |   |
|-----------|---|
| 5 4 3 2 1 | A. Crisis intervention - referring students to agencies or resources that can assist women, providing a list of resources available to women    |
| 5 4 3 2 1 | B. Student Tracking - WP <sup>2</sup> system (academic tracking system) assisting students who are having academic difficulties                 |
| 5 4 3 2 1 | C. Federal Financial Aid - learning about the college financial aid services, providing assistance with paperwork associated with financial aid |
| 5 4 3 2 1 | D. Supplemental Funding - checks (money) for books, tuition subsidy, transportation, or child care  |
| 5 4 3 2 1 | E. Mentoring Program - developing a relationship with a person who provides encouragement and support to the student                            |
| 5 4 3 2 1 | F. Personal Counseling - individual assistance with personal or academic situations   |



- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | <b>G. Referral Services</b> - <i>obtaining childcare services</i>  |
| 5 | 4 | 3 | 2 | 1 | <b>H. Life Skills Development</b> - <i>becoming more independent, learning how to deal with stress, budgets, and setting goals</i>                                 |
| 5 | 4 | 3 | 2 | 1 | <b>I. Support Groups</b> - <i>coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations</i> |
| 5 | 4 | 3 | 2 | 1 | <b>J. Women's Programming</b> - <i>library of resources on women's issues, workshops and seminars on women's issues, newsletter (<u>Connections</u>)</i>           |

3. How would you rate the quality of the following services provided by the Single Parent and Displaced Homemaker Program? (Circle the number which corresponds to your rating of these services.)

5	4	3	2	1	0	
5	4	3	2	1	0	A. Crisis intervention -referring students to agencies or resources that can assist women, providing a list of resources available to women
5	4	3	2	1	0	B. Student Tracking - WPP <sup>2</sup> (academic tracking system) system, assisting students who are having academic difficulties
5	4	3	2	1	0	C. Federal Financial Aid - learning about the college's financial aid services, providing assistance with paperwork associated with financial aid
5	4	3	2	1	0	D. Supplemental Funding - checks (money) for books, tuition subsidy, transportation, or child care
5	4	3	2	1	0	E. Mentoring Program - developing a relationship with a person who is working and who provided support the student
5	4	3	2	1	0	F. Personal Counseling - individual assistance with personal or academic situations
5	4	3	2	1	0	G. Referral Services - obtaining childcare services
5	4	3	2	1	0	H. Life Skills Development - becoming more independent, learning how to deal with stress, budgets, and setting goals
5	4	3	2	1	0	I. Support Groups - coping with being a single parent, understanding and expressing personal values, assistance with personal or academic situations
5	4	3	2	1	0	J. Women's Programming - library of resources on women's issues, workshops and seminars on women's issues, newsletter ( <u>Connections</u> )

4. To what extent do you agree with the following statements? (Circle the rating that best corresponds to your opinion.)

5	4	3	2	1	
5	4	3	2	1	A. Students' self-esteem/self confidence improves when they are involved in the Single Parent and Displaced Homemaker Program.
5	4	3	2	1	B. Students are less likely to drop out of college as a result of involvement in the Single Parent and Displaced Homemaker Program.
5	4	3	2	1	C. Students' knowledge of non-traditional careers for women is expanded

as a result of involvement in the Single Parent and Displaced Homemaker Program.

- |   |   |   |   |   |           |   |
|---|---|---|---|---|-----------|---|
| 5 | 4 | 3 | 2 | 1 | <b>D.</b> | Students' knowledge of women's issues is expanded as a result of the Single Parent and Displaced Homemaker Program.   |
| 5 | 4 | 3 | 2 | 1 | <b>E.</b> | Students are able to get better jobs as a result of involvement in the Single Parent and Displaced Homemaker Program. |
| 5 | 4 | 3 | 2 | 1 | <b>F.</b> | Students are able to get promotions as a result of involvement in the Single Parent and Displaced Homemaker Program.  |

<b>5 Strongly Agree</b>	<b>4 Agree</b>	<b>3 Disagree</b>	<b>2 Strongly Disagree</b>	<b>1 Don't Know</b>
-------------------------	----------------	-------------------	----------------------------	---------------------

- 5 4 3 2 1      **G.** Students are able to identify their career goals as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1      **H.** Students' incomes increase as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1      **I.** Students meet their educational goals as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1      **J.** Students get jobs related to their curriculum as a result of involvement in the Single Parent and Displaced Homemaker Program.
- 5 4 3 2 1      **K.** Students get off of welfare as a result of involvement in the Single Parent and Displaced Homemaker Program.

- 5. How well does the Single Parent and Displaced Homemaker program, which funds the Women's Center, perform the following activities for single mothers and displaced homemakers? (Circle the number that corresponds to your rating.)**

<b>5 Excellent</b>	<b>4 Very Good</b>	<b>3 Good</b>	<b>2 Fair</b>	<b>1 Poor</b>	<b>0 Don't Know</b>
--------------------	--------------------	---------------	---------------	---------------	---------------------

- 5 4 3 2 1 0      **A.** Serves program participants in a timely manner
- 5 4 3 2 1 0      **B.** Keeps "red tape" to a minimum for students needing services
- 5 4 3 2 1 0      **C.** Answers questions promptly
- 5 4 3 2 1 0      **D.** Offers services when program participants are available
- 5 4 3 2 1 0      **E.** Makes program participants feel welcome and at ease
- 5 4 3 2 1 0      **F.** Provides personal attention

- 6. To what extent do you agree with the following statements about the Single Parent and Displaced Homemaker Program that funds the Women's Center? (Circle the number on the line provided that corresponds to your rating.)**

<b>5 Strongly Agree</b>	<b>4 Agree</b>	<b>3 Disagree</b>	<b>2 Strongly Disagree</b>	<b>1 No Opinion</b>
-------------------------	----------------	-------------------	----------------------------	---------------------

- 5 4 3 2 1      **A.** The Women's Center coordinates activities well with other offices (i.e., Financial Aid, Veteran's Affairs, Records, Counseling, Career Planning, Job Placement).
- 5 4 3 2 1      **B.** The publications and marketing materials provided by the Women's Center are clear and provide up-to-date information on the types of services available to single mothers and displaced homemakers.

- |   |   |   |   |   |           |  |
|---|---|---|---|---|-----------|--|
| 5 | 4 | 3 | 2 | 1 | <b>C.</b> | The Women's Center provides clear information on how to enroll in the program.   |
| 5 | 4 | 3 | 2 | 1 | <b>D.</b> | The Women's Center provides services that are described in the publications distributed on campus.                     |
| 5 | 4 | 3 | 2 | 1 | <b>E.</b> | The Women's Center uses its financial resources efficiently.   |
| 5 | 4 | 3 | 2 | 1 | <b>F.</b> | The Women's Center has been successful in securing funds to support the Center that go beyond the federal grant funds. |

7. What do you think are two or three most important accomplishments of the Single Parent/Displaced Homemaker Program (Women's Center)? *(If you need additional space, please use the back of this sheet.)*

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

8. What are the two or three most significant challenges facing the Single Parent and Displaced Homemaker Program (Women's Center)? *(If you need additional space, please use the back of this sheet.)*

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

9. Overall, how would you rate the Single Parent and Displaced Homemaker Program? *(Circle one.)*

5 Excellent

4 Very Good

3 Good

2 Fair

1 Poor

10. Would you recommend the Single Parent and Displaced Homemaker Program to a student? *(Check one.)*

☐ Yes

☐ No

## RESPONDENT INFORMATION

1. **How do you describe yourself?** *(Check one)*

<input type="checkbox"/> Black/African American	<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> White/Caucasian
<input type="checkbox"/> Mexican American/Chicano	<input type="checkbox"/> Asian American/Pacific Islander	<input type="checkbox"/> Puerto Rican/Other Hispanic
<input type="checkbox"/> Filipino	<input type="checkbox"/> Other (Please specify)	
  
2. **Are you:** *(Check one)*

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
  
3. **How would you best describe your position within the institution?** *(Check one.)*

<input type="checkbox"/> Faculty	<input type="checkbox"/> Classified	<input type="checkbox"/> Administration
----------------------------------	-------------------------------------	---
  
4. **With which aspect of the college do you most closely associate?** *(Check one.)*

<input type="checkbox"/> Student Support Services	<input type="checkbox"/> Administration	<input type="checkbox"/> Teaching
---	---	-----------------------------------
  
5. **Have you ever referred a student to the Single Parent and Displaced Homemaker Program at the Portsmouth Campus?** *(Check one.)*

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------
  
6. **Have you ever known a student who participated in the Single Parent and Displaced Homemaker program?** *(Check one.)*

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE TO:

Linda Rice

BY OCTOBER 21, 1998

THANK YOU.

October 12, 1998

Dear Colleague:

The attached survey instrument is a portion of an evaluation of the Urban Community College, X Campus, Single Parent and Displaced Homemaker program. This survey is one portion of the study that I am conducting for my dissertation for the Ph.D. program at Old Dominion University. The evaluation is being conducted with permission of the college administration and the full cooperation of the Women's Center at the Portsmouth Campus. The results of the survey will help to provide information about the benefits of the program, quality of the program services, adequacy and accessibility of the program, and the impacts of the program. Survey results will be used to help with the future planning for the program.

Your responses are of particular importance because of your knowledge of the program at the X Campus. The enclosed instrument has been tested by a sample of college personnel at the Virginia Beach Campus, and the survey has been revised in order to make it possible for me to obtain all necessary data while requiring a minimum of your time. The average time required for the persons who participated in the test of the instrument was 15 minutes.

It will be appreciated if you will complete the enclosed survey prior to October 21, 1998 and return it to me in the envelope provided. Other phases of this evaluation cannot be brought to conclusion until analysis of the survey data have been completed. I welcome any comments that you have concerning any aspect of the Single Parent and Displaced Homemaker program not covered in the survey. Your responses are anonymous and therefore all data will be reported in the aggregate.

I will be pleased to send you a summary of the survey results, if you desire. Thank you for your cooperation.

Sincerely,

Linda M. Rice, M.S.



