A STUDY OF
POTENTIAL INCREMENTAL SUCCESS FACTORS
AMONG
BASIC EDUCATION AND EMPLOYMENT PREPARATION
STUDENTS

Completed for:

ALBERTA HUMAN RESOURCES AND EMPLOYMENT
and
BOW VALLEY COLLEGE

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Winter & Spring 2001

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ACKNOWLEDGEMENTS

SUMMARY

The purpose of this exploratory and descriptive study was to examine the concept of incremental success factors in the lives of adult basic education students. The study determined that incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation programs. Further, incremental success factors could be used to assess progress towards the outcomes of such programs. As well, a set of incremental success factors could be established and used to inform governments and program providers about the structure, content and delivery of the programs. This is supported by data gathered from the sample, and corroborated by both the literature and instructor data. While this study may lead one to say that incremental success factors can be measured, they may not be able to be measured efficiently and effectively, or applied to what most theorists and practitioners define as a heterogeneous group.

Basic education programs are intended to help unemployed, marginalized, and at-risk adults, with a pre high school academic standing, make the transition to permanent employment directly, or by qualifying for, and completing a post secondary program, and thereby receive the economic and social benefits available to the larger society. The majority of adult students are successful; however, a minority fails to attain either further education or full employment. While these individuals do not achieve the summative goals of these programs, they change in ways that approximate the impact of full-time employment or education.

A baseball game analogy helps to explain the concept of incremental success (Bruk 2000):

> "The concept is to implement a "winning strategy" – moving an employable person from dependency….to self-sufficiency. Thus, crossing home plate would be permanent, sustainable full-time employment or continued full-time study leading to the same. And what about the players who make it to first base, to second or to third? They may not have "scored points", but they have certainly achieved a measure of success. The ability to get to second or third base…prepares the individual for a stronger performance the next time at bat...All or nothing measures fail to capture beneficial outcomes for individual participants, society, the economy, and funding agencies. Simply put, such measures undervalue program effectiveness. "

The purpose of this study was to determine if there are answers to these questions concerning academic upgrading and employment preparation programs:
1. Do incremental success factors exist for students enrolled in these programs?
2. Can incremental success factors be used to assess progress towards the outcomes of these programs?

3. Can a set of incremental success factors be established that could inform governments and program providers about the structure, content and delivery of these programs?
4. Can the set of incremental success factors be measured?

This study reflected a traditional phenomenological perspective because it focused on what a select group of current and potential students had experienced in the past, what they were experiencing in the present, and how they interpreted lasting impacts on their lives. In addition to investigating the short-term outcomes of participation in pre high school upgrading and employment preparation programs, this descriptive qualitative study also examined the experiences of a particular group of current and future participants. The research was non-manipulative, and non-controlling with openness to whatever emerged through data collection. The primary sources of data were small samples of both current and potential students responding in groups to surveys.

The study was conducted in two phases. The purpose of Phase I was to identify up to five incremental success indicators that could be used for assessment in the Second Phase of the project. Phase II was intended to be a pilot in which the factors were tested and measured. Both phases of the study were exploratory and descriptive in nature. The study was undertaken with no formal hypotheses, and without a set of clearly delineated dependent and independent variables. A limited review of the literature was conducted, research questions were drafted and simplified, and the study design was improved. The data was collected by literature review, document review of curriculum materials, focus groups with instructors, an email survey of instructors located throughout Alberta, a series of surveys directed at current students and one survey of applicants administered in semi-structured group interviews.

The Phase I sample indicated 18 possible incremental success factors that were corroborated by data gathered from instructors. Phase II of the study attempted to examine five of those and ended up investigating three alternate but related ones. The study emphasized the perceptions of subjects and potential measures of the incremental psychological outcomes. The student surveys focused on learner background, intentions, perceptions and attitudes. Incremental success factors were measured using the Generalized Expectancy Success Scale (GESS). It assessed the generalized expectancy held by an individual that in most situations they would be able to accomplish their desired goals. GESS measures general efficacy (GE), long-range career-oriented expectancy (LRCOE), and personal problem solving (PPS). The instrument has excellent reliability for the total score and good validity.

Results provided characteristics of the sample, respondent activities during the past year, their reasons for attending school, their education and employment plans for the future, and problems they encountered during their upgrading or employment preparation program.

Except for the average score reported in the Update Survey by females, the average scores for males and females from all the surveys was within the standard deviation for GESS. While the average scores for general efficacy (GE) and personal problem solving (PPS) increased from the Intake to the In-Program surveys, the average score for long range career-oriented expectancy (LRCOE) declined. The average score for GE for females increased slightly more than it did for males from the Intake to the In-Program Surveys. However, the average GE score reported by males increased while that reported by females decreased by the time of the Update Survey. The average LRCOE score reported for the females increased as the average score for males decreased when comparing the results of the In-Program Survey to those of the Intake Survey. The reverse of this was reported for the Update Survey. Both males and females reported and increase in average PPS score when comparing In-Program Survey results with Intake Survey results. However, while the average PPS score reported by males in the Update Survey continued to increase, that reported by females dropped dramatically.

Students who were at the mid-point of their program felt that there was a greater probability that they would be more successful than did those who were at the beginning of their program. The most significant increase was reported by males, and was in the area of personal problem solving.

Full time employment and further education are the goals of adult basic education programs. These are equivalent, in the baseball analogy, to crossing home plate. Nevertheless, for those students who do not complete the program or go on to full-time employment or further education, incremental success factors exist. The factors that emerged in this study could be equated to those leading to first base. For some, incremental successes, or second or third base in the analogy, might take the form of part-time work or studies, increased academic ability, or volunteering to build job-related skills. These "hard" factors are easy to measure relative to the more difficult to define and measure "soft" factors identified through this study: general efficacy, long-range career-oriented expectancy, and personal problem solving.

This study was descriptive in nature without specific variables and without examining the relationship between and among variables. While the study answered some questions, it raised others. Before the results are of significant use beyond the sample involved in this study, applied or classification research involving multi-variant analysis should be conducted that would explain the relationship among variables and, more profoundly, the concept of incremental success factors. Of particular interest might be the role and impact of sympathetic and patient instructors, and a nurturing yet challenging environment, in helping students acquire skills and foster incremental success factors.

STATEMENT OF PURPOSE

Statement of the Problem

Alberta's secondary and post-secondary educational institutions offer adult basic education (ABE) programs[1] usually through specific funding provided by the Government of Alberta. Basic education programs are intended to help unemployed, marginalized, and at-risk adults[2], with a pre high school academic standing[3], make the transition to permanent employment either directly, or by qualifying for and completing a post secondary program. The purposes of ABE programs are to assist marginalized individuals to participate fully in the labor market and to derive the economic and social benefits available to the larger society.

While some students do not complete such programs, others who complete do not achieve the program's outcomes. However, these programs have largely been designed without an understanding of the incremental success factors that might accrue to the participants. For the purposes of this study, incremental success factors indicate the impact of basic education in the life of the student and reflect a positive or negative change in the value of one or more of a set of variables. An analogy to a baseball game will help to explain the concept of incremental success:

> "The concept is to implement a "winning strategy" – moving an employable person from dependency….to self-sufficiency. Thus, crossing home plate would be permanent, sustainable full-time employment or continued full-time study leading to the same. And what about the players who make it to first base, to second or to third? They may not have "scored points", but they have certainly achieved a measure of success. The ability to get to second or third base…better prepares the individual for a stronger performance…All or nothing measures fail to capture beneficial outcomes for individual participants, society, the economy, and funding agencies. Simply put, such measures undervalue program effectiveness. (Bruk 2000)"

In the case of ABE students, these incremental successes might include finding part-time work, continuing part-time studies, volunteering to build job-related skills, improving personal and interpersonal skills, building self-confidence and coping skills, or increasing their academic ability.

Literature & Research Review

Much has been written and significant research completed concerning the topic of literacy, basic skills and adult education. A growing body of work examines the relationships between literacy and economic performance. Assessments of program outcomes and evaluations of learner accomplishments have been

completed by many authors. A review of such databases as "National Adult Literacy Database" (NALD), "Education Resources Information Centre" (ERIC), and Literacy Co-ordinators of Alberta" (LCA) reveal numerous sources[4]. However, indirect or specific reference to basic skills or employment preparation students not achieving the stated outcomes of the programs is scarce.

Bossort (1994) categorized the impacts of increasing literacy skills as educational, psychological, social, community, and economic, with psychological (increased self-esteem and self-confidence) emerging as the most salient outcome. Fingeret, et al., (1994) determined, among other outcomes, that through participation in literacy programs, students improved literacy and language skills; developed new attitudes about their abilities; developed a larger perspective on education and learning; enhanced their ability to take responsibility for their learning; improved their ability to manage new environments to meet their needs; and developed tolerance and respect for other cultures. High school completion has continued to increase, and those with the least schooling and the lowest incomes appear to be devoting at least as much time on average to most forms of informal learning as those with higher levels of schooling and income (Livingstone, 1998). Nevertheless, Madill & Meyers (1996) suggest that client satisfaction measures do not provide an objective and reliable way to assess program outcomes.

Students who do not attain their goals, particularly those who are enrolled in a program for the shortest duration, indicate interference from external factors such as health, work related issues, financial difficulties, and family responsibilities (Mackinnon & Berkowitz, 1997). Several barriers such as institutional, dispositional, situational and physical as well as deterrents to participation in adult education including lack of confidence, family responsibilities, institutional encouragement and time have been researched (Darkenwald, 1985; Scanlan, 1986; Ellsworth, 1991; Wikelund, 1992; and Valentine, 1990).

Willms (1997) argues that educational experiences and family origin determine an individual's academic and occupational achievements. Beder & Valentine (1990) support the notion that there are a number of personal, economic and psychological reasons that motivate an individual to participate in adult education. Henry & Basile (1994), and Merriam & Yang (1996), add to this by arguing respectively that other influences like stage of life, and life experiences not only play a role in the decision to participate, but also influence prominently in the significant results of the experience.

Blunt and Richards (1998) revealed that marginalized students are not a homogeneous group and that both ethnicity and gender affect work-related values. Sanders (1995) indirectly supports the notion of the lack of homogeneity among basic education students in her work concerning the measurement of student progress in adult literacy programs. Some adult students resist learning

opportunities and dismantle the traditional view that literacy gains have an emancipatory effect on their lives (Pare, 1994; Millar, 1998). Many literacy program participants return to the same type of low-paying work that they had before attending the program (Pinkus, 1974; Malicky & Norman, 1994).

Purpose of the Study

The most common intended outcome for students enrolled in ABE programs, designed for those who are economically or socially marginalized, is entry into skills training or direct entry into employment. A review of the literature and research reveals a significant discussion concerning the scope of outcomes and trends among basic education students. However, the matter of at-risk students who fail to complete the program or do not go on to further their education or employment has been under investigated. The question remains, "Can incremental success factors be identified and used to measure the progress of at-risk students in academic upgrading and employment preparation programs?"

The purpose of this study is to determine if there are answers to these four questions concerning academic upgrading and employment preparation programs:
1. Do incremental success factors exist for students enrolled in these programs?
2. Can incremental success factors be used to assess progress towards the outcomes of these programs?
3. Can a set of incremental success factors be established that could inform governments and program providers about the structure, content and delivery of these programs?
4. Can the set of incremental success factors be measured?

Format of the Study

This study was conducted in two phases. The First Phase attempted to determine if incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation programs. The purpose of Phase I was to identify up to five incremental success factors that could be assessed in the Phase II of the project.

Phase II was a pilot in which the factors, identified in Phase I, were tested and measured. The goals were to discover if these incremental success factors could be used to assess progress towards the outcomes of either academic upgrading or employment preparation programs, and if they might inform governments and program providers.

Both phases of the study were exploratory and descriptive in nature. The study

was undertaken with no formal hypotheses, and without a set of clearly delineated dependent and independent variables. A general understanding of the issues was acquired before beginning in order to make detailed inquiries about specific aspects concerning the incremental success indicators and the subjects involved in the study.

Knox (1998) suggests that exploratory designs can obtain data from many sources. It is efficient to conduct a preliminary review and then select the most promising variables for further study. One source of data is documents (organizational records, research reports). Another is individuals and groups. Accordingly, during the First Phase of the study, a limited review of the literature and documents was completed. In addition, two groups of students, from institutions located in Calgary, were surveyed, as were instructors from institutions throughout Alberta. In the Second Phase students attending Bow Valley College were surveyed.

A number of assumptions underpin this study:
- students may not be motivated to participate; the potential of non response was to be managed by paying the volunteer subjects for their participation;
- students in pre high school and employment preparation programs are at-risk students;
- respondents may simply tell the surveyor what they think the he wants to hear;
- although geographic variability may exist, the assumption was that a sample of students from Calgary was representative of students from other Alberta locations;
- the perceived impact of basic education or employment preparation would/ could be related to the respondents' initial reasons for returning to school;
- there would be limitations to the study sample because of the limited number of participants, as well as time and budget constraints;
- students may find responding to the survey questions to be very difficult, even threatening; and
- if incremental success factors exist, improvement would be solely attributable to experience in either the experience in and from the academic upgrading or employment preparation program.

The study was intended to be a clarification of incremental success factors and a broad description of at-risk students. This could be of important scientific value in itself, as well as for focusing subsequent highly structured studies that involve the development of hypotheses and more precise investigations. It is important to note that because of heterogeneity in the adult basic education population, a larger sample is required before any significant conclusions with wide spread applicability can be drawn from the results of this study. Theory, deduction, and hypotheses were anticipated to be possible additional outcomes of this research.

PHASE I: REFINE & REPORT 3-5 MEASURABLE FACTORS

Purpose

The purpose of this Phase of the study was to answer the first question noted under "Purpose of the Study":
1. Do incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation / training programs?

As well, we hoped to gain insight into the answers that may unfold for questions numbered 2, 3 and 4 that we would attempt to answer in Phase II of this study:
2. Can incremental success factors be used to assess progress towards the outcomes of either academic upgrading or employment preparation programs?
3. Can a set of incremental success factors be established that could inform program providers and governments of the structure, content and delivery of either academic upgrading or employment preparation programs?
4. Can the set of incremental success factors be measured?

Design

As was noted earlier, this was an exploratory and descriptive study. Several sources of information and expertise were used to guide the design of student and instructor surveys. Survey text was influenced extensively by and drawn from the ABE student outcomes project (Bossort et al, 1994), and by the text of the Employability Skills Profile developed by the Conference Board of Canada, (McLaughlin, 1992; Kitagawa, 2000). We were very concerned about the level of language and phrases that was used in the student surveys. The student surveys were designed to explore the interference and barriers that students might have experienced, their reasons for returning to school, and the educational, employment, and psychological outcomes they anticipated receiving from their experience. The instructor surveys were intended to explore the outcomes they perceived students received from their academic upgrading or employment preparation experiences.

Two schools, located in Calgary, were involved in this Phase. Bow Valley College and Motive-Action Training Foundation were chosen because of their program offerings in the area of adult basic education and employment preparation. A convenience sample of students was drawn from each institution. All the subjects were recipients of training allowances from the student finance board. Participation in the study was voluntary, however respondents received $10.00 for their interview participation time. Student respondents were surveyed in groups. The reliability of covering the same ground during the surveys was addressed by using a standardized preamble and written questions. Survey

questions were projected onto a screen for all respondents to view while they completed their copy of the survey. Survey questions were read aloud.

Instructors from both BVC and Motive-Action were interviewed, as was a random sample of instructors at institutions, located throughout Alberta, that offer basic education and employment preparation programs. While BVC instructors provided their responses to the Instructor Survey in a focus group, Motive-Action instructors were interviewed. Instructors at institutions around the province received their survey, and responded, via email.

The BVC respondents, both students and instructors, were the first to be interviewed. Before the second round of interviews, which involved the Motive-Action students and instructors, was conducted, the responses from the first interviews and focus group were analyzed to determine if changes to the surveys were needed. The student's survey was modified, and the Motive-Action and provincial instructor surveys conducted.

Data Collection & Analysis

Bow Valley College Students

The BVC high school preparation program is intended to bring the participants along academically so that they qualify for admission to grade ten (Alberta definition) and to develop knowledge, skills, and attitudes essential for obtaining and maintaining work.