October 26, 1998

Dear Colleague:

Enclosed is an additional copy of the survey that I am using for the evaluation of the Single Parent and Displaced Homemaker program. If you have already returned the survey to me, I apologize for sending you another copy.

If you have not returned the survey, please return it by campus mail by **October 30, 1998**. The survey allows for "**Don't Know**" responses. Therefore, I need the survey returned even if you no nothing about the program.

If you have questions, please do not hesitate to e-mail me at TCRICEL or call me at work (XXX-XXXX) or at home (XXX-XXXX).

Thank you.

Sincerely,

November 11, 1998

Dear Colleague:

Enclosed is an additional copy of the survey I have distributed previously. If you have returned a prior copy, please do not send another completed copy to me. However, if you have not had time to complete the survey, I would appreciate it if you would take the time to do so. If you know nothing about the program, please circle that option on the survey.

I appreciate your help as I work toward completing my dissertation. Thank you.

Sincerely,

Linda M. Rice

**APPENDIX F**

**TRANSCRIPT OF CLIENT AND PROGRAM STAFF INTERVIEWS**

## Interview 1

Interviewer: How did you learn about the Single Parent and Displaced Homemaker Program?

Student: I learned about the program when I first came here in 1995. It was mentioned to me in the counseling office and the first year I applied. I was not able to get in. I put my name on the list and the next semester I was chosen to be in the program.

Interviewer: How did you think the program would work based on what the staff told you?

Student: Okay, from my understanding, they said that the program would financially help support single parents in looking for a career that you might be interested in, and then also they mentioned child care and support as far as those things that you may be going through personally and try to help you get a grasp on your life and what you could see yourself as doing later on in life.

Interviewer: Is the program operating like you thought it would?

Student: At first I solely was looking at it from the financial standpoint but after I furthered myself in the program, it was like a release. Sometimes if things were going on in the classroom, you were able to talk about, things that were going on at home, but my initial thought was, well, okay, they have financial support, but after I got into it, I saw that it was more than just financial support, it was like a bonding. It was maybe something that you had been through that could help other people and something that somebody else may have gone through that would help you understand a little bit more how to get through, you know, things that you might have been going through. But I found it to be a great help.

Interviewer: What are the major benefits of the program?

Student: The benefits to me were allowing me to find out exactly who I was. Okay, at first when I came here, I was kinda of like searching for something and really didn't know what it was I was searching for, but from talking to the staff and sharing my views about what I wanted to do as far as, right now I have a job here at the college, I work part-time for the state, I also work scholarship and then I also received the support from the Women's Center. But it helped nurture those things that I wanted to do and right now I am at the point of completion, but I find myself giving back to those that are just coming into the program and sharing with them, the things that have helped me.

Interviewer: What are the programs strengths?

Student: The strengths are being there to support single women, period. I know last semester I was in a support group and there were a lot of them just coming in and what the support group had done for me. I shared with them and it seemed like it helped those that are having trying times in their classes. You know, you are not going to do everything at once, and this was told to me. See you can't do all of it right now, but in a period of time, you find yourself. Hey, I am not that person that I used to be, so that support, that foundation, that was what the group was for me and now that I am standing, and I know that I am standing, it allowed me to give back to others that were coming in.

Interviewer: What needs to be done to improve the program?

Student: As far as improvement, as they have done this year, because I was thinking about getting out of the program, because I felt as though my time, as far as, making the meetings, making the sessions, that would be a problem for me, but they rectified the situation, they said well what we can have you do is to come in and meet with me at a time that is feasible for you. Okay, the only problem that I saw is like they have, either you can come on this day or this day and if you could not make it on those days, it was like, at first, you couldn't attend. But then when I was talked to about it, they said we can make provisions for you to come in, this particular hour, will you be able to make it and I found it to be a help to those that can't make it on the set hours and to me it was like meeting the person's need instead of the support group's need. And it has helped because the way I work and the things that I have to do personally, it kinda like helped me to be accepted at a specific time.

Interviewer: Does the program meet the most common needs of the single parent or displaced homemaker?

Student: I really believe it does. First and foremost, they are there if you have any problems and they tell you, we may not be able to solve them but we will find a way or find something that will help you in your situation and then the financial support is there. But only thing I found out about the financial support is that most people are looking for the help, when you say the help is going to be there and sometimes it comes a little bit slow at times and you are looking for that financial help and not knowing when it is going to be there and that situation could be rectified just a little bit more. I know exactly, well okay, I can depend on this financial help at this certain time and the way it has been in the past, it has not been concrete. It is like when you work for two weeks and they say on Friday you pick up your check. Okay and the support group as far as financially has not necessarily got that narrowed down, not saying that

they can't but they really had not gotten that narrowed down because a lot of times we don't know exactly when the monetary thing is going to be there. But other than that. I had not found any problems.

Interviewer: What did you think the program provided when you started that it does not provide?

Student: There is really nothing that I can think of, because all that I thought it was in the beginning, that was there, and all that I thought it wasn't that was there too, like the mentoring, the personal interacting being able to talk to someone about the things that you are going through. Through this program, I have released a lot of negative things and have gained a lot of positive things.

Interviewer: Do faculty on campus appreciate the program?

Student: Yes they do because a lot of people that I have come in contact with have learned about the women's program from the counseling office and from different staff who work on this campus. And I know myself when a faculty member come to me, or even in a classroom setting; I know when I was in my business class and there was a young lady in there going through, didn't know how she was going to make it, and I spoke right up and said, "I know what you need." They have a program here for single parents that may need assistance or just need someone to even to talk to, to kinda like help them. There is a program for them and I even personally brought them down here and I know there are at least two people that I know of that I brought down here to the Women's Center so that they could get their name on the list and then they ended up in the program.

Interviewer: Do counselors appreciate the program?

Student: Yes, they do.

Interviewer: Do you feel that the staff are appropriately qualified to work with the women?

Student: In my heart I believe that they are and the ones that sometimes may seem to need help themselves, they have been encouraging to me in the beginning but because I have grown educationally and in the aspect wherein some things I have been through, we share. We share and I look at it as not so much knowing more than them but to be able to talk with them, to get their input and then they are listeners. They don't say, "well I got it all, now I am not going to listen to you". They say, "Humm, that sounds good, we may look into that". I think, yes, they have been here to provide the help that we need but also to receive sometimes where in

areas, that needs some looking into, they are like open vestals, they are here to give, but also they receive sometimes. I never thought about that and that is any job that you are in, you are open to receive, yeah I am here to do this. That is something new, maybe we ought to try to see that they receive from the people in the program also.

Interviewer: How were you recruited?

Student: First, when I became a student, and I was told about it through the counseling office. And then I came down and talked to the Women's Center. Like I said, I was not accepted for the program the first semester but the second semester I got into the program.

Interviewer: What do you think are the outcomes or the impacts of this program on peoples lives?

Student: The impact is becoming the person that the Lord requires you to be, as far as being self-supporting, being able to know that you can make it, being confident in who you are and know that what you do may have an impact on others. The person that you become may have an impact on others and just know that you can make it, regardless of the circumstances or what may have happened to you in the past, have the strength to know that things are not going to be all good but in the midst of the bad things, you can have a good outcome. I mean, it was a blessing to me and a lot of times people really don't understand that programs like this bring a lot out of people. It has helped me in my spiritual life, it has helped me in my natural life and it has helped me to be confident in who I am. Right now I just love sharing and it is because the things that God has allowed me to do, even in this school. There are a lot of people that my life has affected, because of the Women's Center and most of all, because my Lord and Savior and I am like, God whatever you have me to be I will be, but I know the Women's Center had a lot to do with where I am and I appreciate the Women's Center. I know that when I first went to the head of the Women's Center and told her that I was thinking about coming out of the Women's Center because I want someone else to get the help that I have gotten and she encouraged me not to. I said that because I cannot always be there in the meetings, I cannot always be there for the sessions because of what is pressed upon me to do, and she said "well, it is not that the meetings are so important that we can't still be a part of you". I said I want somebody else to get what I got. She said it is not that, she said the Women's Center is so you know you can still have us and complete the tasks that you started out to complete. Because I had not yet gotten my degree. I am like three courses from getting my degree but the Lord has taken me on another level and some other things that I got to do. I may not even get my degree for a while, those three courses, but the thing of it is being obedient. But she says, well we can

work with you. It is not like we want to drop you out because you can't be here, you can't be there. I thanked them for that. Because the thing of it is, I don't want to take nothing that is not mine and I am looking at the money. I don't want to take the money from somebody else that could get some help that I have already gotten. She said it not that, it is not that. So I am like, okay. And I said I thank you for sharing with me, because I am not one to take and I one for giving right now and this is how the Women's Center has helped me. You give back and this is want I am doing, I am trying to give back. So, I said okay I will go ahead only because they told me that it was okay. If they had not told me that it was okay, then in myself, I would feel like I was keeping something from somebody else and I never want to do that.



## Interview #2

Interviewer: How did you learn about the program?

Student: I learned about it from an instructor of mine, D. G. Actually I learned about a job at the Women's Center which enabled me to learn about the single parent program and what it was all about.

Interviewer: How did you think the program would work based on what the staff told you?

Student: Based on what they had told me, I knew that they had support groups, that the grant was from the state and participants were required to attend weekly meetings, support groups with other single parents and then we would get a stipend twice during the semester during that time. We would get support from the staff as far as counseling, tutoring, helping with getting tutors or just general counseling.

Interviewer: Is the program operating like you thought it would?

Student: Yes.

Interviewer: What are the major benefits of the program?

Student: The major benefits to me, the tracking which is keeping track, sending memos to participants, teachers, to find out how they are doing in class, if they are attending class, how many absences, if they are passing or failing so that intervention can be done, like referring them to a tutor or having them come in and maybe finding out if they have personal problems that are hindering them from doing well in class. Also, I think the counseling is a major part because the counselors that are at the college really don't have the time to spend, the individual time with the students that the Women's Center staff does. I think just like supporting the women, like the women that go to the support groups together, they are all single parents, they all have pretty much the same types of problems and I think the togetherness of the women, it helps to build strength in each individual one.