A list of 50 "at-risk" students registered in Academic Foundations' high school and employment preparation was developed. These students were likely to fail or not complete because of poor grades or missing course(s). The criterion for selection of the sample was that the individuals had to have been enrolled in their program for at least three consecutive months.

This group was divided in to two sub-groups; 18 students (38%) with at least one course failure, and 32 (62%) with marks that were too low to complete their program. That same percentage distribution was used to identify the raw number from each subgroup to be included in a sample of 20 students; 8 from among those who were about to experience failure in at least one course, and 12 from among those with marks that were too low. Instructors informed all 50 students, during class time, that there would be 3 sessions that they could voluntarily attend to complete a survey. Students were told that they would receive $10.00 for their time and effort if they volunteered to be a participant.

The names of students were added to survey list on a first to reply to the invitation first to be placed on the survey list according to the sample design; 16 students indicated interest, 4 for the noon hour session, 12 for the afternoon session. Students sat at tables to complete the survey found in APPENDIX I. A

copy of each survey page was presented using an overhead projector and screen. Each question was read aloud and the response methodology, either "circle the appropriate number" or "place a check mark in the appropriate column and box" was explained for each survey question. Some subjects had questions seeking clarification of the meaning or sentence structure; responses to these questions were provided as needed. Students handed in their completed survey upon completion and received a "thank you" card containing $10.00.

Motive-Action Students

Motive-Action offers employment preparation programs for those interested in careers in automotive mechanics, auto-body work, and automobile parts and service. Their instructors informed students of the opportunity to participate as a volunteer, and that each one would receive payment of $10.00. Sixteen of the eighteen possible students attended a session to complete the survey found in APPENDIX II. Students sat at tables in one of the classrooms and required no instruction to complete the survey.

Instructor Focus Group & Interviews

Pre-high school and work preparation instructors from BVC's Calgary, Airdrie, and Medicine Hat campuses met in Calgary at the College's Marlborough Campus. The 13 instructors were divided into two working groups to consider a set of focus group questions regarding the outcomes that students could receive from a basic education program (see APPENDIX III). Each group discussed the questions and recorded their group's responses on flip chart pages. A member from each group presented their responses. The facilitator asked questions of individuals and the groups for the purpose of clarification. A general discussion of the responses took place.

Two instructors from Motive-Action responded, in an interview format, to the same set of questions as those in the BVC group.

Provincial Instructor Interviews

Instructors at institutions, which offer high school upgrading and employment preparation programs, located throughout Alberta were contacted. A letter was sent to each president of 5 randomly selected schools asking that 5 representatives from each institution be appointed who could respond to a short survey. A total of 12 surveys soliciting their opinions concerning outcomes were emailed to each instructor participant. Five replies, for a response rate of 42%, were received via email. APPENDIX IV shows the Survey and covering email.

Results & Discussion

Results from the first phase of the Incremental Success Study support the notion of the practical, behavioural, and psychological outcomes for adult basic education students. The initial review of the literature and research indicated that there are a number of possible outcomes from adult education among which are:

- increased self esteem and self-confidence;
- new attitudes about abilities; and
- a larger perspective of education and learning.

Comments from instructors corroborate responses from the student samples.

Following is a synopsis of possible Incremental Success Factors:

- 94% of the respondents identified:
  - Respect for others' thoughts and opinions;
  - Ability to set goals and priorities;
  - Deciding on a career or a job;
  - Being prepared for a career or a job
- 88% of the respondents identified:
  - Self-confidence and self-esteem;
  - Ability to use your skills and knowledge;
  - Ability to get ahead;
  - Ability to solve problems and make decisions
  - Ability to listen to help them understand and learn
  - Positive attitude to learning;
- 81% of the respondents identified:
  - Ability to show that they can do well;
  - Ability to act on your own;
  - The number of choices they have in life;
  - Attitude toward learning;
  - Ability to complete assignments
- 75% of the respondents identified:
  - Ability to learn;
  - Ability to take part in activities with others
  - Ability to care for others in their life.

Instructors indicted that while improvement in basic literacy skills was evident among most students, the most noticeable improvements exhibited by students are in the domain of "softer skills". The most significant improvement is in a positive change in attitude that may contribute to greater motivation, effort and perseverance on the part of the student. Instructors identified this as one of the most critical attributes for the success of any student. The primary short-term

impact of both academic upgrading and employment preparation programs appears to be that of developing and instilling a sense of responsibility in the students. According to instructors, students demonstrate that they are improving though factors such as:

- punctuality and attendance;
- exhibiting a positive attitude;
- grooming and personal hygiene;
- cultural tolerance and gender acceptance;
- self-esteem and motivation;
- making an effort, participation, and work ethic;
- self-confidence, self-esteem, and empowerment;
- improved social skills including the use of appropriate language;
- coping skills and anger management; and
- interest in further education.

There appeared to be little relationship between the student expressed reasons for attending school and the increase in skills and abilities. BVC students indicated their reasons for returning to school:

- Every respondent indicated their desire to improve their ability to read as a reason for returning to school.
- The desire to increase math skills, and to have more choices in life were indicated by 94% of respondents.
- Eighty-eight percent (88%) of respondents indicated that improving writing skills, and preparing for a career or job was a reason for attending BVC.
- The fourth ranked reasons for attending school, by 81% of respondents, were to complete high school and improve self-esteem and confidence.

Of the Motive-Action students who participated in the survey, all indicated they had returned to school to prepare for a career or job. Ninety-four percent (94%) indicated that their reason for being in school were to improve their ability to use their skills and knowledge, improve their ability to get ahead, and to have more choices in life. Fourteen respondents, or 88%, indicated they had returned to school to improve their self-confidence and self-esteem. There appears to be more correlation between the reasons for attending school and the perceived increase in ability among the Motive-Action sample than among the BVC sample. BVC student interview data appears in APPENDIX V. Motive-Action student survey data appears in APPENDIX VI. BVC and Motive-Action instructor data appears in APPENDIX VII. Responses from the instructors who were emailed are found in APPENDIX VIII.

Conclusions, & Implications for Phase II of the Study

It appeared that incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation programs. As well, incremental success factors might be useful in assessing progress towards the outcomes for both academic upgrading and employment preparation programs. However, the remaining questions needed to be explored in Phase II of the study.

From the list, the most promising (Knox, 1998) five potential Incremental Success Indicators were selected for testing in Phase II of the Study. The five factors were:
- self-confidence,
- self-esteem,
- positive attitude towards learning,
- ability to set goals and priorities, and
- respect for the thoughts and opinions of others.

Work began immediately to find a valid and reliable instrument that could assess these factors. It was at this point in the study that the most significant difficulties were encountered. Through a review of databases and journal articles it was determined that no instruments exited that would specifically measure the incremental success factors that had been identified. Consequently, an extensive search was undertaken to find a valid and reliable instrument that would measure concepts related to either the factors noted above, or those noted earlier.

PHASE II: PILOT POTENTIAL INCREMENTAL SUCCESS FACTORS

Statement of the Problem

In Phase I, it was determined that incremental success factors may exist for students, with a pre high school academic standing, who are enrolled in either academic upgrading or employment preparation programs. Phase II of the project was designed to provide answers to the remaining three broad questions that were presented at the outset of the project:
- Can incremental success factors be used to assess progress towards the outcomes of either academic upgrading or employment preparation programs?
- Can a set of incremental success factors be established that could inform governments and program providers about the structure, content and delivery of either academic upgrading or employment preparation programs?
- Can the set of incremental success factors be measured?

Design

The design of Phase II was informed and guided by the interviews and results from Phase I, and by a long tradition of survey research by colleges and universities on attitudes, perceptions, and assumptions about higher education. The study emphasized the perceptions of subjects and potential measures of the incremental psychological outcomes. This study reflected a traditional phenomenological perspective because it focused on what a select group of current and potential students had experienced in the past, what they were experiencing in the present, and how they interpreted lasting impacts on their lives. In addition to investigating the short-term outcomes of participation in pre high school upgrading and employment preparation programs, this descriptive qualitative study also examined the experiences of a particular group of current and future participants. The research was non-manipulative, and non-controlling with openness to whatever emerged through data collection. The primary sources of data were small samples of both current and potential students responding in groups to surveys.

Incremental success implies some increase over time. This, in turn, assumes an examination of subjects at several different times over the duration of their program to see what, if anything, has changed. However, because of the timing of this study there were some limitations to the possibility of conducting a short-term longitudinal analysis. Hence, a "wide view" (Simon, 1969) was taken by assuming that the qualities exhibited by those waiting to be admitted would be representative of those who would otherwise be sampled at the beginning of their program. Accordingly, this Phase of the study surveyed students at the beginning, middle, and end of their program.

Potential sources of personal or theoretical bias were reduced. The researcher had a limited background in pre high school upgrading and employment preparation programs. The literature review in Phase I was minimal in order to avoid creating a theoretical bias. Further, the researcher believed that essences of the impacts of participation would surface as students, and potential students, responded to the survey. The researcher also believed that people could and would make distinctions, when asked, between what they were able to do as a consequence of their basic education experience, and what they could already do, or would have done anyway. The main attribute the researcher brought to the study was curiosity.

Inferential statistics were not used to analyze the data as the study was designed to be exploratory and descriptive. Internal consistency of the data was not assessed. However, the sample of current students would complete the survey on a second occasion to provided test-retest data reliability. Data analysis was conducted using Microsoft Excel spread sheets and analytical capabilities.

Sampling & Data Collection

The study used a population of convenience initially selected through a nonrandom process. The population was comprised of two groups, individuals who had applied to Bow Valley College's Academic Foundations to begin courses in September 2001, and current Academic Foundations students who were at-risk of failing or not completing because of poor grades or incomplete courses. Then, two random samples were collected. The sample of those students enrolled in basic education courses was referred to as the "In-Program" sample, while those wanting to attend in the fall were referred to as the "Intake" sample. Data was collected from each sample by the use of three survey instruments, an Intake Survey, an In-Program Survey, and an Update Survey, which had been refined from those used in Phase I. These are found in Appendices: IX, X, and XI.

The "In-Program" sample list was developed in consultation with BVC instructors who provided the names of at-risk students. It is important to note that a transit strike in the City of Calgary adversely affected attendance; many students had been required to discontinue prior to the first attempt to generate a list of students. A second attempt was made by including those students who were experiencing academic difficulties and therefore unlikely to be successful in completing their program. Basic education instructors submitted a list with 25 names; not all instructors provided names.

All 25 students were contacted. As an incentive, each student was informed that they receive $15.00 for their time, $5.00 when they completed the "In-Program" survey, and the remaining $10.00 when they completed the "Update" survey approximately 6 weeks later. The first attempt to administer the "In-Program" survey resulted in only 4 students showing up at the designated time. A second attempt to administer the survey followed and was more successful. The students were asked to pick a time on a designated day when they would complete the survey. Students came to the Academic Foundations main office and signed up for a specific time. These students were provided with a card indicating the date, time and location of the survey as a reminder. In total 20 students completed the "In-Program" survey.

The "Intake" sample was drawn from a list of approximately 68 applicants to Academic Foundations. Names appeared on the list in chronological order by the date of their application. Academic Foundations Faculty and staff contacted individuals on the list beginning at the top of the list. A scripted text was used to inform the applicant of the purpose of the phone call, the survey, and that they would receive $10.00 for their participation. Of the 23 candidates representing about 34% of the population, who confirmed their intention to participate, 11 showed-up on the evening the survey was administered.

The sample of current students completed two surveys. One was administered in early May 2001, the other approximately five weeks later, in early June. The process resulted in 10 current students responding to two surveys. Ten, or 50% of the sample, did not complete the second survey because two students had dropped out of the program, and 8 students did not show-up. Timing of the Update survey may have influenced both the response rate and the responses. The at-risk students were wrapping up their classes, and preparing for final exams. As well, some respondents were being tested for learning difficulties. Most respondents seemed more tense, on edge and preoccupied than when they were surveyed earlier. As well, most respondents arrived either earlier or later than the time they had selected to complete the survey. Further, because respondents were coming and going at overlapping times, use of the overhead projector and explanation of the questions by the researcher became impossible.

Participants were thanked for attending at the beginning of each of the surveys. We made it clear that we were interested in them and what they had to "say". The reliability of referencing the same information during interviews was addressed by using a written preamble and transparencies of each page of each survey.

Readers are reminded that the investigators sought to obtain a typical sample of subjects. However, the respondents are volunteers and there is an unavoidable risk that, as Gall (1996) points out, the volunteer subjects could have some characteristics that would differentiate them from those in the target population and therefore make up a biased sample of the population of persons in basic education programs.

The small size of each sample does not reveal the difficulty in contacting current and future students. In particular, it does not reveal the difficulty of contacting those students who have applied but have not kept BVC informed about changes to telephone numbers. Further the small samples do not show the extent of the problem of people who had agreed to participate but did not show up for the interviews. A decision was made not to involve a sample of alumni because of time and budget constraints, and respondent contact and commitment problems encountered in similar studies.

Designing the three surveys used in Phase II of this study relied heavily on the style of question from similar instruments used by Bossort & Cottingham (1994). The most difficult and time consuming aspect of Phase II survey development was that of finding valid and reliable instruments to measure the incremental success factors identified in Phase I. After considerable investigation, and with the permission of the American Psychological Association, a decision was made to use Fibel and Hale's "Generalized Expectancy for Success Scale ©" (GESS).

Although we had set out, in Phase II, to measure self-confidence, self-esteem, positive attitude towards learning, ability to set goals and priorities, and respect for the thoughts and opinions of others, we were unable to find valid and reliable instruments to measure those factors. The Generalized Expectancy Success Scale (GESS) assesses the generalized expectancy of being successful through a 30-item measure. The construct is defined as the belief that in most situations one is able to obtain desired goals. GESS measures general efficacy (GE), long-range career-oriented expectancy (LRCOE), and personal problem solving (PPS). The instrument was developed with three samples of predominantly middle-class, Caucasian college students. GESS has excellent reliability for the total score and good validity. This instrument was the best choice because it measured factors associated with self-confidence, self-esteem, goals and priority setting as well as other potential incremental success factors that were initially identified but not included among those highest ranked by the Phase I sample.

Results and Discussion

The Sample

Of the 31 potential and current student respondents from the three surveys, Intake, In-program, and Update, 14 or 45% of the sample were male while 17 (55%) were female. The average age of both the male and female sample was in the 26 to 30 year's category with the males being just slightly older. The following table illustrates the ethnic origin of respondents.

ETHNIC ORIGIN[5]	Intake Respondents	In-Program Respondents	Total
Nonnative, Canadian-Born	1	7	8 – 25.8%
Status-Indian		2	2 – 6.5%
Metis		1	1 – 3.2%
Non-status Indian			
Landed Immigrant	8	9	17 – 54.8%
Non-Canadian Born – Citizen	2	1	3 – 9.7%
Total	11	20	31 – 100%

The single largest percentage of respondents was landed immigrants, while 80% of the sample was comprised of non-natives, Canadian-born, and landed immigrants. Over 64% of the sample were comprised of those who were either single, widowed, separated or divorced as the following table indicates.

MARITAL STATUS	Intake Respondents	In-Program Respondents	Total
Single	4	11	15 – 48.4%
Married / Common Law	6	5	11 – 35.5%
Widowed / separated / divorced	1	4	5 – 16.1%
Total	11	20	31 – 100%

Activities During the Past Year

Approximately 33% of the sample had been in either full- or part-time attendance at school during the past 12 months taking either ESL or academic upgrading. Another 35% of the sample had been involved in either full- or part-time employment, and about 19% of the sample had been involved in some combination of education and employment. It is important to note that the percentages are significant and may not be typical of the population according to some of the literature, Blunt (1998), Bossort (1994), and others. The types of jobs people had were dishwasher, laborer, production worker, pizza delivery, cashier, waitress, and cleaner.

Activity during the past 12 months	Intake		In-Program		Total
	Male	Female	Male	Female	
Full-time student	2	1	4	2	9
Part-time student				1	1
Employed part-time: 29 hours or less per week	3	1			4
Employed full-time; 30 hours or more per week	2			5	7
Not employed but looking for a job		1	1	1	3
Full-time household / family duties				1	1
Part-time study and full-time employment				1	1
Part-time study and part-time employment				1	1
Full-time study and part-time employment	1		1	2	4
Total	8	3	6	14	31

Among the Intake sample, a higher percentage of males than females had been in school within the last five years. Also, among the Intake sample, no respondents were active as volunteers, while only 10%, one male and one female, from the In-Program sample were volunteering.

Reasons For Attending School

The respondents in Phase II indicated that their most significant reason for attending was to improve math skills. The second ranked reasons for attending, was a desire to improve their ability to set goals and priorities, and to prepare for a career or a job. The third ranked reason by Phase II respondents was that of improving their writing skills. Phase II respondents indicated their desire to have more choices in life was their 4th ranked reason. Improving self confidence, and reading skills, along with deciding on a career or a job, completing high school, and having more choices were ranked as 5th place reasons for attending. Among both the Intake and In-Program samples, a higher percentage of women than men indicated all these as reasons for attending. The responses from the Phase II sample were similar to the responses from those in Phase I.

The following table summarizes the reasons respondents expressed for attending BVC.

Reason for attending Bow Valley College	Intake		In-Program		
	Male	Female	Male	Female	Total
Increase my reading skills	5	3	6	12	26 – 83.9%
Improve my self-esteem	4	3	5	11	23 – 74.2%
Increase my writing skills	6	3	6	13	28 – 90.3%
Improve my respect for the thoughts and opinions of others	4	2	3	4	13 – 41.9%
Increase my math skills	7	3	6	14	30 – 96.8%
Improve my self-confidence	6	2	5	13	26 - 83.9%
Decide on a career or job	6	3	5	12	26 - 83.9%
Improve my ability to set goals and priorities	7	3	5	14	29 – 93.6%
Prepare for a career or job	7	3	6	13	29 – 93.6%
Improve my attitude toward learning	4	3	5	12	24 – 77.4%
Study until a job becomes available	2	2	2	4	10 – 32.3%
Qualify for another program/course	5	3	4	9	21 – 67.7%
Improve my high school marks	4	3	2	9	18 – 58.1%
Complete high school	6	3	4	13	26 - 83.9%
Have more choices in life	6	3	4	14	27 – 87.1%
Improve my financial situation	4	3	4	11	22 – 71.0%

Problems Encountered

The following table illustrates the distribution among male and female respondents from the Phase II sample who had indicated they were experiencing problems.

In-Program Sample Problems	Male	Female	Sub-total
Making friends in your course			
Fear of not succeeding	3	8	11
Finding a quiet place to study at home	1	5	6
Transportation	3	4	7
Your health	2	3	5
Your finances	3	2	5
Lack of spousal/family support or encouragement.	1	5	6
Do you have family responsibilities?	4	2	6
Do you have children?	3	2	5
Do you have household responsibilities?	3	3	6
Did you work while attending classes?	1	0	1
Do you have problems that have not been mentioned?	1	1	2

Most of the Phase II sample indicated that they were not experiencing significant problems while they were attending courses. This mirrors the responses from those in Phase I. As in First Phase, the most significant problem for respondents was the fear of not succeeding. However, it may be significant to note that there was a change in the responses by the same people from the In-Program Survey to the Update Survey. A slightly larger percentage of the sample indicated, again, a fear of not succeeding in addition to indicating that both health issues and finding a quiet place to study had become problems.

Plans For the Future

The respondents from both the Intake and In-Program samples were forward looking. Just over 80% of the total sample have educational goals, and about 74% have occupational goals 12 months hence. The high percentage of the sample with educational goals is significant because the comparatively low percentage of the same sample who had indicated qualifying for another course or program was a reason for attend their current ABE program. While a higher percentage of males from the Intake sample indicated they have educational and occupational goals, a higher percentage of females than males, in the In-Program sample, indicated they had education and occupational goals. The following tables summarize these points.

| Intentions 12 months from now | Intake | | In-Program | | |
	Male	Female	Male	Female	Total
Full-time student	4	3	4	8	19 – 61.3%
Employed part-time; 29 hours or less per week	1				1 – 3.2%
Employed full-time; 30 hours or more per week			1		1 - 3.2%
Part-time study and part-time employment	1			2	3 – 9.7%
Full-time study and part-time employment	2		1	3	6 – 19.4%
Full-time study and full-time employment				1	1 - 3.2%
Total	8	3	6	14	31 – 100%

The educational goals expressed by the sample were wide ranging, but were employment or career driven. The educational goals that were expressed by the female portion of the sample were more modest than those expressed by the males. Generally, the women were looking to complete basic or high school education. Some were hoping to complete technical or professional programs. On the other hand, the males were aspiring to complete technology certificate, college, and university programs.

| Do you have an educational goal? | Intake | | In-Program | | |
	Male	Female	Male	Female	Total
Yes	7	2	4	12	25 – 80.7%
No	1	1	2	2	6 – 19.3%
Total	8	3	6	14	31 – 100%

| Do you have an occupational goal? | Intake | | In-Program | | |
	Male	Female	Male	Female	Total
Yes	7	2	4	10	23 – 74.2%
No	1	1	2	4	8 – 25.8%
Total	8	3	6	14	31 – 100%

It appeared that the males had more a realistic understanding of the educational requirements associated with their career aspirations than did the females. The career aspirations expressed by the males included electrical technologist, computer engineering, welding, management, and civil engineering. Females in the sample aspired to be in the health care profession as nurses, pharmacist assistant, or personal care attendants; business careers in banking and office management; and careers as teachers and child care workers.

The Generalized Expectancy for Success Scale (GESS)

The Generalized Expectancy for Success Scale (GESS) measures the expectancy held by an individual that in most situations they would be able to accomplish desired goals concerning general efficacy, long-range career-oriented expectancy, and personal problem solving. Respondents rated each of the 30 items, in terms of how much it applied to them. The choices respondents had for each item were: 1 – Highly Improbable, 2 – Improbable, 3 – Not Sure, 4 – Probable, and 5 – Highly Probable. Items reflecting failure are reverse-scored (numbers 1, 2, 4, 6, 7, 8, 14, 15, 17, 18, 24, 27, 28). Scores are the sum of the item ratings, and could range from 30 to 150. Higher scores reflect an internal locus of control of success.

Blunt and Richards (1998) state that both self-confidence and self-esteem are important for self-efficacy (I believe I am capable of the behavior that will produce the outcome I want). The concept of efficacy, or the power to produce an effect, is associated with positive self-confidence and self-esteem as are the concepts of career expectancy and ability to solve problems. Further a linkage between the ability to set goals and priorities and personal problem solving and career expectancy can be established.

Fibel & Hale (1978) argued that an individual's behavior potential is a function of reinforcement value and expectancies that are determined by a person's reinforcement history for relevant situations, which was also indirectly commented on by Darkenwald, 1985; Scanlan, 1986; Ellsworth, 1991; Wikelund, 1992; Valentine, 1990; and Blunt and Richards 1998. As well, Fibel and Hale indicated individuals, with a high expectancy for success on a certain task or set of tasks, are more likely to perform more successfully than those with a low expectancy for success.

The following table shows the average scores for each GESS item by survey.

In the future I expect that I will:	Intake Survey	In-Program Survey	Update Survey
1. Find that people don't seem to understand what I'm trying to stay.	3.27	3.30	3.0
2. Be discouraged about my ability to gain the respect of others	3.82	3.25	2.7
3. Be a good parent.	3.45	4.25	4.2
4. Be unable to accomplish my goals.	3.82	3.00	2.7
5. Have a stressful marital relationship.	3.27	3.90	2.5
6. Deal poorly with emergency situations.	3.45	2.65	3.1
7. Find my efforts to change situations I don't like are ineffective.	3.36	2.80	3.1
8. Not be very good at learning new skills.	3.45	2.80	3.8
9. Carry through my responsibilities successfully.	4.00	4.35	3.9
10. Discover that the good in life outweighs the bad.	3.36	3.80	3.5
11. Handle unexpected problems successfully.	3.55	3.60	3.8
12. Get the promotions I deserve.	3.64	3.85	3.7
13. Succeed in the projects I undertake.	3.91	3.65	3.8
14. Not make any significant contributions to society.	3.36	3.15	3.0
15. Discover that my life is not getting much better.	3.64	3.25	2.7
16. Be listened to when I speak.	2.91	3.70	3.3
17. Discover that my plans don't work out too well.	3.73	3.30	3.0
18. Find that no matter how hard I try, things just don't turn out the way I would like.	3.18	3.25	2.7
19. Handle myself well in whatever situation I'm in.	4.09	4.35	4.2
20. Be able to solve my own problems.	3.82	4.20	4.2
21. Succeed at most things I try.	3.82	4.15	4.0
22. Be successful in my endeavors in the long-run.	3.64	4.30	3.8
23. Be very successful working out my personal life.	3.82	4.40	3.9
24. Experience many failures in my life.	2.55	2.75	2.5
25. Make a good first impression on people I meet for the first time.	4.09	4.30	3.9
26. Attain the career goals I have set for myself.	4.45	3.95	3.7
27. Have difficulty dealing with my superiors.	3.09	3.70	3.2
28. Have problems working with others.	2.82	3.55	3.4
29. Be a good judge of what it takes to get ahead.	4.09	4.00	3.7
30. Achieve recognition in my profession.	3.91	4.15	4.1
Total	**107.36**	**109.65**	**103.1**

The next table shows the average score for each item by survey and respondent gender. Except for the average score reported in the Update Survey by females, the average scores for males and females from all the surveys is within the standard deviation for GESS reported by Fibel & Hale. While the GESS mean for males is 112.32 with a standard deviation of 13.8, the GESS mean for females is 112.15 with a standard deviation of 13.23. The greatest change in scores appears to be among the female respondents with more than twice the percentage change of that attributable to the males.

In the future I expect that I will:	Intake Survey		In-Program Survey		Update Survey	
	Male	Female	Male	Female	Male	Female
1. Find that people don't seem to understand what I'm trying to stay.	3.4	2.3	3.2	3.4	2.7	3.1
2. Be discouraged about my ability to gain the respect of others	3.9	3.7	2.8	3.4	2.0	3.0
3. Be a good parent.	3.4	3.7	4.8	4.0	5.0	3.9
4. Be unable to accomplish my goals.	4.1	3.0	3.5	2.8	2.0	3.0
5. Have a stressful marital relationship.	3.5	2.7	4.2	3.8	2.7	2.4
6. Deal poorly with emergency situations.	3.5	3.3	3.0	3.5	3.3	3.0
7. Find my efforts to change situations I don't like are ineffective.	3.6	2.7	2.8	2.8	3.3	3.0
8. Not be very good at learning new skills.	3.4	3.7	2.3	3.0	3.3	3.3
9. Carry through my responsibilities successfully.	4.1	3.7	4.3	4.4	4.7	3.6
10. Discover that the good in life outweighs the bad.	3.3	3.7	3.8	3.8	3.7	3.4
11. Handle unexpected problems successfully.	3.6	3.3	3.5	3.6	4.3	3.6
12. Get the promotions I deserve.	3.6	3.7	3.8	3.9	4.7	3.3
13. Succeed in the projects I undertake.	3.9	4.0	4.5	3.3	4.7	3.4
14. Not make any significant contributions to society.	3.5	3.0	2.7	3.4	3.7	2.7
15. Discover that my life is not getting much better.	3.5	4.0	2.7	3.8	3.7	2.3
16. Be listened to when I speak.	3.1	2.3	4.0	3.6	4.0	3.0
17. Discover that my plans don't work out too well.	3.6	4.0	3.7	3.1	3.7	2.7
18. Find that no matter how hard I try, things just don't turn out the way I would like.	3.9	1.3	3.3	3.2	2.7	2.7
19. Handle myself well in whatever situation I'm in.	3.9	4.7	4.8	4.1	5.0	3.9
20. Be able to solve my own problems.	3.8	4.0	4.5	4.1	4.7	4.0
21. Succeed at most things I try.	3.9	3.7	4.5	4.0	4.7	3.7
22. Be successful in my endeavors in the long-run.	3.9	3.0	4.7	4.1	5.0	3.3
23. Be very successful working out my personal life.	4.0	3.3	4.7	4.3	4.7	3.6
24. Experience many failures in my life.	3.0	1.3	2.2	3.1	2.7	2.4
25. Make a good first impression on people I meet for the first time.	4.0	4.3	4.7	4.1	4.7	3.6
26. Attain the career goals I have set for myself.	4.5	4.3	4.3	3.8	5.0	3.1
27. Have difficulty dealing with my superiors.	3.3	2.7	3.5	3.8	3.7	3.0
28. Have problems working with others.	2.4	4.0	3.2	3.7	3.3	3.4
29. Be a good judge of what it takes to get ahead.	4.0	4.3	4.2	3.9	4.7	3.3
30. Achieve recognition in my profession.	3.9	4.0	4.0	4.2	5.0	3.7
Total	109.5	101.7	112.2	110.0	117.4	96.4

The following two tables show the average scores for the three aspects of generalized expectancy measured by GESS, first by survey then by survey and

gender. The percentage change indicated in the tables is calculated using the score reported from the Intake Survey as the base.

	Intake Survey	In-Program Survey	Update Survey
General Efficacy: 4,8,9,10,12,13,15,16, 21,22	3.62	3.69 – (+2%)	3.52 – (-3%)
Long Range Career-Oriented Expectancy: 14,17,24,25,26,29,30,	3.74	3.66 – (-2%)	3.41 – (-9%)
Personal Problem Solving: 3,5,6,11,19,20,23,28	3.53	3.86 – (+9%)	3.66 – (+4%)

	Intake Survey		In-Program Survey		Update Survey	
	M	**F**	**M**	**F**	**M**	**F**
General Efficacy: 4,8,9,10,12,13,15,16, 21,22	3.68	3.48	3.81 +4%	3.67 +5%	4.05 +10%	3.23 -7%
Long Range Career-Oriented Expectancy: 14,17,24,25,26,29,30,	3.79	3.60	3.69 -3%	3.66 +2%	4.21 +11%	3.07 -15%
Personal Problem Solving: 3,5,6,11,19,20,23,28	3.51	3.63	4.09 +17%	3.89 +7%	4.13 +18%	3.48 -4%

While the average scores for general efficacy (GE) and personal problem solving (PPS) increased from the Intake to the In-Program surveys, the average score for long range career-oriented expectancy (LRCOE) declined. The average score for GE for females increased slightly more than it did for males from the Intake to the In-Program Surveys. However, the average GE score reported by males increased while that reported by females decreased by the time of the Update Survey. The average LRCOE score reported for the females increased as the average score for males decreased when comparing the results of the In-Program Survey to those of the Intake Survey. The reverse of this was reported for the Update Survey. Both males and females reported and increase in average PPS score when comparing In-Program Survey results with Intake Survey results. However, while the average PPS score reported by males in the Update Survey continued to increase, that reported by females dropped dramatically.

CONCLUSIONS & IMPLICATIONS FOR FUTURE RESEARCH

This study investigated the relationship between at-risk students participating in academic upgrading or employment preparation programs and incremental success factors. The outcomes most often intended for students enrolled in adult basic education programs are entry into skills training and/or direct entry into employment. Students in these programs typically come from the ranks of the socially and economically marginalized. Many of these same students are caught in the cycle of poverty and low wage employment. Yet, Bossort & Cottingham (1994) argue that the most profound impact of the learning experience is in the domain of psychological attributes, including improvements in self-concept and dysfunctional behaviour.

At the outset, four questions were posed to guide this study. The first question was addressed in Phase I: "Do incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation / training programs?"

The Phase I sample indicated 18 possible incremental success factors that were corroborated by data gathered from instructors. This study attempted to examine five of those and ended up investigating three alternate, but related, ones. As was stated earlier in the study, it appears that incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation programs.

It appears that In-Program respondents feel that there is a greater probability that they will be successful as compared with those who are at the beginning of their program, who were represented by the respondents of the Intake Survey. This could be an indication of incremental success. However, the lower average score reported by some of the same respondents in the Update Survey, as in the In-Program Survey, does not support the notion of incremental success. Although, the lower average response could be associated with the respondents reporting feelings of experiencing more problems at the time of completing the Update Survey than when they completed the In-Program Survey.