Interviewer: What are the program's strengths?

Student: I think the child care, actually I think the stipends are for child care expenses to help with that and also to help with transportation costs. I think that is a strength because it helps to keep the woman in school, helps them by having someone watch their kids and then if they can use the money towards transportation, it helps them to be able to come to school. I think that one of the other strengths is the interaction with the

staff of the college, the instructors as well as the office staff. I think that when a member of the Women's Center goes over to counseling with a student, it helps them get them through the ranks more. helps them get more direct help, I think. I mean more assistance.

Interviewer: What needs to be done to improve the program?

Student: I think that they need more staff to do what we do. I think that the coordinator needs help with maybe having, like a counselor. not a counselor exactly, like just someone to kind of help her out with the counseling she does with the students and also I think that it could be improved by increasing the amounts of the grants. because I don't think the grant money, does not enable the program to really do what we can do, it limits what we can do. because we can't do.

Interviewer: Does the program meet the most common needs of the single parent and displaced homemaker?

Student: I think so. I think that single parents, at least, I am a single parent and I think they need support. They need to feel like they are supported. You know, you need to feel like you can go somewhere and just cry if you need to, just pour your soul out or just, you know, have someone that is not going to judge you and help. someone you can talk to in confidence.

Interviewer: What do you think the program provided when you started that it really did not provide?

Student: What do you mean exactly?

Interviewer: From what you knew about the program, did you think it was going to give you something that it really didn't give you?

Student: No, actually it gave me more than what I thought it was going to give. When I first came in, I really was not sure exactly, because it was a new program and I was not exactly sure what exactly was going to develop out of it but I think, in my opinion, it gave me more than what I expected.

Interviewer: Do the faculty on campus appreciate the program?

Student: I think now they do, but I think in the very beginning, they really did not understand exactly what the program was, or how it was benefitting students, but I think that now since we have been here as long as we have, I think they do.

Interviewer: Do you think counselors appreciate the program?

Student: I think so. Well, generally yes.

Interviewer: Do you feel that the staff are appropriately qualified to work with women?

Student: The Women's Center Staff?

Interviewer: Yes.

Student: I think they are.

Interviewer: Is there anything that could be done to make them more qualified?

Student: I can't think of anything.

Interviewer: How were you recruited into the program?

Student: I had been taking classes, kind of in between, a semester here, a semester there, and between the coordinator of the nontraditional and the coordinator of the single parent, they kind of pushed me to go back into school. Being that I was a single parent. I went ahead and became part of the Women's Center because of them.

Interviewer: What do think are the outcomes or the impacts of the program on people's lives?

Student: I think that there are morale changes and I think that their skills definitely change because they are going to school, they are getting an education, they are trying to get educated so that they can make more money and get better jobs. So I think the outcome would be better lives for them and their children as a result of the program.

Interviewer: The last question is, is there anything else that you want to tell me about this program?

Student: There is. The program have sponsored several different workshops, anywhere ranging from topics about women's health issues, domestic violence issues, also credit counseling and things like that, a lot of people get into trouble with credit, but I think the workshops that the Women's Center does and they publicize it on campus, I think that is an important part of the program, because it lets people know how they can get help if they are going through any of those situations.

Interviewer: Are they well attended?

Student: It depends on when we have them. It seems like we usually have them

during the fall which are better. The staff tries to get classes to come to them. Some of them haven't been but that have attended had at least 10 people. I think 10 is probably the least number we have. They also have a resource library too which has several different books on how to find a job, how to write a resume, how to write a cover letter. Also self-esteem. books like that.

Interviewer: Was that helpful to you?

Student: Yes. The workshops were very helpful. All the information that they have. You know, you read it and you think about it and it helps you get through the problem. Sometimes it helps you get through the problem that you are dealing with or helps you to understand that there is a problem. When I was a participant in the Women's Center. I was going through a personal situation that the Women's Center was extremely helpful in helping me resolve that situation and I don't really think I would have had the strength to resolve it had I not the Women's Center help.

## Interview #3

Interviewer: How did you learn about the program Single Parent and Displaced Homemaker?

Student: A counselor at Portsmouth Community Services and also a DRS worker.

Interviewer: DRS worker?

Student: Department of Rehab Services.

Interviewer: How did you think the program would work based on what the staff here told you?

Student: It was pretty close to what they told me. There were no surprises. They told me that I would receive checks to help with babysitting and if I wanted, I could be tracked, which was important to me, being a returning student. I thought that with them tracking me that it would give me a leg up if I was falling behind in a class and give me an opportunity to bring up my grade before the end of the semester. There were workshops that I had a choice of and support groups. Other than that, they had a resource library. They did provide lists of babysitters and basically, C. or whoever was before her had been here if I just started falling apart and had somebody to talk to.

Interviewer: Did the program operate like you thought it would?

Student: Yes.

Interviewer: What are the major benefits of the program?

Student: Well I felt like such an outsider coming back to school with a lot of people who were coming out of high school and being a single mother, just meeting those challenges, it helped me to realize that I was not alone, that there were other people like me in school and it helped me form some friendships and relationships with other women that I could call and talk to if I needed to. So, it was just like helping me build a support network.

Interviewer: What are the programs strengths?

Student: I don't know, I found everything useful. I don't know if I could pin point one thing.

Interviewer: What needs to be done to improve the program?

- Student: Well, unfortunately I fall into that little classification of somebody who is not going to be going out to work after I finish my two years, so with the new funding, I don't get any more money, so I am not happy about that. I don't get any services anymore because I am a transfer student who will be going to local university.
- Interviewer: Does the program meet the most common needs of the single parent or displaced homemaker?
- Student: I think so.
- Interviewer: What do you think those needs are?
- Student: Finding daycare arrangements, again providing support, especially for an older returning woman who has just been out of academics for a while. I really like the support groups and the workshops too were quite helpful on studying techniques, that is the one that really sticks in my mind. Anxiety, that was another and I am still suffering.
- Interviewer: What did you think the program provided when you started that it did not provide?
- Student: I don't think there was anything.
- Interviewer: Do faculty on campus appreciate the program?
- Student: I think so. I have not gotten feedback from all of my professors but a few of them that have mentioned it, have just said that I am a good student and saying, "I don't know why you are bothering being tracked by the Women's Center" because I was a good student and I said, "well I appreciate that, but I wanted to know if I was falling behind beforehand". So in that respect, it was positive.
- Interviewer: Do counselors appreciate the program?
- Student: I really have not met but maybe one and I don't think it came up.
- Interviewer: Are the staff here appropriately qualified to work with women?
- Student: Yes.
- Interviewer: How were you recruited into the program?
- Student: I came here and found them.
- Interviewer: What impacts or outcomes do you think result from people who are

involved with this program?

Student: I have a lot more confidence than I had when I got here. They are, especially, C., is providing support for my future transfer which is really scary for me. Just knowing if I was having a problem. I think that they could direct me or steer me into where I needed to go. Considering outside issues, you know, social issues.

Interviewer: Do you have anything else about the program that you want to tell me?

Student: I would like to see it continue. I would like local university to get together with TCC and get their Women's Center up and running like this one is.

## Student #4

Interviewer: How did you learn about the program?

Student: I learned through the counseling center about the Women's Center. When I came in, I was unable to get in immediately but after one year had passed, they had room for me.

Interviewer: How did you think the program would work, based on what the staff here told you?

Student: The staff told me that I would get help with babysitting. And I said, "Help? as in monetary?" I was fine with that, any kind of money, extra that I can receive is all right with me.

Interviewer: Is the program operating like you thought it would?

Student: Well I didn't know it would be necessary to attend meetings every week but it is fine. It is not ruining my schedule or anything. That is probably why they give you money for babysitting, so you can attend those meetings.

Interviewer: What are the major benefits of the program?

Student: Like I said, the money for babysitting, the extra money, each month, well, not each month, but the extra money and the tracking. They also tracking my grades making sure that I stay above water levels, I am not sinking below sea level.

Interviewer: What are the programs strengths?

Student: The program strengths are C. she is good. She is an ear if you need, if you need to talk, she is always there for you. She will make time and I think that it is wonderful that they do have extra money so that they can help you out for the babysitting and tracking. That is always a strength, helping me keep my grades so I can graduate.

Interviewer: What needs to be done to the program to improve it?

Student: To improve the program, I don't know. I don't know what else you would do to a program like this to improve it.

Interviewer: Does the program meet the most common needs of a single parent?

Student: Money, single parent always needs extra money, extra help, an extra ear to listen to any kind of problems that they might have.



- Interviewer: So, do you feel the program meets those most common needs?
- Student: Yes.
- Interviewer: What did you think the program provided when you started that it did not provide?
- Student: Nothing, because when I registered back for school, I did not have any expectations of any kind of help.
- Interviewer: Do the faculty on the campus appreciate the program?
- Student: Well, when they tracked me and they said, "this is for you and what is it?" They usually let me fill out my own paper, sometimes, they did.
- Interviewer: Do counselors appreciate the program?
- Student: Counselors? Well my favorite counselor just passed away last week so I don't know any other counselors at this time.
- Interviewer: Well, did he appreciate the program?
- Student: Yes, he is the one that told me about it.
- Interviewer: Do you feel the staff are qualified to work with women?
- Student: Yes. If you know something that I don't know, then you are qualified.
- Interviewer: How were you recruited?
- Student: I came in and asked about it.
- Interviewer: What do you think are the outcomes or the impacts of the program on people's lives?
- Student: The outcome?
- Interviewer: What happens to people as a result of going through this program?
- Student: They have the help that they need as far as subsidizing child care and if they want to come and complain and gripe they can do that too. As far as trying to get through school, especially a returning student. I took a 10 year break from school after I went to Norfolk State for two years, and I came back for school, so my mother said I took a 10 year vacation.
- Interviewer: Are you almost finished?

Student: Yes. May, I should be finished..if I get through accounting. So, CL and myself looked up a tutor for accounting the other day. I will be on top of it.

## Interview #5

Interviewer: How did you learn about the Single Parent Displaced Homemaker Program?