Other potential incremental success factors were reported by the student and instructor samples that are worthy of investigation. Consideration could be given to the feasibility of examining such potential incremental success factors as:
- the ability to listen to help understanding and learning,
- a positive attitude to learning,
- the ability to act on their own,
- the ability to take part in activities with others,
- the ability to care for others in their lives,
- punctuality and attendance,
- grooming and personal hygiene,
- cultural tolerance and gender acceptance,
- work ethic and perseverance,
- coping skills and anger management, and
- improved social skills and use of appropriate language.

Progress was made in answering the second and third questions concerning academic upgrading and employment preparation programs. Incremental success factors could be used to assess progress towards the outcomes of such programs. Further, a set of incremental success factors could be established and used to inform program providers and governments about the structure, content

and delivery of the programs. This is supported by data gathered from the sample, and corroborated by both the literature and instructor data.

Any assessment of whether or not a program "worked", however, necessarily assumes that it is known what the program was supposed to accomplish. Without specificity about the size of the program effect required, program evaluators are shooting at a moving target. Without such specificity, there will not be enough information about the effects needed to properly inform a number of critical design decisions. Success or failure is always relative to some benchmark. However, programs never succeed or fail in absolute terms. How large a gain in performance is required in order to be called incremental success?

The fourth question, "Can the set of incremental success factors be measured?" is more difficult to answer. While this study may lead one to say that incremental success factors can be measured, they may not be able to be measured efficiently and effectively, or applied to what most theorists and practitioners define as a heterogeneous group. Further, GESS may not be the best instrument, because of complexity and language level, to use with a basic education sample.

This study was descriptive in nature without specific variables and without examining the relationship between and among variables. Before the question can be answered beyond the sample that was involved in this study, applied or classification research involving multi-variant analysis should be conducted that would explain the relationship among variables and more profoundly the concept of incremental success factors. Of particular interest might be the role and impact of sympathetic and patient instructors, and a nurturing yet challenging environment, in helping students acquire skills and foster incremental success factors.

This type of research would be a longitudinal study involving a detailed analysis of personal, social, family, and psychological variables affecting students in relation to defined program specific incremental success indicators and post program impact. Such research implies a large scale study with a larger sample over a wider geographic area and a longer time, to demonstrate that the findings are not an accident or mere coincidence. Further, such a study should involve a comparison of those who go on to either further their education or full employment with those who either don't finish their program or don't go on to the expected program outcomes. In addition to data-collection and analysis difficulties, such a study will be expensive and can not be conducted without the support of a funding agency.

The results of the study suggest that an ideal assessment protocol could include the testing of all three components of incremental success or skill development (cognitive, functional, and affective). Student assessment techniques could be incorporated in entrance and exit counselling sessions, and through follow-up

with alumni. The probability of incremental success taking root and growing depend on a mix of social and economic supports. Community development and assessment models found in the social work literature, as well as quality of life models being tested by the World Health Organization, and the University of Toronto Centre for Health Promotion might be useful in further investigation of incremental success factors.

While this study answered a set of questions, it raised others. Nevertheless, the study revealed information concerning the effect basic education has on a specific group of students. Basic education students and instructors, program planners as well as policy makers could find the research results useful.

NOTES:

1. Programs offered by a secondary or post-secondary institution, duly constituted by the Government of Alberta, with the stated outcomes of academic upgrading or employment preparation. ABE refers broadly to the ability to read and comprehend written materials, including documents, mathematical charts and displays; to use that information to solve problems, evaluate circumstances, and make decisions; and to communicate that information orally and in writing. ABE may involve:

   - Occupational skills: those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.

   - Academic skills: those core competencies necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.

   - Employability skills: those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

2. Many of the marginalized are caught in a cycle of poverty and low wage employment, as they move from low paying short-term jobs to social assistance and back again to long term unemployment, or poorly paid short-term work. During this cycle the individual experiences employment rejection, dependency, and the "blame and shame" attributed to their condition by the employed majority, (Blunt and Richards, 1998). The view has been maintained and reinforced that the unemployed and the working poor lack the specialized skills, disciplined work habits and knowledge demanded by an increasingly complex economy. Many adults do not acquire the knowledge and skills required to enter, or reenter, and function effectively in the labor market. Consequently, they suffer social and economic disadvantages, which result in them becoming further marginalized and relegated to dependency as members of the long-term under- and unemployed. They exist in the marginal labor market.

3. The student has not achieved a grade 10 level as defined by the Government of Alberta.

4. The National Adult Literacy Database (NALD) is a federally incorporated, not-for-profit service organization that offers a single comprehensive source of adult literacy programs, resources, services, and activities across Canada. It also links with other services and databases in North America and overseas. The Educational Resources Information Centre (ERIC) Processing and Reference Facility is operated for the U.S. Department of Education by Computer Sciences Corporation (CSC). The facility performs a variety of support functions and services. ERIC is a bibliographic database covering education-related documents and journal articles from 1966. The Literacy Co-ordinators of Alberta Resource Centre (located at Bow Valley College in Calgary) and data base provides general materials and information, and specific sources regarding Alberta basic education initiatives.

5. Status Indians are persons of aboriginal descent who have treaty protection of their rights and/or are on a band list maintained by the Department of Indian Affairs and Northern Development. Metis are persons of mixed ancestry, European and Aboriginal, who do not recognize themselves as nonstatus Indians. Non-status Indians are persons of Aboriginal descent who are not recognized as status Indians. Landed immigrants are persons who have been legally admitted to live and work in Canada, including refugees who have been granted immigrant status, but who have not yet gained full citizenship status.

APPENDIX I: Bow Valley College Student Survey

Thank you for taking the time to answer these questions. Your participation is very important. The information you provide will be kept anonymous.

1.   What is your age? Please circle the number that describes you.
                1   16 – 20 Years
                2   21 – 25 Years
                3   26 – 30 Years
                4   31 – 35 Years
                5   36 – 40 Years
                6   Other, Please write your age here: _____

2.   Please circle the appropriate number describing your sex.
                1   Male
                2   Female

3.   Please indicate your ethnic origin by circling the number that best describes you.
                1   Nonnative, Canadian-Born
                2   Status-Indian
                3   Metis
                4   Nonstatus Indian
                5   Landed Immigrant
                6   Other, Please specify: _____

4.   Please circle the number showing the type of program you're taking.
                1   Academic Upgrading
                2   Pre-employment Training
                3   Other; Please print the type of program here: _____

5.   Why did you come back to school? Please place a check mark "ü" beside each of the following to indicate if it was or was not a reason for coming back to school.

		A Reason	Not A Reason
1	Increase my reading skills		
2	Increase my writing skills		
3	Increase my math skills		
4	Decide on a career or job		
5	Prepare for a career or job		
6	Study until a job becomes available		
7	Qualify for another program/course		
8	Improve my high school marks		
9	Complete high school		
10	Improve my self-esteem and confidence		
11	Have more choices in life		
12	Improve my financial situation		

13	Other (Please print your reason here)

6.   We are interested in knowing if any of the following was a problem for you while you were taking your course. Place a check mark "**Ö**" beside each of the following to indicate if it was or was not a problem.

		Was A Problem	Was Not A Problem	N/A
1	Making friends in your course			
2	Fear of not succeeding			
3	Finding a quiet place to study at home			
4	Transportation			
5	Your health			
6	Your finances			
7	Lack of spousal/family support or encouragement.			
8	Do you have family responsibilities? If "No", "**Ö**" N/A. If "Yes", were these responsibilities a problem for you?			
9	Do you have children? If "No", "**Ö**" N/A. If "yes", was childcare a problem?			
10	Do you have household responsibilities? If "No", "**Ö**" N/A. If "Yes", were these responsibilities a problem for you"			
11	Did you work while attending classes? If "No", "**Ö**" N/A. If "Yes", was it a problem working and attending classes?			
12	Do you have problems that have not been mentioned? If "No", "**Ö**" N/A. If "Yes", please print them here:			

7. We are interested in finding out about your experience in your course. For each of the following skills and abilities, place a check mark "Ü" to indicate your answer.

	Did you Improve or Increase Any of the Following Skills and Abilities In Your Course?	Yes	No	Don't Know
1	Your Math Skills			
2	Your Writing Skills			
3	Your Reading Ability			
4	Your Understanding of World News			
5	Your Verbal Skills			
6	Your Self-confidence			
7	Your Computer Skills			
8	Your ability to use all your skills and knowledge			
9	Your ability to that show you have done well			
10	Your ability to get ahead			
11	Your ability to help others solve problems			
12	Your ability to lead others			
13	Your ability to act on your own			
14	Your ability to discover and suggest new ideas			
15	Your ability to be admired for your knowledge and skills			
16	Your ability to do things that involve some risk			
17	Your ability to take part in activities with other people			
18	Your ability to manage your finances			
19	Your ability to manage your time			
20	Your ability to care for others in your life			
21	Your ability to listen to help you understand and learn			
22	Your ability to solve problems and make decisions			
23	Your ability to learn			
24	Your positive attitude to learning			
25	Your positive attitude to personal health			
26	Your ability to use energy to complete assignments			
27	Your ability to set goals and priorities			
28	Your ability to respect the thoughts and opinions of others			
29	Other Skills or Abilities; Please print them here:			

8.   Are you currently employed? Please circle the number that best describes you.
    1   Yes
    2   No

9. How many hours per week do you work?
    1   1-14 hours per week
    2   15-29 hours per week
    3   30-40 hours per week
    4   more than 40 hours per week

10. What is your job title? Please print it here: _____

11. Are you working as a volunteer somewhere? Please circle the number that best describes you.
    1 Yes
    2 No   (Go to Question 14)

12. We are interested in finding out about the skill and abilities you use at work. For each of the following skills and abilities, place a check mark "☟" to indicate your answer.

	Do you use the following skills and abilities in your job?		
1	Your Math Skills	Yes	No
2	Your Writing Skills		
3	Your Reading Ability		
4	Your Understanding of World News		
5	Your Verbal Skills		
6	Your self-esteem and self-confidence		
7	Your computer skills		
8	Your ability to use all your skills and knowledge		
9	Your ability to get results that show you have done well		
10	Your ability to get ahead		
11	Your ability to help others solve problems		
12	Your ability to lead others		
13	Your ability to act on your own		
14	Your ability to discover and suggest new ideas		
15	Your ability to be admired for your knowledge and skills		
16	Your ability to do things that involve some risk		
17	Your ability to take part in activities with other people		
18	Your ability to manage your finances		
19	Your ability to manage your time		
20	Your ability to care for others in your life		
21	Your ability to listen to understand and learn		
22	Your ability to solve problems and make decisions		
23	Your ability to learn		
24	Your positive attitude to learning		
25	Your positive attitude to personal health		
26	Your ability to use energy to complete assignments		
27	Your ability to set goals and priorities		
28	Your ability to respect the thoughts and opinions of others		
29	Other Skills or Abilities; Please print them here:		

13. In terms of employment, what do you plan to do in the future? Please circle the number that best describes your plans.
   1   Continue at present job
   2   Quit my job to be a full-time homemaker
   3   Quit my job and return to school / get more training
   4   Look for a similar job somewhere else
   5   Look for a different job
   6   Change to part-time work so I can go back to school
   7   Quit my job even if I will be unemployed
   8   Change occupation. (If so, print the kind of job here: _____
   9   Start my own business
   10   Don't know
   11   Other; please print your plan here: _____

14. Do you plan to take courses in the future? Please circle the number that best describes your plans.
   1   Yes
   2   No   (Skip Questions 15 & 16)
   3   Unsure   (Skip Questions 15 & 16)

15. When do you plan to go back to school? Please circle the number that best describes your plans.
   1   Within the next three months
   2   Within the next year
   3   When the children are older
   4   When I can afford it
   5   Within the next five years
   6   Don't know
   7   Other; please print your plan here: _____

16. What course do you plan to take when you return to school? Please circle the number that best describes your plans.
   1   More pre high school
   2   Apprenticeship, vocational, trade school
   3   English Language Training (ESL)
   4   Correspondence, distance education courses
   5   Don't know
   6   Other; please the type of course here: _____

Thank you for taking the time to answer these questions.

Appendix II: Motive-Action Student Survey

Thank you for taking the time to answer these questions. Your participation is very important. The information you provide will be kept anonymous.

1. What is your age? Please circle the number that describes you.
    1   16 – 20 Years
    2. 21 – 25 Years
    3. 26 – 30 Years
    4. 31 – 35 Years
    5. 36 – 40 Years
    6. Other, Please write your age here: _____

2. Please circle the appropriate number describing your sex.
    1. Male
    2.   Female

3.   Please indicate your ethnic origin by circling the number that best describes you.
    1. Nonnative, Canadian-Born
    2. Status-Indian
    3. Metis
    4. Nonstatus Indian
    5. Landed Immigrant
    6. Non Canadian-Born, Canadian Citizen
    7. Other, Please specify: _____

4.   Please circle the number showing the type of program you're taking.
    1. Academic Upgrading
    2. Pre-employment Training
    3. Other; Please print the type of program here: _____

5. Why did you come back to school? Please place a check mark "☻" beside each of the following to indicate if it was or was not a reason for coming back to school.

	Reason for returning to school	A Reason	Not A Reason
1	Improve my math skills		
2	Improve my writing skills		
3	Improve my ability to read		
4	To decide on a career or a job		
5	Improve my understanding of world news		
6	Improve my speaking skills		
7	Improve my self-confidence and self-esteem		
8	Prepare for a career or a job		
9	Improve my computer skills		
10	Improve my ability to use all my skills and knowledge		
11	To show that I can do well		
12	To study until a job becomes available		
13	Improve my ability to get ahead		
14	Improve my ability to help others solve problems		
15	Improve my ability to lead others		
16	To qualify for another program / course		
17	Improve my ability to act on my own		
18	Improve my ability to discover and suggest new ideas		
19	To be admired for my knowledge and skills		
20	Improve my high school marks		
21	Improve my ability to do things that involve some risk		
22	Improve my ability to take part in activities with others		
23	Improve my ability to manage my finances		
24	To complete high school		
25	Improve my ability to manage my time		
26	Improve my ability to care for others in my life		
27	Improve my ability to listen to understand and learn		
28	To have more choices in life		
29	Improve my ability to solve problems and make decisions		
30	Improve my ability to learn		
31	Improve my attitude toward learning		
32	Improve my financial situation		
33	Improve my attitude toward personal health		
34	Improve my ability to complete assignments		
35	Improve my ability to set goals and priorities		
36	Improve my respect for others' thoughts and opinions		
37	Other Skills or Abilities; Please print them here:		

6. We are interested in knowing if any of the following is a problem for you while you are taking your course. Place a check mark "**Ö**" beside each of the following to indicate if it was or was not a problem.

		Was A Problem	Was Not A Problem	N/A
1	Making friends in your course			
2	Fear of not succeeding			
3	Finding a quiet place to study at home			
4	Transportation			
5	Your health			
6	Your finances			
7	Lack of spousal/family support or encouragement.			
8	Do you have family responsibilities? If "No", "**Ö**" N/A. If "Yes", were these responsibilities a problem for you?			
9	Do you have children? If "No", "**Ö**" N/A. If "yes", was childcare a problem?			
10	Do you have household responsibilities? If "No", "**Ö**" N/A. If "Yes", were these responsibilities a problem for you"			
11	Did you work while attending classes? If "No", "**Ö**" N/A. If "Yes", was it a problem working and attending classes?			
12	Do you have problems that have not been mentioned? If "No", "**Ö**" N/A. If "Yes", please print them here:			

7.   We are interested in finding out about your experience in your course. For each of the following skills and abilities, place a check mark "**Ö**" to indicate your answer.

	Did you Improve or Increase Any of the Following Skills and Abilities In Your Course?	Yes	No	Don't Know
1	Your math skills			
2	Your writing skills			
3	Your ability to reading			
4	Did you decide on a career or a job			
5	Your understanding of world news			
6	Your speaking skills			
7	Your self-confidence and self-esteem			
8	Are you prepared for a career or a job			
9	Your computer skills			
10	Your ability to use all your skills and knowledge			
11	Your ability to show that you can do well			
12	Are you studying until a job becomes available			
13	Your ability to get ahead			
14	Your ability to help others solve problems			
15	Your ability to lead others			
16	Are you qualifying for another program / course			
17	Your ability to act on your own			
18	Your ability to discover and suggest new ideas			
19	Your ability to be admired for your knowledge and skills			
20	Your high school marks			
21	Your ability to do things that involve some risk			
22	Your ability to take part in activities with others			
23	Your ability to manage your finances			
24	Will you be able to complete high school			
25	Your ability to manage your time			
26	Your ability to care for others in your life			
27	Your ability to listen to understand and learn			
28	The number of choices you have in life			
29	Your ability to solve problems and make decisions			
30	Your ability to learn			
31	Your attitude toward learning			
32	Your financial situation			
33	Your attitude toward personal health			
34	Your ability to complete assignments			
35	Your ability to set goals and priorities			
36	Your respect for others' thoughts and opinions			
37	Other Skills or Abilities; Please print them here:			

APPENDIX III: **INCREMENTAL SUCCESS STUDY**
Bow Valley College
Basic Education Instructors Focus Group
February 2, 2001

1.   What do you perceive the short-term impact of academic upgrading or employment preparation is meant to be on students?