Student: A friend of mine told me about it, she came here and she is a real. she calls herself an Urban Guerilla and because of that, she makes sure she knows where all the self-help groups are and when I told her I was coming to the college, she said, "why don't you go on in and check it out. introduce yourself , you never know, you might need them". I did later on, I didn't know I would but I did, that is how I knew.

Interviewer: How did you think the program would work based on what the staff told you?

Student: Based on what the staff told me? You mean the staff here?

Interviewer: Yes, when you came in and talked to them, how did you think this program worked? What did you have to do and what would they do for you?

Student: Well, basically it was about recognizing what my options were and recognizing that I did have a problem that wasn't in my own mind, that they could not protect me but educate me on how I could protect myself. In other words, this is not a lawyer's office, this is not a police enforcement office, but I was told how to get in touch with the people that I needed to get in touch with. The first point, I didn't even know that I had any kind of grounds. I wasn't sure, if I had grounds to be really afraid or whether or not my husband was actually abusive. I mean, I thought he was and it sounds stupid to think, well I need somebody to tell me, but I was not sure if legally, it was considered what he was doing to our family was abuse. That was the first thing, finding out, that yes, I did have a problem and what I could do about it. Also they were here just for support, just to come in and have a safe place to be at the school, instead of going into the library or something, but actually just being in the same vicinity of somebody who knew what was going on, even if they were not talking, just being there, doing homework or whatever, because there were lots of times when you just break down and cry or something and you don't want to do that in the library. I didn't have to do that too much, once or twice I think I came in, but it is just a safe haven . That was one of the main things after our discussions where that I could come in here while attending classes just to get away from everybody else with prying eyes, people who did not want to know or who did not really need to know what was going on and that helped considerably.

Interviewer: Is the program operating like you thought it would?

Student: Yes.

Interviewer: What are the major benefits of the program?

Student: The benefits are the education that I have been given and because of the education, I have a lot more self-respect. I know I am not crazy. I know I am not over emotional and also that I feel safe coming here to school. I know for some reason I need to, if I have to take a break, you know, I can come in here and take a break. I have not had to do that very often like I said, once or twice. But that is definitely a benefit just to know that they are here in case something comes up, a court date, the same day as a test. They kind of run shotgun through your academic career. If you are shy about speaking with an instructor or professor because of this, it is not that they intervene, they can't do anything legally, but they can talk to the instructor and say, "hey, she doesn't want slack, she just may need to take this test on another day". Knowing that this is there helps because there is so much uncertainty when you are going through marital problems. You never know when you are going to go into court or if you are going to have a long night, or even for single parents, women, and I guess men too, who have a long night with a sick child. Things come up and when you come to school and you miss a day, you call your professor to say, "well, I can't come in today", or "I didn't finish my project completely because my child had an earache at 3 a.m and I had to take him to emergency department and I have been there since 3 a.m." It sounds so lame, it's like "my dog ate my homework", but if the professor has a good rapport with the Women's Center, they know that these things go on and it seems like most of the instructors, at least all my instructors, are very aware of the Women's Center and they are very aware of the people who come here to the community college, that a lot of us are coming in from that. We are not 18, we have other lives outside of our curriculum and I think the Women's Center has very much promoted that awareness, otherwise I don't think it would be there. They are here for Women, but they also help men. There are some men out there that need help but it seems primarily a female issue. But that is a big benefit that the people here at the college are very aware of the fact of where they students are coming from.

Interviewer: What are the programs strengths?

Student: The availability. They seem to always be here. The amount of information that they are able to give. The fact that the people who are counseling you, they may not have gone through exactly the same circumstances but similar enough, in other words, the person who is counseling you is not coming from the perfect life background. They actually have been where you have been at some point in their lives. If they have not had that exact problem, they have educated themselves.

They have spoken to enough people so that they can get some kind of empathy for what you are going through.

Interviewer: What needs to be done to improve this program?

Student: As far as I am personally concerned, it has done everything for me. I think that they could have done. I don't know how it could be improved.

Interviewer: Does the program meet the common needs of the single parent or displaced homemaker?

Student: Yes, it has met my common needs.

Interviewer: And what would you say those needs are?

Student: Well, information, education, how to educate myself, empathy, having someone to talk to. It is kind of like having a mom on campus but without the issues that you have with her mom. That is how I feel, it is in a figurative sense. When I come in here and when I am really having a problem, it is the same thing like crawling up into your mother's lap and just sort of burying your face. That is the way I feel about this place. I don't have to explain myself, I feel like they know where I am coming from and they are just here to help. I feel very safe. I don't feel like they are going to exploit me in any way. It is not like they are helping but what can they get out of it, they are just here to help me. It is really nice to have that, especially when you are going through marital problems. I wouldn't wish that on Hitler, it is awful. Your whole life is turned upside down and when you are going through something like that and trying to go to school, it is almost impossible. It really is. Besides anything else, like if you have children, it is really nice to know. I know personally I would not be in school. I probably would still be with my husband and probably would be miserable just from lack of education and information. I have a feeling that about five or six years down the line, I would leave him, you know, that sort of thing, but by the five or six years, that is a long time away, and still be starting from where I am today. All I did when I came in, I walked in, I was in tears. I said, "I've got a problem but I am not sure if I am overreacting". I think those were my exact words. They said, "Oh, well, okay, let's sit down and talk about it." and that is how it was started. It was really eyeopening for me, to see myself and my husband on paper, like hundreds of thousands of other people. Because I always felt that myself and my husband and my children as being unique individuals and to find out that we are cookie cut out, it was enlightening and it was also kind of sad in a way. It was something that I needed to look at and figure out that I was a mess.

Interviewer: What did you think that the program provided that it really does not

provide?

Student: I didn't know a whole lot about the program. It said "Women's Center". they had some posters of like some famous women, poets and whatnot and educate yourself and "women are not surfs" and things of that nature on the walls. Everything I knew about the program I learned while I was in it. I didn't expect anything at all. So I was not disappointed at all. I was just so happy that they took an interest in me and were able to help out and continued to do so. I walked in here like my first or second day going to school and I walked in and KG was at her desk and I went, "Hello". She said, "Hi, can I help you with anything?" And I said, "No. I was just looking." I looked around, it did not look like much and that was it. I did not come back in until my problem with my husband which was three months, almost four months later.

Interviewer: Do the faculty on campus appreciate this program?

Student: I know in fact that a couple of the instructors do, because they have told me and again it goes back to a lot of the educators live in their own little world in a way, they are very much into their particular thing, English. History. Math and they do that every single day and I think it is hard sometimes they kind of have to have like a little reality check to understand that there are other things going on besides Western Civilization or having correct grammar or whatnot. I think that the Women's Center provides that for them here. I think that when they go out of the scholastic area, out of academia, they are just like anybody else, but when they are here, they have got their teacher's cap on and they need to get a certain amount of education. They have got their curriculum that they want these students to learn and it is difficult for them, more work for them when they have a student who can't get in on time or is missing classes and I think it helps them a little bit to have a contact with the Women's Center, saying, "She is not just sloughing off. This and this is happening, this is what she is going through." and that helps them because generally, the students that are having the problem, it is almost impossible to go up to the instructor and ask for forgiveness or ask for a little bit more time, but if they have a good rapport with the center, which most of the instructors seem to have, the center counselors can ride shotgun for you and intervene and usually the instructor will come back and say "why didn't you tell me?" It is like, well, cause. I am getting either beat up physically or emotionally constantly and the thought of going to yet another authority figure for any reason other than with perfection is beyond me and I have given all I can. At first, they might think that is silly but I think after, if they have educated themselves at all, they do understand. And again, I think they do appreciate that fact because teachers want to educate and when they have a student that really wants to learn, that fires them and if for some reason, that student

is not getting everything they need out of the class or for some reason, they cannot get there, the instructors want to help that student. It is good for them, when their students are getting good grades and it is good for the student. So anything that is going to help with that student getting a good grade, that is something that should be welcomed by the instructor. It is not about punishment, it is about learning. If you are still learning how to do the assignment even though it is a couple of days late because you had a court date or something or your child was sick. I think that is still okay, as long as you are getting the assignment in.

Interviewer: Do you think the counselors appreciate the program?

Student: I think they like it, they don't get a lot of the sob stories. I am not saying this because I know, it is my feeling, that what I have gotten out of them, they are interested in what you are doing academically and where you want to go and they have so many students to process and to get in touch with, that they really don't want to sit down with you for 3 hours to discuss the problems you are having staying in school, or that your husband is stalking you or something like that. It is really nice for them to say, you know, want don't you go to the Women's Center and talk with someone over there and see if you can't resolve some kind of issues before you come to me. I don't know if they have actually done that or said that but I know that just me personally, my counselor doesn't want to hear all that, because she is not really trained to deal with that. I think. She is trained to make sure I am in the correct curriculum, that I am not taking too many credits, or whatnot but it is my understanding that the counselors are actually working with the Women's Center, certain individuals to make sure that they are not taking on too much or maybe they can get into other programs, get them out there working and then concentrate on associates and going to a university later, as long as they have enough going for them so that they can get a job other than working at McDonalds.

Interviewer: Do you feel the staff at the center are appropriately qualified to work with women?

Student: I think they are.

Interviewer: How were you recruited into the program?

Student: I walked in. I asked for help. They said okay that was what they were there for, for your exact kind of problem, because we do not want you to quit school because of what is going on. We are here to help you to correlate your personal life with your academic life because both are important but the main thing is that you need to be able to stand on your own two feet. Regardless of what is going on in your personal life, you

are still going to have to feed and clothe your family and have a nice place to live. A lot of that hinges upon how much education you have.

Interviewer: What do you think the outcomes or the impacts of this program are on people's lives?

Student: I think they stay in school. I think that is the main point that comes to mind. People involved in the program stay in school and because somebody is on their side, it makes them want to learn. Someone who has been in an emotionally abusive relationship for a long time might not think that they are smart enough to go on and like with me, I have exceeded my expectations when I first started coming to the school, to find out that I can do math. I really didn't think I could. Part of that has to do with being in the marriage that I was in. Here we have people bolstering you up and you have a safe place. You do tend to go for the brass ring with a little more confidence than you did before or even to think that you can go for it in the first place. I think that is the main thing that is keeping the students in school, interested in learning and building their self-respect.

Interviewer: Is there anything else that you would like to tell me about this program?

Student: Obviously, it has done well with me. I don't know of anyone else personally that has used the Women's Center as extensively as I have, so I don't know about anybody else, but I know that several women that I know that have had problems. I have sent them over this way and those problems have been resolved, to both their satisfaction and the professors' satisfaction. Everybody is happy. Usually it is just a miscommunication thing which you have an intermediary, it works out.



## Interview #6

Interviewer: How did you learn about the program?

Student: I was just walking through the campus one day and saw the Women's Center and I decided to stop in and see what the program was about.

Interviewer: How did you think that the program would work from what the staff here told you?

Student: At first, I just thought that they would give me helpful information and different resources and different referrals to different places like child care when I asked them for help with child care, they gave me referrals and a list to different agencies that I could call but I found out that it was much more, because actually it has helped me, they have given money, which has helped, and also a lot of support.

Interviewer: Is the program operating like you thought it would from what they told you?

Student: Yes, it does. It operates well to me.

Interviewer: What do you think are the major benefits of the program?

Student: Like I said before, they are so supportive and encouraging. I think that it is great, actually. The major benefits that I get out of it...a lot of times I am a wreck from working and taking care of my kids and school. Like I said, the support and the encouragement is probably the best benefit.

Interviewer: What are the program's strengths?

Student: The people. I don't think that they could have anybody better here as far as KG who takes the messages when you call. She has been support to me also We have had a group together. I have learned a lot about her, and I found that it is not only me having these problems, it is other people that have the same or similar problems so I don't feel alone. Constance is very reassuring and very encouraging. I think the staff is the biggest strength.

Interviewer: What needs to be done to improve the program?

Student: Maybe if we can get more women involved. I think that the program would be better and do more things. I know that everybody has such a busy schedule and it is easy for me to say for more involvement and more women doing things, when I am sure that I could not participate in such things because I am busy. But, probably more involvement and

more space where women can come and vent their feelings and emotions.

Interviewer: Does the program meet the most common needs of a single parent or a displaced homemaker? What do you think are the most common needs of a single parent?

Student: The most common need I guess would be the child care. would be basically my most common need, and money and they have come through with both of those. They have helped with placement. as far as child care and I guess the little bit of money that we do get helps.

Interviewer: What did you think that the program provided when you started it that it does not provide?

Student: I don't know.

Interviewer: Do faculty on campus appreciate this program?

Student: I never hear anybody talk about this program. So, there is nobody, like my instructors never come up to me or announce anything about the Women's Center so I don't think they do.

Interviewer: Do the counselors appreciate the program?

Student: I never really meet with the counselors and when I got into the nursing program, I met with them maybe once and no one said anything to me about the program there.

Interviewer: Do you feel the staff is qualified to work with women?

Student: Yes, I think they are very qualified and the interns that come in and work with you. I think they are very qualified too.

Interviewer: What are the outcomes or impacts of this program on people's lives?

Student: I think they do a lot of growing up. For me, it was a lot of growing up. They learn how to support each other, especially in the support groups. You make more friends, you meet more people that when you are walking down the hall, you can say, "hey, how are you doing" and give them a pat on the back but it is just between you guys, nobody else knows. I think that is good.

Interviewer: Do you have anything else that you want to tell me about the program?

Student: I would recommend it definitely to anyone. I always tell the people in

the nursing program because they will say, “why did you have to go in there?” and I will say that I am part of the Women’s Center, we do support groups and they give me money for doing it and it helps me personally inside.

**Interview With Program Coordinator**

All federal programs at the college were audited in 1996.

Interviewer: But yours had a clean audit?

Answer: Absolutely.

Interviewer: In every aspect?

Answer: Yes.

Interviewer: Let's look at this manager's model. I did review the documents. These are the program components, these are the immediate goals and effects, and this is the ultimate goal. You promote your program, you establish linkages internal and some external, you recruit participants and you solicit applications. That is the promotion piece.

Answer: Yes. I don't see a big difference between recruiting participants and soliciting applications, because everyone fills out an application.

Interviewer: You review and approve applicants?

Answer: Yes.

Interviewer: They meet grant eligibility requirements?

Answer: Absolutely.

Interviewer: You refer participants for counseling and placement testing and financial aid, if they are not already enrolled.

Answer: Yes.

Interviewer: Then they meet eligibility to enter a vocational or transfer program through this process, you obtain a signed contract.

Answer: Yes, that is very important.

Interviewer: They either enroll in developmental studies or they enroll in a vocational program, they can go either way.

Answer: That is correct.

Interviewer: They enroll participants in vocational programs, you provide support groups.

Answer: Yes we do.

Interviewer: And in those support groups, you articulate gender concepts and you improve their knowledge of careers.

Answer: Yes.

Interviewer: You distribute financial aid assistance, towards tuition.

Answer: Definitely. Not only financial aid but also getting the students into repayment who are in default and other financial aid sources through Kiwanis Club, you know, little things like that.

Interviewer: You monitor participate progress in the program and provide personal counseling?

Answer: Yes.

Interviewer: And if they would choose to, you make a mentoring program available and they can sign up for it.

Answer: Yes.

Interviewer: But the straight line is complete their educational program, you refer them to job placement services and the ultimate goal is that they obtain a job above the average wage.

Answer: That is correct.

Interviewer: Now, the other piece is crisis resolution. You refer...

Answer: We call it Crisis Intervention. We hope to resolve it, but we at least do the intervention. That is the way it is in all our literature is Crisis Intervention.

Interviewer: You have referral services for children and then you have referral services for Crisis Intervention.

Answer: That is correct.

Interviewer: Now, does this model, is this what you do?

Answer: Yes it is. The only comment that I would make on here is the funding ran out to pay the person we did for the mentoring program so that has not been available in the last year. We have gotten a source of funding and the person who would like to do a new mentoring program, it will be a different model because of the different source of money and all the money comes

with strings attached. We will be setting this up soon. We actually thought it would be done by now, but it looks like it will may be January before it is done. So, I just wanted to let you know that the mentoring program is not something that has been available during the whole length of the program.

Interviewer: Maybe I should say here instead of distribute financial assistance, provide financial assistance.

Answer: Well we said provide access. We either give direct access, that is, we give money, or we help through the financial aid process or help them get into repayment which is a pre step for getting financial aid or help them try to find it from other sources, which are scarce.

Interviewer: So, this is how it is intended to run? This very much models the document model and this is how you see it run?

Answer: Yes.

Interviewer: That is very helpful.

Answer: I think you would probably find with small, federally funded programs, that the manager's model would be almost word for word what the document's model is.

Interviewer: Well, the students indicated to me when I talked with them and what I am seeing from the survey, that they applied to the program, that they either take the placement tests or they have already taken them. They either have financial aid or they get financial aid. They are in a program. I see from your records that they do sign a contract. Do they sign a contract each semester?

Answer: Yes, because what the contract for is that specific set of classes because those are the instructors that we send the progress report forms to when we are tracking. We need to make it clear to them that it is role is to help them through that specific set of classes and what we work with them on is what are the barriers, what is keeping you from getting the assignment in, what is keeping you from getting to classes, how can we solve the problem of barriers. So that semester by semester get you through the program. One thing I wanted to add to support groups, there are rare occasions, when because of someone's work, class and family responsibility schedule, they just can't get to any of the scheduled meetings that we have, even though they can go to any of the meetings at any campus, they don't have to stay at their home campus. We have them meet individually with the support group leader. We try to avoid that because students report to us that they get so much out of the group experience and no matter how wonderful your counseling is in an individual session and students do need that individually, one person cannot be a group and can't give the perspective of students who are also facing similar situations, so we do have that option available. We try very, very hard to accommodate everybody in the support group, simply because we found it works.

Interviewer: Now I just have some other questions that I would like to ask you. When a student gets money, they can get money from your program for what?

Answer: The money in the program goes for tuition. books and supplies. child care and transportation. Basically. the money is to enable them to stay in school.

Interviewer: Can you tell me the four categories?

Answer: At the beginning, we looked at what they needed in the way of child care, transportation or something like that and that gets to be extremely difficult because do you make out the check to them? Do you make it out to the child care provider? Do you do it once a semester? Do you do it every two weeks? We ended up doing what other programs across the state do, we give it to the student and in our program it is twice a semester, so they get their first check at mid term. assuming that they are continuing to attend and pass their classes---if they are not passing. we work with them in getting a tutor, and things like that. So they need to be attending school but they have not withdrawn from their classes, they need to be passing their classes or if they are not passing, they need to be taking strong steps toward helping themselves. We do everything we can to work with the tutoring programs. the math lab. the writing lab. We buy supplemental materials. you know, in the preface of the student's textbook there are sometimes things you can send away for. we will purchase that material for them, extra workbooks that are published by the book company. anything we can to help them. Any thing we can to help them overcome barriers that may be their child care arrangements fell through, the car broke down, whatever. So if they are meeting the requirements and included in that is attending the support groups regularly. then they receive a check at midterm and then in the second half of the semester. again if they are continuing to attend and work toward passing the classes and attending the support groups and they get the second check.

Interviewer: That is at the end of the semester?

Answer: Right.

Interviewer: So let me make sure I have it right: You have to attend classes and pass the classes or show strong support steps toward passing your classes and attend support groups. And, do you have a problem with people attending the support groups or getting the individual flexible time?

Answer: I am not sure what you mean? People attend at the beginning. they are attending because they want that check. if they are a new student. If they are an old student, they attend because they have learned how valuable it is. Now after they have been attending for a while. then they are coming because they see the benefit, not coming simply because it is a requirement.

Interviewer: So what you are telling me is that you don't have a problem with nonattendance at support groups in general?