2.   Do you see a difference between what is intended to happen in the short-term and what actually happens? If so, how would you describe that difference?

3.   What do you look for that tells you that what is supposed to happen in the short-term is taking place?

4.   Can you identify any factors such as age, ethic origin, sex, student's history, etc. that may be related to success or failure?

5.   Are you aware of any incremental success attributes that accrue to students even if they don't complete the program or go on to either employment or more education?

6.   Can you give me some examples of students who did not either complete the program, or go on to employment or to further their education?

APPENDIX IV: Provincial Instructor Email & Survey

This note is regarding the Incremental Success Study sponsored by Alberta Human Resource Management. I am a consultant who has been retained to do the research.

Alberta's secondary and post-secondary educational institutions offer basic education programs, usually through specific funding provided by the Government of Alberta. Basic education programs are intended to help unemployed and marginalized students make the transition to permanent employment either directly, or by qualifying for and completing a post secondary program.

While some students do not complete such programs, others who complete do not achieve the designated outcomes of the program, either enrolment in a post secondary institution or full time employment. In either case, there may be incremental success factors such as: finding part-time work; continuing part-time studies; volunteering to build job-related skills; improving personal and interpersonal skills; building self-confidence and coping skills; and increased academic ability that the students benefit from.

Purpose of the study is to determine if there are answers to the questions:
- Do incremental success factors exist for students who have pre high school academic standing and are enrolled in either academic upgrading or employment preparation / training programs?
- Can incremental success factors be used to assess progress towards the outcomes of either academic upgrading or employment training / preparation programs?
- Can a set of incremental success factors be established that could inform program providers and governments of the structure, content and delivery of either academic upgrading or employment training / preparation programs?
- Can the set of incremental success factors be measured?

A critical component of the research is that of the comments and opinions of instructors. Accordingly, I am attaching a short questionnaire for your consideration and response.

Please return your completed survey to me by email: bholbrow@telusplanet.net at your earliest convenience.

Thank you in advance for your help and support.

With kind regards;
Bill Holbrow

INCREMENTAL SUCCESS STUDY
Questions For Instructors
March, 2001

Please place your response to each of the questions in the space provided below the question. Please return your completed survey to me by email: bholbrow@telusplanet.net at your earliest convenience.

1.   What do you perceive the short-term impact of academic upgrading or employment preparation is meant to be on students?

2.   Do you see a difference between what is intended to happen in the short-term and what actually happens? If so, how would you describe that difference?

3.   What do you look for that tells you that what is supposed to happen in the short-term is taking place?

APPENDIX V: Bow Valley College Student Survey Results

1.

AGE	NUMBER	PERCENTAGE
16 – 20	1	6.25
21 – 25	3	18.75
26 – 30	2	12.5
31 – 35	2	12.5
36 – 40	6	37.5
Other	2	12.5
Total	16	100%

2.

SEX	NUMBER	PERCENTAGE
Male	4	25
Female	12	75
Total	16	100%

3.

ETHNIC ORIGIN	NUMBER	PERCENTAGE
Nonnative, Canadian-Born	7	43.75
Status-Indian	1	6.25
Metis	1	6.25
Nonstatus Indian	0	0
Landed Immigrant	5	31.25
Non-Canadian Born - Citizen	2	12.5
Total	16	100%

4.

REASON FOR ATTENDING BVC	A REASON	NOT A REASON	N/A
Increase my reading skills	16 – 100%	0	0
Increase my writing skills	14 – 87.5%	2 – 12.5%	0
Increase my math skills	15 – 93.75%	1 – 6.25%	0
Decide on a career or job	12 – 75%	4 – 25%	0
Prepare for a career or job	14 – 87.5%	2 – 12.5%	0
Study until a job becomes available	4 – 25%	12 – 75%	0
Qualify for another program/course	10 – 62.5%	6 – 37.5%	0
Improve my high school marks	10 – 62.5%	6 – 37.5%	0
Complete high school	13 – 81.25%	3 – 18.75%	0
Improve my self-esteem and confidence	13 – 81.25%	3 – 18.75%	0
Have more choices in life	15 – 93.75%	1 – 6.25%	0
Improve my financial situation	12 – 75%	4 – 25%	0
Other	0	0	16

6.

PROBLEMS	Was A Problem	Was Not A Problem	N/A
Making friends in your course	1 – 6.25%	15 – 93.75%	
Fear of not succeeding	9 – 56.25%	7 – 43.75%	
Finding a quiet place to study at home	4 – 25%	12 – 75%	
Transportation	0	16 – 100%	
Your health	3 – 18.75%	12 – 75%	
Your finances	8 – 50%	7 – 43.75%	
Lack of spousal/family support or encouragement.	4 – 25%	11 – 68.75%	
Do you have family responsibilities?	6 – 37.5%	4 – 25%	6 - 37.5%
Do you have children?	4 – 25%	5 – 31.25%	7 – 43.75%
Do you have household responsibilities?	5 – 31.25%	6 – 37.5%	5 – 31.25%
Did you work while attending classes?	1 – 6.25%	2 – 12.5%	13 – 81.25%
Do you have problems that have not been mentioned? Problems with an instructor: 1 – 6.25%			15 – 93.75%

7.

Did you Improve or Increase Any of the Following Skills and Abilities In Your Course?	Yes	No	Don't Know	No Response
Math Skills	12 – 75%	0	4 – 25%	0
Writing Skills	11 – 68.75%	0	2 – 12.5%	3 – 18.75%
Reading Ability	8 – 50%	3 – 18.75%	5 – 31.25%	0
Understanding of World News	11 – 68.75%	2 – 12.5%	1 – 6.25%	2 – 12.5%
Verbal Skills	9 – 56.25%	2 – 12.5%	4 – 25%	1 – 6.25%
Self-confidence	10 – 62.5%	2 – 12.5%	2 – 12.5%	2 – 12.5%
Computer Skills	5 – 31.25%	2 – 12.5%	2 – 12.5%	7 – 43.75%
Use all your skills and knowledge	8 – 50%	1 – 6.25%	6 – 37.5%	0
Show you have done well	7 – 43.75%	3 – 18.75%	5 – 31.25%	1 – 6.25%
Get ahead	7 – 43.75%	4 – 25%	4 – 25%	1 – 6.25%
Help others solve problems	10 – 62.5%	4 – 25%	2 – 12.5%	0
Lead others	5 – 31.25%	4 – 25%	6 – 37.5%	1 – 6.25%
Act on your own	11 – 68.75%	2 – 12.5%	3 – 18.75%	0
Discover and suggest new ideas	7 – 43.75%	4 – 25%	5 – 31.25%	0
Be admired for your knowledge and skills	10 – 62.5%	1 – 6.25%	5 – 31.25%	0
Do things that involve some risk	9 – 56.25%	3 – 18.75%	4 – 25%	0
Take part in activities with other people	10 – 62.5%	2 – 12.5%	4 – 25%	0
Manage your finances	7 – 43.75%	6 – 37.5%	3 – 18.75%	0
Manage your time	11 – 68.75%	2 – 12.5%	3 – 18.75%	0
Care for others in your life	12 – 75%	1 – 6.25%	3 – 18.75%	0
Listen to help you understand and learn	14 – 87.5%	1 – 6.25%	1 – 6.25%	0
Solve problems and make decisions	13 – 81.25%	1 – 6.25%	2 – 12.5%	0
Learn	13 – 81.25%	2 – 12.5%	1 – 6.25%	0
Positive attitude to learning	14 – 87.5%	1 – 6.25%	1 – 6.25%	0
Positive attitude to personal health	11 – 68.75%	1 – 6.25%	4 – 25%	0
Use energy to complete assignments	13 – 81.25%	2 – 12.5%	1 – 6.25%	0
Set goals and priorities	11 – 68.75%	1 – 6.25%	4 – 25%	0
Respect the thoughts and opinions of others	11 – 68.75%	1 – 6.25%	4 – 25%	0
Other Skills or Abilities	0	14 – 87.5	2 – 12.5%	0

8.

EMPLOYED	NUMBER	PERCENTAGE
Yes	4	25%
No	12	75%
Total	16	100%

9.

HOURS / WEEK	NUMBER	PERCENTAGE
1 - 14	2	50%
15 – 29	1	25%
30 – 40	1	25%
MORE THAN 40	0	0
	4	100%

12.

Do you use the following skills and abilities in your job?	Yes	No	Don't Know	No Response
Math Skills	4 – 100%			
Writing Skills	3 – 75%	1 – 25%		
Reading Ability	4 – 100%			
Understanding of World News	1 – 25%	3 – 75%		
Verbal Skills	4 – 100%			
Self-confidence	4 – 100%			
Computer Skills	2 – 50%	2 – 50%		
Use all your skills and knowledge	3 – 75%	1 – 25%		
Show you have done well	3 – 75%	1 – 25%		
Get ahead	4 – 100%			
Help others solve problems	3 – 75%	1 – 25%		
Lead others	3 – 75%	1 – 25%		
Act on your own	4 – 100%			
Discover and suggest new ideas	4 – 100%			
Be admired for your knowledge and skills	4 – 100%			
Do things that involve some risk	2 – 50%	2 – 50%		
Take part in activities with other people	3 – 75%	1 – 25%		
Manage your finances	3 – 75%	1 – 25%		
Manage your time	4 – 100%			
Care for others in your life	3 – 75%	1 – 25%		
Listen to help you understand and learn	4 – 100%			
Solve problems and make decisions	4 – 100%			
Learn	4 – 100%			
Positive attitude to learning	3 – 75%	1 – 25%		
Positive attitude to personal health	3 – 75%	1 – 25%		
Use energy to complete assignments	2 – 50%	2 – 50%		
Set goals and priorities	4 – 100%			
Respect the thoughts and opinions of others	4 – 100%			
Other Skills or Abilities		4 – 100%		

14.

EDUCATION PLANS	NUMBER	PERCENTAGE
Yes	13	81.25%
No	0	
Unsure	3	18.75%
Total	16	100%

15.

RETURNING TO SCHOOL	NUMBER	PERCENTAGE
Within 3 months	13	81.25%
No response	3	18.75%
Total	16	100%

16.

TYPE OF COURSE	NUMBER	PERCENTAGE
More pre high school	11	68.75%
Vocational	1	6.25%
English Language Training	1	6.25%
No response	3	18.75%
Total	16	100%

Appendix VI: Motive-Action Student Survey Results

1.

AGE	NUMBER	PERCENTAGE
16 – 20	11	68.75%
21 – 25	5	31.25%
26 – 30	0	
31 – 35	0	
36 – 40	0	
Other	0	
Total	16	100%

2.

SEX	NUMBER	PERCENTAGE
Male	15	93.75%
Female	1	6.25%
Total	16	100%

3.

ETHNIC ORIGIN	NUMBER	PERCENTAGE
Nonnative, Canadian-Born	13	81.25%
Status-Indian	0	
Metis	0	
Nonstatus Indian	0	
Landed Immigrant	1	6.25%
Non-Canadian Born - Citizen	2	12.50%
Total	16	100%

4.   All respondents are in a pre-employment program.

5. Why did you come back to school? Please place a check mark "ü" beside each of the following to indicate if it was or was not a reason for coming back to school.

Reason for returning to school	A Reason	Not A Reason
Improve my math skills	2 – 12.5%	14 – 87.5%
Improve my writing skills	2 – 12.5%	14 – 87.5%
Improve my ability to read	3 – 18.75%	13 – 81.25%
To decide on a career or a job	13 – 18.75%	3 – 18.75%
Improve my understanding of world news	1 – 6.25%	15 – 93.75%
Improve my speaking skills	7 – 43.75%	9 – 56.25%
Improve my self-confidence and self-esteem	14 – 87.5%	4 – 25.0%
Prepare for a career or a job	16 – 100%	0
Improve my computer skills	2 – 12.5%	14 – 87.5%
Improve my ability to use all my skills and knowledge	15 – 93.75%	1 – 6.25%
To show that I can do well	11 – 68.75%	5 – 31.25%
To study until a job becomes available	8 – 50.0%	8 – 50.0%
Improve my ability to get ahead	15 – 93.75%	1 – 6.25%
Improve my ability to help others solve problems	11 – 68.75%	5 – 31.25%
Improve my ability to lead others	8 – 50.0%	7 – 43.75%
To qualify for another program / course	7 – 43.75%	9 – 56.25%
Improve my ability to act on my own	12 – 75.0%	4 – 25.0%
Improve my ability to discover and suggest new ideas	11 – 68.75%	5 – 31.25%
To be admired for my knowledge and skills	9 – 56.25%	7– 43.75%
Improve my high school marks	0	16 – 100%
Improve my ability to do things that involve some risk	10 – 62.5%	6 – 37.5%
Improve my ability to take part in activities with others	10 – 62.5%	6 – 37.5%
Improve my ability to manage my finances	7 – 43.75%	9 – 56.25%
To complete high school	1 – 6.25%	15 – 93.75%
Improve my ability to manage my time	8 – 50.0%	8 – 50.0%
Improve my ability to care for others in my life	4 – 25.0%	11 – 68.75%
Improve my ability to listen to understand and learn	11 – 68.75%	5 – 31.25%
To have more choices in life	15 – 93.75%	1 – 6.25%
Improve my ability to solve problems and make decisions	12 – 75.0%	4 – 25.0%
Improve my ability to learn	11 – 68.75%	5 – 31.25%
Improve my attitude toward learning	9 – 56.25%	7 – 43.75%
Improve my financial situation	12 – 75.0%	4 – 25.0%
Improve my attitude toward personal health	5 – 31.25%	11 – 68.75%
Improve my ability to complete assignments	6 – 37.5%	10 – 62.5%
Improve my ability to set goals and priorities	11 – 68.75%	5 – 31.25%
Improve my respect for others' thoughts and opinions	6 – 37.5%	10 – 62.5%
Other Skills or Abilities; Please print them here:	0	0

6. We are interested in knowing if any of the following is a problem for you while you are taking your course. Place a check mark "Ü" beside each of the following to indicate if it was or was not a problem.

	Was A Problem	Was Not A Problem	N/A
Making friends in your course	0	16 – 100%	
Fear of not succeeding	5 – 31.25%	11 – 68.75%	
Finding a quiet place to study at home	3 - 18.75%	13 – 81.25%	
Transportation	2 - 12.5%	14 – 87.5%	
Your health	1 – 6.25%	15 – 93.75%	
Your finances	11 – 68.75%	5 – 31.25%	
Lack of spousal/family support or encouragement.	2 – 12.5%	14 – 87.5%	
Do you have family responsibilities?	0	6 – 37.5%	9 – 56.25%
Do you have children	1 – 6.25%	3 – 18.75%	12 – 75.0%
Do you have household responsibilities?	2 – 12.5%	9 – 56.25%	4 – 25.0%
Did you work while attending classes?	1 – 6.25%	3 – 18.75%	12 – 75.0%
Do you have problems that have not been mentioned?			16 – 100%

7.   We are interested in finding out about your experience in your course. For each of the following skills and abilities, place a check mark "**Ö**" to indicate your answer.

Did you Improve or Increase Any of the Following Skills and Abilities In Your Course?	Yes	No	Don't Know
Math skills	1 – 6.25%	12 – 75%	3 – 18.75%
Writing skills	1 – 6.25%	13 – 81.25%	2 – 12.5%
Ability to reading	1 – 6.25%	13 – 81.25%	1 – 6.25%
Deciding on a career or a job	15 – 93.75%	1 – 6.25%	0
Understanding of world news	1 – 6.25%	13 – 81.25%	2 – 12.5%
Verbal skills	9 – 56.25%	6 – 37.5%	1 – 6.25%
Self-confidence and self-esteem	14 – 87.5%	1 – 6.25%	1 – 6.25%
Being prepared for a career or a job	15 – 93.75%	0	0
Computer skills	3 – 18.75%	12 – 75%	1 – 6.25%
Using all your skills and knowledge	14 – 87.5%	1 – 6.25%	1 – 6.25%
Show that you can do well	13 – 81.25%	3 – 18.75%	0
Studying until a job becomes available	6 – 37.5%	8 - 50%	2 – 12.5%
Get ahead	14 – 87.5%	1 – 6.25%	1 – 6.25%
Help others solve problems	11 – 68.75%	5 – 31.25%	0
Lead others	8 - 50%	7 – 43.75%	1 – 6.25%
Qualify for another program / course	2 – 12.5%	12 – 75%	2 – 12.5%
Act on your own	13 – 81.25%	2 – 12.5%	0
Discover and suggest new ideas	13 – 81.25%	3 – 18.75%	0
Be admired for your knowledge and skills	9 – 56.25%	6 – 37.5%	1 – 6.25%
High school marks	1 – 6.25%	15 – 93.75%	0
Do things that involve some risk	11 – 68.75%	4 – 25%	1 – 6.25%
Take part in activities with others	12 – 75%	3 – 18.75%	1 – 6.25%
Manage your finances	7 – 43.75%	8 – 50%	1 – 6.25%
Complete high school	7 – 43.75%	9 – 56.25%	0
Manage your time	8 – 50%	8 – 50%	0
Care for others in your life	10 – 62.5%	5 – 31.25%	1 – 6.25%
Listen to understand and learn	14 – 87.5%	2 – 12.5%	0
Choices you have in life	13 – 81.25%	2 – 12.5%	1 – 6.25%
Solve problems and make decisions	14 – 87.5%	2 – 12.5%	0
Learn	12 – 75%	4 – 25%	0
Attitude toward learning	13 – 81.25%	3 – 18.75%	0
Financial situation	9 – 56.25%	6 – 37.5%	1 – 6.25%
Attitude toward personal health	7 – 43.75%	8 – 50%	1 – 6.25%
Complete assignments	13 – 81.25%	3 – 18.75%	0
Set goals and priorities	15 – 93.75%	1 – 6.25%	0
Respect for others' thoughts and opinions	15 – 93.75%	1 – 6.25%	0
Other Skills or Abilities	0	16 100%	0

**APPENDIX VII: Bow Valley College & Motive-Action Instructor Focus Group
                                   & Interview Results**

1. What do you perceive the short-term impact of academic upgrading or employment preparation is meant to be on students?

    - Punctuality and attendance
    - Organization of life and school
    - Grooming, personal hygiene
    - Social skills: listening, team worker, body language, turn-taking, tolerance, cultural tolerance, gender acceptance
    - Test anxiety
    - Life management
    - Work ethic
    - Values
    - Realistic goal setting
    - Literacy, listening, speaking
    - Self-esteem
    - Knowledge to get to the next level
    - Skills required for further training or work: self discipline, attendance, punctuality, teamwork, following instructions, listening, "scraping off the rust"

2. Do you see a difference between what is intended to happen in the short-term and what actually happens? If so, how would you describe that difference?

    - Realization, even if by baby steps
    - Able to achieve quicker if they have literacy in their first language
    - Thinking skills, self-esteem, motivation, coping skills

3. What do you look for that tells you that what is supposed to happen in the short-term is taking place?

    - Making progress
    - Attitude !!!!
    - Effort
    - Perseverance
    - Behavior changes, changes in appearance, improved academic performance, verbal responses, role change

4. Can you identify any factors such as age, ethic origin, sex, student's history, etc. that may be related to success or failure?

- Each individual is unique
- Age at literacy can be a factor
- Past labeling – learning difficulties can be a self fulfilling prophecy
- Self sabotage
- Role change in relationships, especially female can leave spouse feeling threatened
- Young – immature
- Old – fossilized
- History of literacy, lack of schooling in early life, abuse
- Ethnic origin – men uncomfortable with women teachers, women have cultural barriers
- Unrealistic goals, unrealistic view of higher education
- Peer pressure not to change
- Fear of success

5. Are you aware of any incremental success attributes that accrue to students even if they don't complete the program or go on to either employment or more education?

- Self-confidence
- Self-esteem
- Empowerment
- Improved social skills
- Appropriate language

6. Can you give me some examples of students who did not either complete the program, or go on to employment or to further their education?

- Revert to former self; lots of blaming, rationalization for failure
- Not comfortable with the way they were; try to find other experiences
- Take better care of themselves
- Return to social assistance, unemployment or underemployment, the street, back to family

APPENDIX VIII: Provincial Instructors Survey Responses

1. **What do you perceive the short-term impact of academic upgrading or employment preparation is meant to be on students?**

Students in the Academic Preparation course are expected to acquire employability skills such as being punctual, being accountable for their actions, being responsible etc. If students acquire these skills, they will usually successfully complete the program, because they have the skills that are required to be a successful student. They also improve their reading and math skills so that they can successfully complete the next level of Academic upgrading.

Example, short term for my students is an entire term of 18 weeks. We have a program that allows for a slower transition than most programs. Students are allowed more room to fail without the consequences that exist in other programs or levels of upgrading.

Typical failure includes:
- lack of attendance,
- poor organization skills resulting in lateness,
- missing assignments,
- doing poorly on assignments and being allowed to make corrections or make-up assignments

The impact is that if the adjustments are made, the support (at least in this college) is tremendous. That is, with smaller class size and our mission statement of a caring institution, students are provided with all the opportunities to succeed. I guess if success breeds more success, the long-term impact for many is that they will end up succeeding in some endeavor.

Some results:
- self awareness - current academic level, aptitude, ability, barriers, career choice suitability
- give students opportunity to explore options and perform in an educational setting in a safe environment
- community awareness - available resources, supports, volunteer opportunities
- setting realistic goals and developing a plan to achieve them
- attainment of job readiness skills - interview, resume, employee expectations

2. **Do you see a difference between what is intended to happen in the short-term and what actually happens? If so, how would you describe that difference?**

What happens and what is intended to happen depends on what you are teaching. If you are teaching math, you would have some very specific concepts that would need to be mastered before the student would be successful at the next level. If you are teaching a personal development course it would be very difficult to measure whether or not the student has master the information. For example if you are teaching decision making skills, it is very difficult to determine whether or not the student has developed good decision making skills.

I don't see a difference. In this college I believe that every instructor, dean, support personnel believes that students entering upgrading will succeed, and we work toward that end. It doesn't always happen, due to many different factors. But, the majority of the students coming to Portage College have a positive learning experience.

I have taught in the Academic Upgrading area for 12 years. Before that, I was in the Community Social Work Dept. I've seen students from both ends; as entry level with the Academic Preparation and as exit students coming into the Social Work Dept. I believe that the Portage College model works in Alberta and that the intention of students moving through the system is working.

The short - term impact of academic learning on students is meant to be a beginning for the student. This beginning can take the form of an awakening of interest in pursuing academic courses or trades. It can also be a starting point for the student to discover his /her aptitudes, strengths or interests. In short, it can simply be an awareness of what is "out there" that he/she is capable of doing.

I think, in our program the difference is minimal. We intend for all of our students to progress in the given levels, in the given time frame. If some do not, it may be because of circumstances out of our control, such as family issues, mental health issues or physical health issues. Also, it may be that the student has not really committed himself to the program, but has used it as a" holding station".

The program we are involved with usually produces the exact results we are intending. Students enroll in the program for the expressed purpose of developing a long-term career plan or obtaining the skills necessary to gain and maintain employment.

Occasionally students are referred to our program who have exhibited difficulty in the past maintaining employment or because of their personal situations, are not employment ready. Even though the goal of upgrading or employment preparation programs is to produce students who may enter employment directly or have a solid achievable career goal, we may not see that result at the

completion of the program. Any skills gained during the course of the program can be applied in the future even if the results are not immediately evident.

3. What do you look for that tells you that what is supposed to happen in the short-term is taking place?

I look for how the student has changed. For example they may now take part in class discussions. They may be more confident. It would also depend what you are measuring. A great deal of the change that goes on in the student is very difficult to measure. We often do not see the result of what we taught until sometimes a couple of years down the road, and sometimes we never see the results of our efforts.

In our program, Academic Preparation, I look for how the student interacts in the classroom with other students. Usually students unfamiliar with others at first will make friendships with someone in class.

How the student approaches me as an instructor is another sign. Even if the student is not active in discussions in class, they will approach me after class and talk about the in-class topic. In many cases, students will begin to participate in class discussions and or class activities more freely.

The student begins to believe in his/her ability and the performance level on assignments improve. That is, their writing improves (becomes more confident in how they express themselves). Assignments are handed in on time and completed.

The growth that takes place cannot be easily measured. There are number of signs that we look for:
- Curiosity and Questioning about certain courses, prerequisites for academic upgrading
- Interests in career planning, interests in aptitude tests
- Realizing that academics is not their strengths
- Taking interests in job searching and job training

Increased confidence in personal choices, and a change in long term goals due to increased self-awareness are both a result of participation in the components of the program informational interview job shadow work experience academic study life skills.

APPENDIX IX: INCREMENTAL SUCCESS STUDY - INTAKE SURVEY

1.   What is your age? Please circle the number that describes you.
      1   16 – 20 Years
      2   21 – 25 Years
      3   26 – 30 Years
      4   31 – 35 Years
      5   36 – 40 Years
      6   Other, Please write your age here: _____

2.   What is your gender?
      1   Male
      2   Female

3.   Please indicate your ethnic origin by circling the number that best describes you.
      1   Nonnative, Canadian-Born
      2   Status-Indian
      3   Metis
      4   Nonstatus Indian
      5   Landed Immigrant
      6   Other, Please specify: _____

4.   What is your marital status?
      1   Single
      2   Married / Common Law
      3   Widowed / separated / divorced

5.   Choose the answer that best describes your activities during the past 12 months:

NOT EMPLOYED	1	Not employed but looking for a job
	2	Not employed and not looking for a job
	3	Full-time household / family duties
Please go to Question #6		
EMPLOYED	4	Employed part-time: 29 hours or less per week
	5	Employed full-time: 30 hours or more per week
Please go to Question #6		
STUDENT	6	Full-time student
	7	Part-time student
Please go to Question #7		
COMBINATION	8	Part-time study and part-time family duties
	9	Part-time study and full-time employment
	10	Part-time study and part-time employment
	11	Full-time study and part-time employment
	12	Full-time study and full-time employment
	13	Other; Please specify _____
Please go to Question #7		

6.   When did you last attend school? Please circle the number that best describes you.

          1   Within the last year
          2   1 to 2 years ago
          3   3 to 5 years ago
          4   6 to 10 years ago
          5   11 to 20 years ago
          6   21 or more years ago

6(a).   How many years of school have you completed?

          1   1 to 6 years
          2   7 to 9 years
          3   10 to 14 years
          4   More than 14 years; Please explain: _____

6(b)   How many hours of courses were you enrolled in per week?

          1   1 – 4 hours
          2   5 – 9 hours
          3   10 – 14 hours
          4   15 – 20 hours
          5   more than 20 hours

6(c).   Did you go to most of your classes?

          1   Yes
          2   No; Please explain: _____

6(d).   Did you enjoy your experience at your last school?

          1   Yes, I enjoyed it very much
          2   Yes, I enjoyed it a little
          3   No, I didn't enjoy it
          4   I never enjoyed it

6(e).   Are you currently working? Please circle the number that best describes you.

          1   Yes;   Please go to Question #8
          2   No;   Please go to Question #13

7.   What type of school are you attending?

          1   Elementary school; Grades 1 to 8
          2   Secondary school; Grades 9 to 12
          3   A College
          4   Other; Please explain: _____

7(a). Please circle the number showing the type of program you're taking now.
  1 Academic Upgrading
  2 Pre-employment Training
  3 Other; Please print the type of program here:
  _____

7(b). How long have you been in your current program?
  1 Less than one month
  2 1 to 3 months
  3 4 to 6 months
  4 More than 6 months

7(c). How many hours of courses are you enrolled in per week?
  1 1 – 4 hours
  2 5 – 9 hours
  3 10 – 14 hours
  4 15 – 20 hours
  5 more than 20 hours

7(d). Do you go to most of your classes?
  1 Yes
  2 No; Please explain: _____

7(e). Are you enjoying your experience at school?
  1 Yes, I enjoy it very much
  2 Yes, I enjoy it a little
  3 No, I don't enjoy it

7(f). Are you currently working? Please circle the number that best describes you.
  1 Yes; Please go to Question #8
  2 No; Please go to Question #13

8. What is your job title? Please print it here: _____

9. How many hours per week do you work?
  1 1 - 14 hours per week
  2 15 - 29 hours per week
  3 30 - 40 hours per week
  4 more than 40 hours per week

10. Do you work shift work?
  1 Yes
  2 No

11. Is your job…. (Please circle as many as apply to you)
    1   Permanent
    2   Temporary
    3   Casual/on-call relief
    4   Seasonal
    5   Contract work
    6   Self-employed / family business

12. Are you working as a volunteer? Please circle the number that best describes you.
    1   Yes
    2   No

13. Why do you want to go to Bow Valley College? Please place a check mark "ü" beside each of the following to indicate if it is or is not a reason.

		A Reason	Not A Reason
1	Increase my reading skills		
2	Improve my self-esteem		
3	Increase my writing skills		
4	Improve my respect for the thoughts and opinions of others		
5	Increase my math skills		
6	Improve my self-confidence		
7	Decide on a career or job		
8	Improve my ability to set goals and priorities		
9	Prepare for a career or job		
10	Improve my attitude toward learning		
11	Study until a job becomes available		
12	Qualify for another program/course		
13	Improve my high school marks		
14	Complete high school		
15	Have more choices in life		
16	Improve my financial situation		
17	Other (Please print your reason here)		

14. Please circle the number showing the type of program you plan to take.
    1   Academic Upgrading
    2   Pre-employment Training
    3   Other; Please print the type of program here: _____

15. Have you enrolled in academic upgrading or employment preparation courses before?
    1   Yes
    2   No

16. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

	In the future I expect that I will:	Highly Improbable	Improbable	Not Sure	Probable	Highly Probable
1	Find that people don't seem to understand what I'm trying to stay.	1	2	3	4	5
2	Be discouraged about my ability to gain the respect of others	1	2	3	4	5
3	Be a good parent.	1	2	3	4	5
4	Be unable to accomplish my goals.	1	2	3	4	5
5	Have a stressful marital relationship.	1	2	3	4	5
6	Deal poorly with emergency situations.	1	2	3	4	5
7	Find my efforts to change situations I don't like are ineffective.	1	2	3	4	5
8	Not be very good at learning new skills.	1	2	3	4	5
9	Carry through my responsibilities successfully.	1	2	3	4	5
10	Discover that the good in life outweighs the bad.	1	2	3	4	5
11	Handle unexpected problems successfully.	1	2	3	4	5
12	Get the promotions I deserve.	1	2	3	4	5
13	Succeed in the projects I undertake.	1	2	3	4	5
14	Not make any significant contributions to society.	1	2	3	4	5
15	Discover that my life is not getting much better.	1	2	3	4	5
16	Be listened to when I speak.	1	2	3	4	5
17	Discover that my plans don't work out too well.	1	2	3	4	5
18	Find that no matter how hard I try, things just don't turn out the way I would like.	1	2	3	4	5
19	Handle myself well in whatever situation I'm in.	1	2	3	4	5
20	Be able to solve my own problems.	1	2	3	4	5
21	Succeed at most things I try.	1	2	3	4	5
22	Be successful in my endeavors in the long-run.	1	2	3	4	5
23	Be very successful working out my personal life.	1	2	3	4	5
24	Experience many failures in my life.	1	2	3	4	5
25	Make a good first impression on people I meet for the first time.	1	2	3	4	5
26	Attain the career goals I have set for myself.	1	2	3	4	5
27	Have difficulty dealing with my superiors.	1	2	3	4	5
28	Have problems working with others.	1	2	3	4	5
29	Be a good judge of what it takes to get ahead.	1	2	3	4	5
30	Achieve recognition in my profession.	1	2	3	4	5

17. Choose the answer that BEST describes what you intend to be doing 12 months from now.

STUDENT	1	Full-time student
	2	Part-time student
EMPLOYED	3	Employed part-time: 29 hours or less per week
	4	Employed full-time: 30 hours or more per week
NOT EMPLOYED	5	Not employed but looking for a job
	6	Not employed and not looking for a job
	7	Full-time household / family duties
COMBINATION	8	Part-time study and part-time family duties
	9	Part-time study and full-time employment
	10	Part-time study and part-time employment
	11	Full-time study and part-time employment
	12	Full-time study and full-time employment
	13	Other; Please specify _____

18. Do you have a long-term educational goal?
   1   Yes; What is it? Please explain _____
   2   No

19. Do you have a long-term occupational goal?
   1   Yes   If yes, what? _____
   2   No

Thank you for taking the time to answer these questions.