Answer: I would not say that we don't have a problem with it, because individual people have problems with child care, with transposition. A test that is coming up and that is the only time they have to study. What we tell students, anybody can have an emergency. In this program, out of the 12 weeks of a 16 week semester, you are allowed two emergencies and then beyond that, there are problems with getting your check. There have been unusual circumstances where the support group leader will say, "You can make up the time by coming to see me individually." The idea is to keep people in, not to make another set of rules or barriers that eliminate them from the program. We cannot help them if they are not in the program but we still have to follow the guidelines that come with the grant and we still have to keep contact with the students in such a way that we are being productive with them, that is we are helping them make it through the semester.

Interviewer: So as I understand it correctly, a student gets a check at the middle and the end. You don't pay tuition, you don't pay child care, you don't....

Answer: In some instances, where the student is not, for whatever reason, able to get financial aid and that is usually because of a problem with default, not that they would not be eligible financially but that they are in default for a student loan to one of these proprietary schools and we will pay the tuition up front. There are certain programs where the employer or the shipyard will pay after they have passed the class, but they don't pay the tuition up front. So we will pay it up front when they get it back, for example, from the shipyard, they pay it back to us so that we can keep recycling that money and using it for other students. We sometimes pay for books until Pell money comes through, JTPA money comes through and then they pay it back to us so that we can keep using that for other students who are in a similar emergency situation. We, in some instances, but these are rare, we do make the check out directly to the child care provider but the bulk of checks go in these split payments to the student, with the student's name on it.

Interviewer: Does everyone receive approximately the same amount of money?

Answer: For the last several years, everyone has received exactly the same amount of money, three credit hour classes, 159.00 to make it even numbers we just given 160.00 so it is two 80.00 checks.

Interviewer: So since 1996-you have done that?

Answer: Yes.

Interviewer: But what you just said too, is I could potentially get two 80.00 checks but if I needed my tuition paid because I was in default to some place else, you might pay my tuition also.

Answer: Instead.



Interviewer: Instead.

Interviewer: So no one gets more than 160.00 during the semester?

Answer: That is correct. With rare exceptions, someone who needs a computer diskette that goes with their book and that is the only way they can pass the class is to study, we will by that in addition. We had a student who needed a scientific calculator. it only cost 10.00 and she needed it for a chemistry class. Minor things like that that don't come up very often. We try to be flexible but we also try to be fair , At the beginning when we were trying to gear it as much to the individual needs as possible, someone with 5 children got more for child care, than some one with one child but we are no longer able to do that. Logistically, it just gets too complicated and students were sharing information about "I got this much, how much did you get?" which some times was difficult. So it turned out to be much easier this way and we found out there was a good reason why all the other programs across the state do it that way and naturally we do it.

Interviewer: Are the checks issued at mid semester. who makes sure that the checks get issued to the right people.

Answer: KG takes care of all of that bookkeeping and accounting stuff for all four campuses. Support group leaders send there attendance records. E-mail them to K. so that we are tracking attendance and just before the checks are supposed to be sent out. there is a final check with the coordinator on that campus who leads many of the support groups as well as interns for getting their master's degree in social work from Norfolk State. We have second year interns who also do support groups. They keep us informed so that we make sure that we are not giving a check to someone, who for whatever reason, sometimes very good reasons, just had to withdraw from classes or for whatever reason has not been able to meet the requirement. So we are checking all along, week by week and then we do a final check just before they are sent out and that is a massive amount of paperwork and K. keeps tract of that and data base and spread sheet programs and all the rest of it. She has a lot of responsibility for tracking all that financial stuff and does a beautiful job with it.

Interviewer: I noticed in the files, everybody but one had an application and that was one of the very first people signed up and you may have not even had an application at that point, but some people had a W2 contract and some people had an educational grant but the forms were not consistent in the folders. Is there a reason for that?

Answer: Yes. When one of the counselors was here. We had a wonderful counselor, P. S., who is in enrollment services, was working at one time. at the beginning of our program, very closely with the Women's Center and she had an educational plan that she designed to be used for all students, it was particularly useful for the Women's Center that made sure all of the steps along the way had been done and who ever was the educational counselor would be able to sit down and go through a complete educational plan, the way the college academic advisors would. When she was no longer associated with the program, there was not anyone here to do that, although I do

that informally and to quite an extent with every single person. I don't use that form anymore. With W2, you mean WP2?

Interviewer: WP squared.

Answer: Okay, WP squared. That is the piece where it is a partnership program. The Women's Partnership Program was a marvelous program that was started by one of our interns who was very frustrated about sending out progress report forms. Well, if they are not making good progress, then what? So she set up a partnership with the Learning Resource Center to make a special effort to get tutoring for any of our women who needed the tutoring and from that is what evolved the whole tracking program and several other things. So when she was here, that was the form that she designed to help with tracking. Since that time, we have gotten computer programs that help us do that and it took massive amounts of paperwork before we had the computer programs and now we have the mail merge where it only takes about 10 minutes to get all the letters that go out to the instructors at the beginning of the semester and things like that. So that reflects an evolution in the development of more efficient ways and more detailed ways to do the task.

Interviewer: This form is no longer needed because of the computer program?

Answer: Well, what you have in your hand right now is the educational plan, that is the one that Patty designed. We no longer have anybody from counseling to comes in and works directly with the women. Now I do the things that are talked about in that form but I don't use that form anymore, because she did a lot of things that I go to a certain degree with them on and then walk them over to academic advising because I don't know everything that they know about course requirements. I do in some programs where I am more intensely involved but I am very careful to make sure that even the things that I feel sure that I know, are double checked by somebody over there so that the students are never given this information or misguided and that does happen a lot, that we spend a lot of our time straightening out well intentioned, misguided advise. That is a critical part of what we do.

One of the things that I noticed between the Women's Center approach or a student's program and an counselor's approach from academic advising that the advisor will look at the entire list of course requirement and then take into consideration, working hours for their job, or whatever, and say, this is what you could take this semester and next semester and this is now you can get through your program to get your degree or your certificate or whatever it is they are working toward. At the Women's Center, we don't look at it that way. I know someone is precariously housed, that is basically they are homeless and the are living a few weeks here with somebody, a few weeks there with somebody. We are not in certificate or degree mode, we are in survival mode. I will, tell those students, these are the courses you need to get certified, to get a job. Take the courses, get the job. Then come back and take your distribution requirements and get the piece of paper suitable for framing. You get your certificate or degree. It is a very different perspective and I make sure students who are in programs that lead to jobs, for

example the computer networking, engineer program. Take the courses you need to take the test to get your certification and I have two in there now that I am working with who have 4.0 in a very difficult program and I have told them to take what you need for the job and the come back.

I have the same situation with someone in drafting, who loves history and other courses, but don't take those now, take all of those drafting and design courses. Get the job, then come back and finish your degree. And all three of these people are in dire financial straights. It is critical that they be able to get self supporting at the soonest possible moment.

Interviewer: My last question would be, could you talk about the role of the center. What do you see as the primary and the secondary goals, responsibility, roles of this program, this single parent, displaced homemaker program.

Answer: Well when I am looking at the single parent, displaced homemaker program, a part of what I am about to say is based on past experience. This is exactly what we do and because we have found it to be successful, that has become the model of what our goals are. It is to continue to do the same but do it better. The overall most important thing that we provide for students is support. The first way that we support them is financially, that is absolutely critical. We either give them money or we provide access to money, one way or another. We provide access for getting them in repayment for a defaulted loan, access through other sources of money, and I sure wish there were more out there, not nearly what the need is. After the financial support comes the counseling kind of support that we do. We do an awful lot of clinical counseling. In discussion with one or another Women's Center Coordinators, they said what they need the most of if you could have more things available and one said we can ever had too much clinical counseling. We do a lot in the way of crisis intervention and that is ongoing. It is not just of the immediate crisis, although for some people it is just for the immediate one, but we do a lot of follow up with that, to make sure that they are not just handed off to someone else and that they don't just fade away, that the check back with us and start going through the next step with them. We do the support groups or in some instances, individual meetings although as I mentioned before, I strongly prefer the support group. Provide validation for people who aren't really sure if they should be in college not sure why they are doing this, it is so difficult logistically. Maybe the smart thing to do would be just to give up, because no one is giving them, "yes you are bright, you do belong in college, this is the right course of action for you. This will pay off in the long run". Sometimes people come in who are strangers, they just see the sign out their, Women's Center and they say, "well you're a Women's Center, I am a woman." They come in just for that validation and we never see them again, and that is all they needed was that shot in the arm. A lot of problem solving. Yes, there are 15 things that are making it difficult for you to get to class, what are the critical things, what can be do next and sometimes just breaking that log jam, working with someone whose car was demolished in an automobile accident, she needed to get the title and some other papers to the car just to turn into the insurance company and I said, "well how would you get that?" She said, "the bank has it." "When could you get to the bank?" Well I think I can go on

Tuesday,” Just those little steps and someone is just totally emotionally overwhelmed. thinking through logically, a, b, c, seems easy for somebody else. It is not easy when it is your life and it is happening to you. We do re-entry counseling. People get our names from the most unusual sources . We help them with academic advising, we help them with career counseling and also referring them to the career center because we work very closely with the career center, getting them financial aid and we provide a safe place for women to be, for women to come in. Someone was very upset with the French teacher and she started crying, she said “I hate my teacher” and she threw her books against the wall. This is the place where you can throw your books against the wall. There isn’t any other place around here where you can do that. She vented, she dried her tears, she opened her book and finished her homework and went on from there. We do provide a lot of valuable linkages, a lot through our work with interns from the various universities who come into our program. For the most part, our interns have been not just good but superb, and very willing to help in any way they possibly can and pull together all the resources that they possibly can.