APPENDIX X: INCREMENTAL SUCCESS STUDY - IN PROGRAM SURVEY

1.   What is your age? Please circle the number that describes you.
        1   16 – 20 Years
        2   21 – 25 Years
        3   26 – 30 Years
        4   31 – 35 Years
        5   36 – 40 Years
        6   Other, Please write your age here: _____

2.   What is your gender?
        1   Male
        2   Female

3.   Please indicate your ethnic origin by circling the number that best describes you.
        1   Nonnative, Canadian-Born
        2   Status-Indian
        3   Metis
        4   Nonstatus Indian
        5   Landed Immigrant
        6   Other, Please specify: _____

4.   What is your marital status?
        1   Single
        2   Married / Common Law
        3   Widowed / separated / divorced

5.   What were you doing in the 12 months before you started to attend Bow Valley College?

STUDENT	1	Full-time student
	2	Part-time student
EMPLOYED	3	Employed part-time: 29 hours or less per week
	4	Employed full-time: 30 hours or more per week
NOT EMPLOYED	5	Not employed but looking for a job
	6	Not employed and not looking for a job
	7	Full-time household / family duties
COMBINATION	8	Part-time study and part-time family duties
	9	Part-time study and full-time employment
	10	Part-time study and part-time employment
	11	Full-time study and part-time employment
	12	Full-time study and full-time employment
	13	Other; Please specify _____

6. Why did you come back to school? Please place a check mark "Ö" beside each of the following to indicate if it was or was not a reason for coming back to school.

		A Reason	Not A Reason
1	Increase my reading skills		
2	Improve my self-esteem		
3	Increase my writing skills		
4	Improve my respect for the thoughts and opinions of others		
5	Increase my math skills		
6	Improve my self-confidence		
7	Decide on a career or job		
8	Improve my ability to set goals and priorities		
9	Prepare for a career or job		
10	Improve my attitude toward learning		
11	Study until a job becomes available		
12	Qualify for another program/course		
13	Improve my high school marks		
14	Complete high school		
15	Have more choices in life		
16	Improve my financial situation		
17	Other (Please print your reason here)		

7. Please circle the number showing the type of program you're taking.
    1   Academic Upgrading
    2   Pre-employment Training
    3   Other; Please print the type of program here: _____

8. How long have you been in your current program?
    1   Less than one month
    2   1 to 3 months
    3   4 to 6 months
    4   More than 6 months

9. In that time, have you gone to most of your classes?
    1.   Yes
    2.   No; Please explain: _____

10. How many hours of courses are you enrolled in per week
    1   1 – 4 hours
    2   5 – 9 hours
    3   10 – 14 hours
    4   15 – 20 hours
    5   more than 20 hours

11. We are interested in knowing if any of the following was a problem for you while you were taking your course. Place a check mark "Ö" beside each of the following to indicate if it was or was not a problem.

		Was A Problem	Was Not A Problem	N/A
1	Making friends in your course			
2	Fear of not succeeding			
3	Finding a quiet place to study at home			
4	Transportation			
5	Your health			
6	Your finances			
7	Lack of spousal/family support or encouragement.			
8	Do you have family responsibilities? If "No", "Ö" N/A. If "Yes", were these responsibilities a problem for you?			
9	Do you have children? If "No", "Ö" N/A. If "yes", was childcare a problem?			
10	Do you have household responsibilities? If "No", "Ö" N/A. If "Yes", were these responsibilities a problem for you"			
11	Did you work while attending classes? If "No", "Ö" N/A. If "Yes", was it a problem working and attending classes?			
12	Do you have problems that have not been mentioned? If "No", "Ö" N/A. If "Yes", please print them here:			

12. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

	In the future I expect that I will:	Highly Improbable	Improbable	Not Sure	Probable	Highly Probable
1	Find that people don't seem to understand what I'm trying to stay.	1	2	3	4	5
2	Be discouraged about my ability to gain the respect of others	1	2	3	4	5
3	Be a good parent.	1	2	3	4	5
4	Be unable to accomplish my goals.	1	2	3	4	5
5	Have a stressful marital relationship.	1	2	3	4	5
6	Deal poorly with emergency situations.	1	2	3	4	5
7	Find my efforts to change situations I don't like are ineffective.	1	2	3	4	5
8	Not be very good at learning new skills.	1	2	3	4	5
9	Carry through my responsibilities successfully.	1	2	3	4	5
10	Discover that the good in life outweighs the bad.	1	2	3	4	5
11	Handle unexpected problems successfully.	1	2	3	4	5
12	Get the promotions I deserve.	1	2	3	4	5
13	Succeed in the projects I undertake.	1	2	3	4	5
14	Not make any significant contributions to society.	1	2	3	4	5
15	Discover that my life is not getting much better.	1	2	3	4	5
16	Be listened to when I speak.	1	2	3	4	5
17	Discover that my plans don't work out too well.	1	2	3	4	5
18	Find that no matter how hard I try, things just don't turn out the way I would like.	1	2	3	4	5
19	Handle myself well in whatever situation I'm in.	1	2	3	4	5
20	Be able to solve my own problems.	1	2	3	4	5
21	Succeed at most things I try.	1	2	3	4	5
22	Be successful in my endeavors in the long-run.	1	2	3	4	5
23	Be very successful working out my personal life.	1	2	3	4	5
24	Experience many failures in my life.	1	2	3	4	5
25	Make a good first impression on people I meet for the first time.	1	2	3	4	5
26	Attain the career goals I have set for myself.	1	2	3	4	5
27	Have difficulty dealing with my superiors.	1	2	3	4	5
28	Have problems working with others.	1	2	3	4	5
29	Be a good judge of what it takes to get ahead.	1	2	3	4	5
30	Achieve recognition in my profession.	1	2	3	4	5

13. Are you currently employed? Please circle the number that best describes you.
      1   Yes
      2   No; Please go to Question #15.

14. How many hours per week do you work?
      1   1-14 hours per week
      2   15-29 hours per week
      3   30-40 hours per week
      4   more than 40 hours per week

15. What is your job title? Please print it here: _____

16. Are you working as a volunteer? Please circle the number that best describes you.
      1   Yes
      2   No

17. Choose the answer that BEST describes what you intend to be doing 12 months from now.

STUDENT	1	Full-time student
	2	Part-time student
EMPLOYED	3	Employed part-time: 29 hours or less per week
	4	Employed full-time: 30 hours or more per week
NOT EMPLOYED	5	Not employed but looking for a job
	6	Not employed and not looking for a job
	7	Full-time household / family duties
COMBINATION	8	Part-time study and part-time family duties
	9	Part-time study and full-time employment
	10	Part-time study and part-time employment
	11	Full-time study and part-time employment
	12	Full-time study and full-time employment
	13	Other; Please specify _____

18. Do you have a long-term educational goal?
      1   Yes; What is it? Please explain _____
      2   No

19. Do you have a long-term occupational goal?
      1   Yes   If yes, what? _____
      2   No

Thank you for taking the time to answer these questions.

the HOLBROW group
Performance Management
    69
Incremental Success Study
Report –June 2001

APPENDIX XI: INCREMENTAL SUCCESS STUDY - UPDATE SURVEY

1.   Please circle the number showing the type of program you're taking.
   1   Academic Upgrading
   2   Pre-employment Training
   3   Other; Please print the type of program here: _____

2.   How long have you been in your current program?
   1   Less than one month
   2   1 to 3 months
   3   4 to 6 months
   4   More than 6 months

3.   In that time, have you gone to most of your classes?
   1.   Yes
   2.   No; Please explain: _____

4.   How many hours of courses are you enrolled in per week
   1   1 – 4 hours
   2   5 – 9 hours
   3   10 – 14 hours
   4   15 – 20 hours
   5   more than 20 hours

5.   We are interested in knowing if any of the following was a problem for you while
   you were taking your course. Place a check mark '**Ö**" beside each of the following to
   indicate if it was or was not a problem.

		Was A Problem	Was Not A Problem	N/A
1	Making friends in your course			
2	Fear of not succeeding			
3	Finding a quiet place to study at home			
4	Transportation			
5	Your health			
6	Your finances			
7	Lack of spousal/family support or encouragement.			
8	Do you have family responsibilities? If "No", **Ö** N/A. If "Yes", were these responsibilities a problem for you?			
9	Do you have children? If "No", **Ö** N/A. If "yes", was childcare a problem?			
10	Do you have household responsibilities? If "No", "**Ö**" N/A. If "Yes", were these responsibilities a problem for you"			
11	Did you work while attending classes? If "No", "**Ö**" N/A. If "Yes", was it a problem working and attending classes?			
12	Do you have problems that have not been mentioned? If "No", "**Ö**" N/A. If "Yes", please print them here:			

6. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

	In the future I expect that I will:	Highly Improbable	Improbable	Not Sure	Probable	Highly Probable
1	Find that people don't seem to understand what I'm trying to stay.	1	2	3	4	5
2	Be discouraged about my ability to gain the respect of others	1	2	3	4	5
3	Be a good parent.	1	2	3	4	5
4	Be unable to accomplish my goals.	1	2	3	4	5
5	Have a stressful marital relationship.	1	2	3	4	5
6	Deal poorly with emergency situations.	1	2	3	4	5
7	Find my efforts to change situations I don't like are ineffective.	1	2	3	4	5
8	Not be very good at learning new skills.	1	2	3	4	5
9	Carry through my responsibilities successfully.	1	2	3	4	5
10	Discover that the good in life outweighs the bad.	1	2	3	4	5
11	Handle unexpected problems successfully.	1	2	3	4	5
12	Get the promotions I deserve.	1	2	3	4	5
13	Succeed in the projects I undertake.	1	2	3	4	5
14	Not make any significant contributions to society.	1	2	3	4	5
15	Discover that my life is not getting much better.	1	2	3	4	5
16	Be listened to when I speak.	1	2	3	4	5
17	Discover that my plans don't work out too well.	1	2	3	4	5
18	Find that no matter how hard I try, things just don't turn out the way I would like.	1	2	3	4	5
19	Handle myself well in whatever situation I'm in.	1	2	3	4	5
20	Be able to solve my own problems.	1	2	3	4	5
21	Succeed at most things I try.	1	2	3	4	5
22	Be successful in my endeavors in the long-run.	1	2	3	4	5
23	Be very successful working out my personal life.	1	2	3	4	5
24	Experience many failures in my life.	1	2	3	4	5
25	Make a good first impression on people I meet for the first time.	1	2	3	4	5
26	Attain the career goals I have set for myself.	1	2	3	4	5
27	Have difficulty dealing with my superiors.	1	2	3	4	5
28	Have problems working with others.	1	2	3	4	5
29	Be a good judge of what it takes to get ahead.	1	2	3	4	5
30	Achieve recognition in my profession.	1	2	3	4	5

7. Are you currently employed? Please circle the number that best describes you.
    1   Yes
    2   No; Please go to Question #10.

8. How many hours per week do you work?
    1   1-14 hours per week
    2   15-29 hours per week
    3   30-40 hours per week
    4   more than 40 hours per week

9. What is your job title? Please print it here: _____

10. Are you working as a volunteer somewhere? Please circle the number that best describes you.
    1   Yes
    2   No

11. Choose the answer that BEST describes what you intend to be doing 12 months from now.

STUDENT	1	Full-time student
	2	Part-time student
EMPLOYED	3	Employed part-time: 29 hours or less per week
	4	Employed full-time: 30 hours or more per week
NOT EMPLOYED	5	Not employed but looking for a job
	6	Not employed and not looking for a job
	7	Full-time household / family duties
COMBINATION	8	Part-time study and part-time family duties
	9	Part-time study and full-time employment
	10	Part-time study and part-time employment
	11	Full-time study and part-time employment
	12	Full-time study and full-time employment
	13	Other; Please specify _____

12. Do you have a long-term educational goal?
    1   Yes; What is it? Please explain _____
    2   No

13. Do you have a long-term occupational goal?
    1   Yes   If yes, what? _____
    2   No

Thank you for taking the time to answer these questions.

APPENDIX XII: INCREMENTAL SUCCESS STUDY - INTAKE SURVEY RESULTS

1.

AGE	NUMBER	PERCENTAGE
16 – 20	1	9.1
21 – 25	2	18.2
26 – 30	3	27.3
31 – 35	3	27.3
36 – 40	2	18.2
Other	0	0
Total	11	100%

2.

SEX	NUMBER	PERCENTAGE
Male	8	72.7
Female	3	27.3
Total	11	100%

3.

ETHNIC ORIGIN	NUMBER	PERCENTAGE
Nonnative, Canadian-Born	1	9.1
Status-Indian	0	0
Metis	0	0
Nonstatus Indian	0	0
Landed Immigrant	8	72.7
Non-Canadian Born – Citizen	2	18.2
Total	11	100%

4.

MARITAL STATUS	NUMBER	PERCENTAGE
Single	4	36.4
Married / Common Law	6	54.5
Widowed / separated / divorced	1	9.1
Total	11	100%

5.

Your activities during the past 12 months	Number	Percentage
1. Not employed but looking for a job.	1	9.1
2. Not employed and not looking for a job.	0	0
3. Full-time household / family duties.	0	0
4. Employed part-time: 29 hours or less per week.	4	36.4
5. Employed full-time: 30 hours or more per week.	2	18.2
6. Full-time student	3	27.3
7. Part-time student	0	0
8. Part-time study and part-time family duties	0	0
9. Part-time study and full-time employment	0	0
10. Part-time study and part-time employment	0	0
11. Full-time study and part-time employment	1	9.1
12. Full-time study and full-time employment	0	0
13. Other; Please specify	0	0
Total	11	100%

6.

When did you last attend school?	Number	Percentage
Within the last year	1	14.3
1 to 2 years ago	0	0
3 to 5 years ago	3	42.9
6 to 10 years ago	2	28.6
11 to 20 years ago	1	14.3
21 or more years ago	0	0
Total	7	100%

6(a).

Years of school have you completed	Number	Percentage
1 to 6 years	0	0
7 to 9 years	1	14.3
10 to 14 years	5	71.4
More than 14 years	1	14.3
Total	7	100%

6(b)

Hours of courses enrolled in per week	Number	Percentage
1 – 4 hours	0	0
5 – 9 hours	5	71.4
10 – 14 hours	0	0
15 – 20 hours	2	28.6
more than 20 hours	0	0
Total	7	100%

6(c).

Did you go to most of your classes?	Number	Percentage
Yes	6	85.7
No	1	14.3
Total	7	100%

6(d).

Did you enjoy your experience at your last school?	Number	Percentage
Yes, I enjoyed it very much	6	85.7
Yes, I enjoyed it a little	1	14.3
No, I didn't enjoy it	0	0
I never enjoyed it	0	0
Total	7	100%

6(e).

Are you currently working?	Number	Percentage
Yes	3	42.9
No	4	57.1
Total	7	100%

7.

What type of school are you attending?	Number	Percentage
Elementary school; Grades 1 to 8	0	0
Secondary school; Grades 9 to 12	0	0
A College	4	100
Other	0	0
Total	4	100%

7(a).

Type of program you're taking now	Number	Percentage
Academic Upgrading	1	25.0
Pre-employment Training	0	0
Other	3	75.0
Total	4	100%

7(b).

How long have you been in your current program?	Number	Percentage
Less than one month	0	0
1 to 3 months	0	0
4 to 6 months	4	100
More than 6 months	0	0
Total	4	100%

7(c).