Although we are called the Women’s Center and the bulk of the people, of course, that we serve are women. We have male students come in, some are former students of mine because I teach adjunct faculty, as well as do this. Some are brought by counselors, some are brought by instructors, and some are simply told “go to the Women’s Center. I know that they can help you” and such and such. So maybe, once a week, once every two weeks, we have someone come through. We had a man who was not a student at TCC, was contacted to do the painting, he painted our hallway and he was outside reading the material we have in the information rack and he picked up one of the papers about violent men, he said, “ I fit everything on this profile”, except for substance abuse, he did not abuse alcohol or something else. He said, “I am afraid I am going to get worse. Are there programs for men in the area?” Yes, there are, and I put him in contact with one of those programs. I got a phone call from a teacher yesterday, she has a student who kept her after the final exam to say, “my sister lives in another state, she called me because my uncle, it was harassment, and now it has turned into borderline molesting and she is afraid it is going to cross the line and said what can she do?” I gave her several suggestions and several sources for help. That is very typical to get that kind of a question. So anytime a man comes in or comes to us through a faculty member or counselor or something like that, we immediately take care of whatever it is that they need.

Interviewer: Are you and KG paid by the grant?

Answer: I am paid exclusively by the grant. Catherine is paid partially by the grant. The grant only allows for a part-time secretary and for as complex as this program is, spread out over four campuses and for all of the other activities that we have become involved with, things related to Women’s History Month, for the workshops that we do and there are things that other Women’s Centers that have come through other sources of money,

so that the big umbrella of Women Center is much bigger than the single parent program. You know there is the other program, the nontraditional program. We absolutely cannot function without a full-time secretary.

Interviewer: So it does pay half of her salary.

Answer: Just the financial stuff. At this point, I don't believe that the exact percentage is 50% and it varies from year to year, sometimes this campus has kicked in money, sometimes it hasn't, sometimes we have gotten money from a special population grant, sometimes not. We just make sure that somehow it is there, so 100% of her salary does not come from the grant.

One of the things that we have tried to do to serve more women is to leverage the time that we spend and at the beginning of our program, we spent a portion of our time going out and speaking to groups. For example, Social Services would gather a large group of women who would be eligible for our services. Whether it was Social Services or some other group, an educational group. We used to go up to the high schools, a lot of different groups, job training places, JTPA and the Step Program, which no longer exists, in order to try to serve many people at a time, or serve a group of people at a time and it has never worked. The decision as to what you are going to do with your life to improve it economically is a very individual decision and requires a lot of one-on-one individual attention to see the student through the process of getting started and then continuing it. That once they get started, we were quite disappointed that the group work we did, did not result in serving more women, according to the time we spent. It is not that nobody came but we could not justify it in terms of preparing the material, traveling, giving the presentation, doing the follow up for the very small number of people who came as a result.

Regarding our financial situation at this time; it is very precarious. The Perkins Grant has been renewed by Congress but unfortunately the federal set asides which are very small for women and the handicapped were not renewed. So now the Perkins money continues to come to the states but as a block grant without these set asides. It has been extremely difficult to try to find out exactly who does this money go to, what agency, what group of people, who makes the decision as to how this money is going to be distributed from now on, because in order to present our case to them, we have to know who "the them" is. Our state is not a friendly state toward either women or the handicapped and there are people who are powerful lobbying groups, for example JTPA who want to take that money and use it for men who are dislocated workers which would cut our women completely off from funding or from any kind of support. So, we don't know what will happen. Our funding for this grant year runs out June 30 and we hope that between now and then, we are able to impress upon the decision-makers, whomever they turn out to be, the importance of continuing to set aside a very small percent of money for Women's Center programs, not just in our state but across the United States.

### Interview with Program Secretary:

Comment from Program Secretary: It [the stipend] doesn't look like much when you say 160.00, they get two 80.00 checks it may not sound like a lot but the support that they get is more important than the money aspect of it ever will be.

Interviewer: What has come out of this grant that you did not think would come out of it, that impacted you or impacted the students?

Answer: I don't think I realized the depth of the involvement with the students, like as far as tracking their grades, counseling. C.L. does extensive counseling, I mean she does, like especially something that really touched me was the battered women and how she handles them and helps them. You know, you see them come in here and they are down and out and you see them like maybe a year later, they have been in the program, and they are out of the situation, they are doing well and this amazes me. Mainly, I said C., but I am sure Amy does to. You know, I see really what C. does and she really, the empowerment, was the word I was looking for, as well as support.

Interviewer: Tell me a little bit about, I come in and apply. Tell me how that works. What do you do? How do you deal with C.?

Answer: If you came in the door and asked about the program, give you a newsletter, give you an application to fill out, explain that we would be putting them on, we don't call it exactly a waiting list any more, we tell them there are a number of people that have applied ahead of them, that they are going to be on the list, basically, and they will ask me, "will you call me?" and we just tell them that they will hear from us when their name comes up and I give them a flyer, I explain to them about the program. I also tell them that they are welcome to be in a support group even if they are not actually in the Women's Center but most of them don't do that because simply they don't have the time or they cannot fit it into their schedule. Then basically, once C. approves the application, or when they are getting ready to get into the program, she calls them in for an interview, she pulls their academic information and then sits down with them and interviews them, fills out the contracts, and they sign it, agree to the stipulations in the contract.

Interviewer: It is just that simple?

Answer: Yes.

Interviewer: At what point do you give them the application?

Answer: Right when they come in, like if they are a single parent. I ask them if they are a single parent, you know, I explain to them what the qualifications are.

Interviewer: And really it is just single parents?

Answer: Well it is single parent, returning women. which most of the returning women would be displaced homemakers. Basically, they can attend a support group at the times we have them. If they meet all the qualifications, that is pretty much all.

END OF INTERVIEW

**APPENDIX G**

**PARTICIPANT AND COLLEGE PERSONNEL COMMENTS**



# PARTICIPANT OPINION SURVEY - Transcribed as written on the surveys

Question 7: What do you think are the two or three most important strengths of the Single Parent/Displaced Homemaker program (Women's Center)?

1. Financial support
2. Referrals (agency)
3. Seminars
4. Personal touch of staff
5. Self esteem builder
6. Personal relations (easy to share personal things with)
7. Good encourager in all areas
8. The willingness of the workers to assist students
9. Resources available for students
10. Supplemental funding
11. Mentoring program
12. Support groups
13. Access to agency's when needed.
14. The emotional support given while in the program.
15. The resource library.
16. Counseling -- returning women
17. Crisis intervention
18. Support groups/tracking
19. Providing encouragement to single parents
20. Providing financial assistance
21. Support groups
22. Encouraging one another
23. It helps to vent my problems and get feedback
24. The Women's Center provide some financial assistance
25. Helping women who cannot afford school
26. Helping to pay tuition for those who need to bring upgrade
27. Child care assistance
28. The support group was beneficial
29. The tracking system was helpful
30. Money for books and childcare
31. Counseling
32. Mentoring
33. I did not see any strength as of a result of some attitudes I encountered that were negative and condescending.
34. Child care resources
35. Helping with childcare
36. Helping with financial assistance
37. Crisis intervention
38. The one-on-one counseling provided
39. The financial support to those who qualify
40. The encouragement, as well as the emotional support

41. Financial assistance
42. Moral support
43. Info on womens issues (including the WC library)
44. Women workshop
45. Support group seminales
46. Tuition assistant and child day care.
47. Extra income for child care.
48. Someone to talk to when needed.
49. Tracking of grades.
50. Assisting students with presonal or academic situations
51. Providing workshops and seminars
52. Incouragements, counsels, and supports
53. The group meeting
54. The funds you received helped w/ gas to get to school
55. Help you decide your career
56. Help with child care
57. Help you deal with personal problems
58. Career opportunities
59. Educational goal
60. The financial support
61. The scholarship information available
62. Support groups
63. Financial assistance when needed
64. One-on-one counseling and feed back
65. Because a person failed their class you don't put them out of the program you try and still support them. They still needs help. Make them feel wanted the confidense in them help alot.
66. The avaiabilty to talk to a counselur when needed for emotinl strengths.
67. Advice for finicial support to continue with learning new skills and become self-supporting

## PARTICIPANT OPINION SURVEY

Question 8: How do you think the Single Parent and Displaced Homemaker program services could be improved?

1. Not sure have not participated in a few years
2. Timely financial help
3. The program need to assist with employment.
4. It should be more geared to welfare mothers
5. Assist women who are leaving TCC & entering another institution (initially)
6. Child care services for parents.
7. More funding so that we could hire a full time or part time counselor
8. More funding for mentoring program
9. Increase support (financial)
10. Outside activities
11. More structure in groups
12. Assistance for students continuing toward Assoc/Bach. Degrees
13. I wanted to know more options available to me and how to go about getting them.
14. Such as job placement options
15. What kind of scholarships or work programs are available
16. The program need more counselors
17. The need more Funds & Resources
18. They should be able to meet needs of clients in order for them to succeed academically
19. The program needs to have more space for a bigger enrollment and a bigger budget to accomodate current participants and new partipants.
20. They could have more gatherings, such as a social
21. The women need to meet now and then to discuss events
22. Development of program that deals with the negatives women put each other through -- How to be a support system
23. The support groups could be enhanced more to cater to the growth of a women who first enters the program to the time she exits the program.
24. The stipend could be dispersed in a more timely fashion to the participants because the need is increased.
25. The WP2 program needs to be revamped to of course help the participant but the present program make you feel like a child lowering self esteem it needs to fits the need of the single woman, allowing her to feel like a woman.
26. More exciting activities for group meetings
27. To be honest, I don't know. When I needed support, financial, academic, and emotional, the Women's Center always came through for me.
28. Include caregiver info for handicapped children
29. More financial assistance
30. Support group for women in abusive home.
31. Job placement and counseling
32. More times for group meetings.

33. More money for child care.
34. Maybe a vary of times for support meetings for those who work in the morning (evening meetings)
35. "Better mentors in the work field"
36. Stronger tracking on all students involed and have academic problems.
37. By adversting outside the campus setting more often thru newspapers. T.V. spots

## COLLEGE PERSONNEL OPINION SURVEY

Question 7: What do you think are two or three most important accomplishments of the Single Parent/Displaced Homemaker program (Women's Center)?

1. Helping women make transition from welfare to work
2. Helping women get through bureaucracy
3. Providing support & a helping hand
4. Don't know -- my general impression of the program is favorable
5. Helping women in crisis
6. Increasing retention at the college
7. Assisting with welfare to work programs
8. Providing support for single women, improving self esteem
9. A chance for them to provide for themselves/families
10. Improve the quality of life through education & marketable skills
11. Good graduation rates
12. Give these women a connection to college
13. Give these women support & counseling
14. Give these women information
15. The Center is demonstrably improving the degree to which students stay in school.
16. Over & over, I hear that the WC has transformed the way women think about themselves.
17. Getting women off welfare & into good permanent jobs is a remarkable accomplishment.
18. Publicity (favorable) for TCC
19. Increased awareness of non-traditional careers
20. Keeping students from dropping out--making sure they finish their course of study.
21. Improving self-esteem of the participants
22. Improving the grades of participants
23. Providing individual counseling and personal attention to participants
24. More awareness of educational opportunities
25. Targeted efforts toward under represented group.
26. I have no idea
27. Helping students get back in school
28. Promoting students to get off welfare programs.
29. Provides extra support for women with multiples stressors
30. One area (location) where anyone (male or female) can get correct information about resources or the college as a whole.
31. Those working in the center are excellent!
32. I don't know enough about it.
33. Aut prog for women -- welfare to work
34. Helped many women who need help.
35. Hope & encouragement for the future
36. Helping women get jobs in nontraditional fields

37. Non-traditional career placement
38. No clue
39. Providing need services to this neglected group
40. Providing service to women that did not exist previously.
41. Gives women a place to visit to get info and assistance to enroll in college.
42. Gives group support & helps them "find themselves."
43. Easing the stress of beginning school
44. The welfare to work program is excellent
45. The Single Parent/Displaced Homemaker Program is very helpful to students
46. Encouraging students to seek support
47. Educating students of the importance of continuing in their respective program(s) to further the students' education.
48. Keep women in school
49. Access to higher education
50. Reduction of dependence on welfare
51. Enhanced job opportunities/workforce
52. Provides opportunities for women to access economic stability & well being
53. Provides heightened awareness of women's contributions & value to TCC & to the community
54. Provides a space where women feel safe & supported
55. Keeping women in college
56. Successful implementation of the program
57. Coordination with other offices
58. Giving women an opportunity to commiserate with others in similar situations.
59. Education
60. Training
61. Tracking with instructor coordination
62. Assisting students with academics
63. Welfare to work programs to include nontraditional programming
64. Assisting single women parents
65. Providing coping skills
66. Marketing & visibility tools are remarkable.
67. Program visibility at all campuses.
68. Support service
69. Counseling
70. Tracking program
71. Childcare services
72. I am truly not familiar with this program
73. Keeping up with grades of students

## COLLEGE PERSONNEL OPINION SURVEY

Question 8: What are the two or three most significant challenges facing the Single Parent and Displaced Homemaker Program (Women's Center)?

1. Funding
2. Acceptance by college community
3. Don't know
4. Funding & other resources (personnel, etc.)
5. Funding
6. Identifying students who meet the requirement but also who want to go to school & be successful at it
7. Funds for the program to continue
8. Seem not to have enough funds
9. A permanent stable funding base for existing programs.
10. Funding to expand to meet the needs of the TCC population.
11. More on-campus support.
12. More communication/PR needed inter-/intra-college personnel
13. Funding
14. Securing permanent funding
15. Non acceptance of the program's worth
16. Non support of fellow employees at the college
17. Misunderstanding of the main purpose of the program
18. Expanded funding
19. Understanding of realistic expectations of short training programs
20. Trying to reach students who need help the most.
21. Trying to keep students on track once they are in school.
22. Funding; obtaining data which proves accurate support is impossible.
23. A new name for the program is needed.
24. Probably funding, I would imagine.
25. Work to better understand how other dept work & become familiar with policy & proceed.
26. Childcare
27. Funding
28. The calendar of events (academic)
29. Funding
30. Attitudes from certain members of the male population w/i the college
31. Using the resources effectively & efficiently
32. No clue
33. Child care
34. Accurate self-perception/self-esteem
35. Lack of social experiences/ narrow knowledge base
36. Funding
37. More interest from faculty, staff & administration
38. Funding
39. The amount of increasing single parents

40. If grant \$ runs out, funding for the Women's Center
41. Overworked staff
42. Too many projects without adequate resources to make them successful
43. More students who will be seeking assistance of support in the very near future (Increase in enrollment).
44. Funding program
45. Funding
46. Support from the college and the community
47. Communicating mission & opportunities
48. Funding for staffing, stipends
49. Getting an education
50. Finding a facility to keep children
51. Having enough money
52. Financial resources
53. Increase of personnel
54. Space
55. To make the women who participate in this program aware that they are the ones who control their lives & destinies.
56. Men need these services, too. Where do male students go for support?
57. Awareness
58. Education -- letting faculty & students know what is available & how to use it.
59. Quality daycare assistance
60. Provide info about who they are & what they do.
61. It appears few faculty & students know of their existence
62. Funding
63. Funding
64. Perkins local funding may eventually pose a problem.
65. Helping "students" overcome the beneral barriers assoc w/ welfare to work.
66. Funding



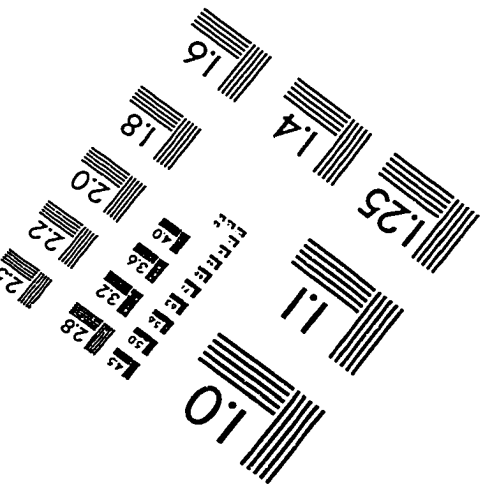
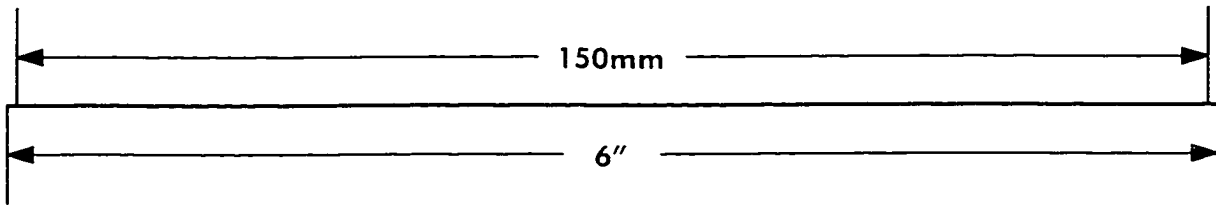
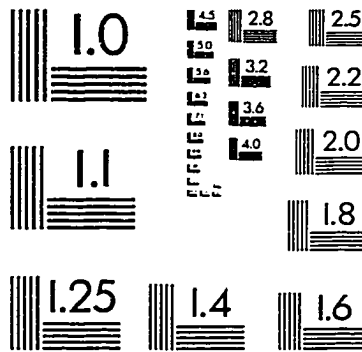
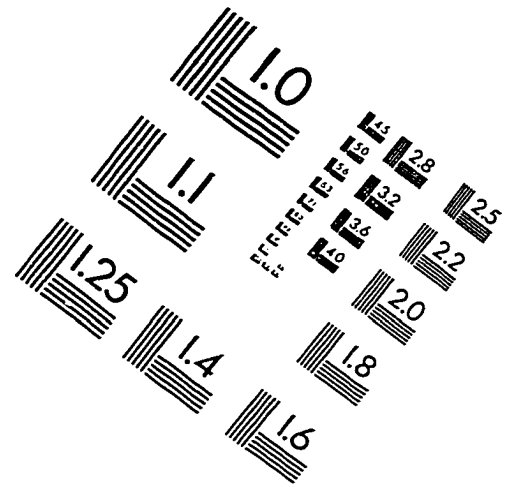
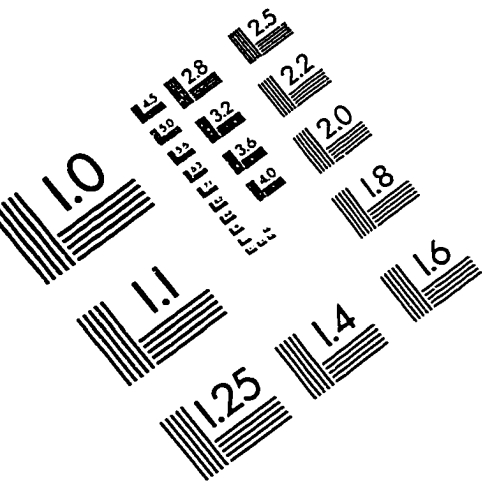
## VITA

Linda Myers Rice is from Hampton Roads, Virginia where she was educated in the Portsmouth public schools. In 1972 she completed a Bachelor's degree in Biology/Psychology at Randolph Macon Woman's College in Lynchburg, Virginia, and in 1973 she completed an Advanced Certificate in Respiratory Therapy at University of Chicago Hospitals and Clinics. Her Master's degree in Adult Education is from Old Dominion University. Her Ph.D. in Urban Services was completed at Old Dominion University, College of Education, Hampton Blvd, Norfolk, Virginia.

For more than two decades, Linda has lived and worked in the Hampton Roads region of Virginia. She was a hospital department head prior to her employment at the college and for over twenty years has been an educator and administrator at Tidewater Community College, Virginia Beach, Virginia. She is a registered respiratory therapist and represents the National Network of Health Care Professionals in Two Year College on the Committee on Accreditation for Respiratory Care.

While pursuing her doctoral degree in Urban Services, Linda has served as director of the institutional self study for her college, has served on a Southern Association of College and Schools, Commission on Colleges, Alternate Self-Study committee, has been instrumental in establishing four new curricula at the college and has developed a large workforce development initiative within her division. In 1999 she was named the Woman in Higher Education by the YWCA. Her current interests include distance education, accreditation, outcomes assessment, workforce development.

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