Hours of courses are you enrolled in per week	Number	Percentage
1 – 4 hours	0	0
5 – 9 hours	0	0
10 – 14 hours	0	0
15 – 20 hours	3	75.0
more than 20 hours	1	25.0
Total	4	100%

7(d).

Do you go to most of your classes?	Number	Percentage
Yes	4	100
No	0	0
Total	4	100%

7(e).

Are you enjoying your experience at school?	Number	Percentage
Yes, I enjoy it very much	3	75.0
Yes, I enjoy it a little	1	25.0
No, I don't enjoy it	0	0
Total	4	100%

7(f).

Are you currently working?	Number	Percentage
Yes	1	25.0
No	3	75.0
Total	4	100%

8.   What is your job title?

9.

How many hours per week do you work?	Number	Percentage
1 - 14 hours per week	0	0
15 - 29 hours per week	2	50.0
30 - 40 hours per week	0	0
more than 40 hours per week	2	50.0
Total	4	100%

10.

Do you work shift work?	Number	Percentage
Yes	1	25.0
No	3	75.0
Total	4	100%

11.

Is your job….	Number	Percentage
Permanent	0	0
Temporary	2	50.0
Casual/on-call relief	1	25.0
Seasonal	1	25.0
Contract work	0	0
Self-employed / family business	0	0
Total	4	100%

12.

Are you working as a volunteer?	Number	Percentage
Yes	0	0
No	11	100
Total	11	100%

13.

Why do you want to go to Bow Valley College?	A Reason	Not A Reason	N/A
Increase my reading skills	8 – 72.7%	3 – 27.3%	0
Improve my self-esteem	7 – 63.6%	4 – 36.4%	0
Increase my writing skills	9 – 81.8%	2 - 18.2%	0
Improve my respect for the thoughts and opinions of others	6 – 54.5%	5 – 45.5%	0
Increase my math skills	10 – 90.9%	1 – 9.1%	0
Improve my self-confidence	8 - 72.7%	3 - 27.3%	0
Decide on a career or job	9 - 81.8%	2 - 18.2%	0
Improve my ability to set goals and priorities	10 - 90.9%	1 - 9.1%	0
Prepare for a career or job	10 - 90.9%	1 - 9.1%	0
Improve my attitude toward learning	7 - 63.6%	4 - 36.4%	0
Study until a job becomes available	4 - 36.4%	7 - 63.6%	0
Qualify for another program/course	8 - 72.7%	3 - 27.3%	0
Improve my high school marks	7 - 63.6%	4 - 36.4%	0
Complete high school	9 - 81.8%	2 - 18.2%	0
Have more choices in life	9 - 81.8%	2 – 18.2%	0
Improve my financial situation	7 - 63.6%	4 - 36.4%	0
Other	0		

14.

Type of program you plan to take	Number	Percentage
Academic Upgrading	11	100
Pre-employment Training	0	0
Other	0	0
Total	11	100%

15.

Have you enrolled in academic upgrading or employment preparation courses before?	Number	Percentage
Yes	1	9.1
No	10	90.9
Total	11	100%

16. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

1 = Highly Improbable
2 = Improbable
3 = Not Sure
4 = Probable
5 = Highly Probable

Items reflecting failure are reverse scored.

	In the future I expect that I will:	**Mean Score**
1	Find that people don't seem to understand what I'm trying to stay.	3.27
2	Be discouraged about my ability to gain the respect of others	3.82
3	Be a good parent.	3.45
4	Be unable to accomplish my goals.	3.82
5	Have a stressful marital relationship.	3.27
6	Deal poorly with emergency situations.	3.45
7	Find my efforts to change situations I don't like are ineffective.	3.36
8	Not be very good at learning new skills.	3.45
9	Carry through my responsibilities successfully.	4.00
10	Discover that the good in life outweighs the bad.	3.36
11	Handle unexpected problems successfully.	3.55
12	Get the promotions I deserve.	3.64
13	Succeed in the projects I undertake.	3.91
14	Not make any significant contributions to society.	3.36
15	Discover that my life is not getting much better.	3.64
16	Be listened to when I speak.	2.91
17	Discover that my plans don't work out too well.	3.73
18	Find that no matter how hard I try, things just don't turn out the way I would like.	3.18
19	Handle myself well in whatever situation I'm in.	4.09
20	Be able to solve my own problems.	3.82
21	Succeed at most things I try.	3.82
22	Be successful in my endeavors in the long-run.	3.64
23	Be very successful working out my personal life.	3.82
24	Experience many failures in my life.	2.55
25	Make a good first impression on people I meet for the first time.	4.09
26	Attain the career goals I have set for myself.	4.45
27	Have difficulty dealing with my superiors.	3.09
28	Have problems working with others.	2.82
29	Be a good judge of what it takes to get ahead.	4.09
30	Achieve recognition in my profession.	3.91

17.

What do you intend to be doing 12 months from now?	Number	Percentage
1. Full-time student	7	63.7
2. Part-time student	0	0
3. Employed part-time: 29 hours or less per week.	1	9.1
4. Employed full-time: 30 hours or more per week.	0	0
5. Not employed but looking for a job.	0	0
6. Not employed and not looking for a job.	0	0
7. Full-time household / family duties.	0	0
8. Part-time study and part-time family duties	0	0
9. Part-time study and full-time employment	0	0
10. Part-time study and part-time employment	1	9.1
11. Full-time study and part-time employment	2	18.2
12. Full-time study and full-time employment	0	0
13. Other; Please specify	0	0
Total	11	100%

18.

Do you have a long-term educational goal?	Number	Percentage
Yes	9	81.8
No	2	18.2
Total	11	100%

19.

Do you have a long-term occupational goal?	Number	Percentage
Yes	9	81.8
No	2	18.2
Total	11	100%

APPENDIX XIII: ISS – IN PROGRAM SURVEY RESULTS

1.

AGE	NUMBER	PERCENTAGE
16 – 20	0	
21 – 25	4	20.0
26 – 30	4	20.0
31 – 35	3	15.0
36 – 40	6	30.0
Other	3	15.0
Total	20	100%

2.

SEX	NUMBER	PERCENTAGE
Male	6	30.0
Female	14	70.0
Total	20	100%

3.

ETHNIC ORIGIN	NUMBER	PERCENTAGE
Nonnative, Canadian-Born	7	35.0
Status-Indian	2	10.0
Metis	1	5.0
Nonstatus Indian	0	0
Landed Immigrant	9	45.0
Non-Canadian Born – Citizen	1	5.0
Total	20	100%

4.

MARITAL STATUS	NUMBER	PERCENTAGE
Single	11	55.0
Married / Common Law	5	25.0
Widowed / separated / divorced	4	20.0
Total	20	100%

5.

What were you doing in the 12 months before you started to attend Bow Valley College?	Number	Percentage
1. Full-time student	6	30.0
2. Part-time student	1	5.0
3. Employed part-time: 29 hours or less per week.	0	0
4. Employed full-time: 30 hours or more per week.	5	25.0
5. Not employed but looking for a job.	2	10.0
6. Not employed and not looking for a job.	0	0
7. Full-time household / family duties.	1	5.0
8. Part-time study and part-time family duties	0	0
9. Part-time study and full-time employment	1	5.0
10. Part-time study and part-time employment	1	5.0
11. Full-time study and part-time employment	3	15.0
12. Full-time study and full-time employment	0	0
13. Other; Please specify	0	0
Total	20	100%

6.

Why did you come back to school?	A Reason	Not A Reason	N/A
Increase my reading skills	18 – 90%	2 - 10%	0
Improve my self-esteem	16 – 80%	4 – 20%	0
Increase my writing skills	19 – 95%	1 – 5%	0
Improve my respect for the thoughts and opinions of others	7 – 35%	13 – 65%	0
Increase my math skills	20 – 100%	0	0
Improve my self-confidence	18 - 90%	2 - 10%	0
Decide on a career or job	17 – 85%	3 – 15%	0
Improve my ability to set goals and priorities	19 - 95%	1 – 5%	0
Prepare for a career or job	19 - 95%	1 – 5%	0
Improve my attitude toward learning	17 – 85%	3 – 15%	0
Study until a job becomes available	6 – 30%	14 – 70%	0
Qualify for another program/course	13 - 65%	7 - 35%	0
Improve my high school marks	11 – 55%	9 – 45%	0
Complete high school	17 – 85%	2 - 10%	1 – 5%
Have more choices in life	18 - 90%	2 – 10%	0
Improve my financial situation	15 – 75%	5 – 25%	0
Other	1 respondent with an additional reason		

7.

Type of program you're taking	Number	Percentage
Academic Upgrading	20	100
Pre-employment Training	0	0
Other	0	0
Total	20	100%

8.

How long have you been in your current program?	Number	Percentage
Less than one month	0	0
1 to 3 months	9	45.0
4 to 6 months	3	15.0
More than 6 months	8	40.0
Total	20	100%

9.

Have you gone to most of your classes?	Number	Percentage
Yes	18	90.0
No	2	10.0
Total	20	100%

10.

Hours of courses are you enrolled in per week	Number	Percentage
1 – 4 hours	1	5.0
5 – 9 hours	1	5.0
10 – 14 hours	1	5.0
15 – 20 hours	2	10.0
more than 20 hours	15	75.0
Total	20	100%

11.

PROBLEMS	Was A Problem	Was Not A Problem	N/A
Making friends in your course	0 -	20 – 100%	
Fear of not succeeding	11 – 55%	9 – 45%	
Finding a quiet place to study at home	6 – 30%	14 – 70%	
Transportation	7 – 35%	13 – 65%	
Your health	5 – 25%	15 – 75%	
Your finances	5 - 25%	15 – 75%	
Lack of spousal/family support or encouragement.	6 - 30%	14 - 70%	
Do you have family responsibilities?	6 - 30%	9 – 45%	5 - 25%
Do you have children?	5 - 25%	7 - 35%	8 – 40%
Do you have household responsibilities?	6 - 30%	10 - 50%	4 – 20%
Did you work while attending classes?	1 – 5%	10 – 50%	9 – 45%
Do you have problems that have not been mentioned? 2 – 10%			18 – 90%

12. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

1 = Highly Improbable
2 = Improbable
3 = Not Sure
4 = Probable
5 = Highly Probable

Items reflecting failure are reverse scored.

In the future I expect that I will:

		Mean Score
1	Find that people don't seem to understand what I'm trying to stay.	3.30
2	Be discouraged about my ability to gain the respect of others	3.25
3	Be a good parent.	4.25
4	Be unable to accomplish my goals.	3.00
5	Have a stressful marital relationship.	3.90
6	Deal poorly with emergency situations.	2.65
7	Find my efforts to change situations I don't like are ineffective.	2.80
8	Not be very good at learning new skills.	2.80
9	Carry through my responsibilities successfully.	4.35
10	Discover that the good in life outweighs the bad.	3.80
11	Handle unexpected problems successfully.	3.60
12	Get the promotions I deserve.	3.85
13	Succeed in the projects I undertake.	3.65
14	Not make any significant contributions to society.	3.15
15	Discover that my life is not getting much better.	3.25
16	Be listened to when I speak.	3.70
17	Discover that my plans don't work out too well.	3.30
18	Find that no matter how hard I try, things just don't turn out the way I would like.	3.25
19	Handle myself well in whatever situation I'm in.	4.35
20	Be able to solve my own problems.	4.20
21	Succeed at most things I try.	4.15
22	Be successful in my endeavors in the long-run.	4.30
23	Be very successful working out my personal life.	4.40
24	Experience many failures in my life.	2.75
25	Make a good first impression on people I meet for the first time.	4.30
26	Attain the career goals I have set for myself.	3.95
27	Have difficulty dealing with my superiors.	3.70
28	Have problems working with others.	2.84
29	Be a good judge of what it takes to get ahead.	4.00
30	Achieve recognition in my profession.	4.15

13.

Are you currently employed?	Number	Percentage
Yes	8	40.0
No	12	60.0
Total	20	100%

14.

How many hours per week do you work?	Number	Percentage
1 - 14 hours per week	5	25.0
15 - 29 hours per week	3	15.0
30 - 40 hours per week	0	0
more than 40 hours per week	0	0
Total	8	100%

15.   What is your job title?

16.

Are you working as a volunteer?	Number	Percentage
Yes	2	10.0
No	18	90.0
Total	20	100%

17.

What do you intend to be doing 12 months from now?	Number	Percentage
1. Full-time student	12	60.0
2. Part-time student	0	0
3. Employed part-time: 29 hours or less per week.	0	0
4. Employed full-time: 30 hours or more per week.	1	5.0
5. Not employed but looking for a job.	0	0
6. Not employed and not looking for a job.	0	0
7. Full-time household / family duties.	0	0
8. Part-time study and part-time family duties	0	0
9. Part-time study and full-time employment	0	0
10. Part-time study and part-time employment	2	10.0
11. Full-time study and part-time employment	4	20.0
12. Full-time study and full-time employment	1	5.0
13. Other; Please specify	0	0
Total	20	100%

18.

Do you have a long-term educational goal?	Number	Percentage
Yes	16	80.0
No	4	20.0
Total	20	100%

19.

Do you have a long-term occupational goal?	Number	Percentage
Yes	14	70.0
No	6	30.0
Total	20	100%

APPENDIX XIV: INCREMENTAL SUCCESS STUDY - UPDATE SURVEY RESULTS

1.

SEX	NUMBER	PERCENTAGE
Male	3	30
Female	7	70
Total	10	100

2.

Type of program you're taking	Number	Percentage
Academic Upgrading	10	100
Pre-employment Training		
Other		
Total	10	100

3.

How long have you been in your current program?	Number	Percentage
Less than one month		
1 to 3 months	3	30
4 to 6 months	3	30
More than 6 months	4	40
Total	10	100

4.

Have you gone to most of your classes?	Number	Percentage
Yes	9	90
No	1	10
Total	10	100

5.

Hours of courses are you enrolled in per week	Number	Percentage
1 – 4 hours	2	20
5 – 9 hours	2	20
10 – 14 hours	1	10
15 – 20 hours	1	10
more than 20 hours	4	40
Total	10	100

6.

PROBLEMS	Was A Problem	Was Not A Problem	N/A
Making friends in your course		10 – 100%	
Fear of not succeeding	6 – 60%	4 – 40%	
Finding a quiet place to study at home	5 – 50%	5 – 50%	
Transportation	3 – 30%	7 – 70%	
Your health	4 – 40%	6 – 60%	
Your finances	1 – 10%	9 – 90%	
Lack of spousal/family support or encouragement.	2 - 20%	8 – 80%	
Do you have family responsibilities?	1 – 10%	5 – 50%	4 – 40%
Do you have children?	1 – 10%	3 – 30%	6 – 60%
Do you have household responsibilities?	2 – 20%	6 – 60%	2 - 20%
Did you work while attending classes?	2 – 20%	3 – 30%	5 – 50%
Do you have problems that have not been mentioned? 2 – 20%			8 – 80%

7. Please indicate the degree to which you believe each statement would apply to you personally, by circling the appropriate number.

1 = Highly Improbable
2 = Improbable
3 = Not Sure
4 = Probable
5 = Highly Probable

Items reflecting failure are reverse scored.

In the future I expect that I will:

		Mean Score
1	Find that people don't seem to understand what I'm trying to stay.	3.0
2	Be discouraged about my ability to gain the respect of others	2.7
3	Be a good parent.	4.2
4	Be unable to accomplish my goals.	2.7
5	Have a stressful marital relationship.	2.5
6	Deal poorly with emergency situations.	3.1
7	Find my efforts to change situations I don't like are ineffective.	3.1
8	Not be very good at learning new skills.	3.8
9	Carry through my responsibilities successfully.	3.9
10	Discover that the good in life outweighs the bad.	3.5
11	Handle unexpected problems successfully.	3.8
12	Get the promotions I deserve.	3.7
13	Succeed in the projects I undertake.	3.8
14	Not make any significant contributions to society.	3.0
15	Discover that my life is not getting much better.	2.7
16	Be listened to when I speak.	3.3
17	Discover that my plans don't work out too well.	3.0
18	Find that no matter how hard I try, things just don't turn out the way I would like.	2.7
19	Handle myself well in whatever situation I'm in.	4.2
20	Be able to solve my own problems.	4.2
21	Succeed at most things I try.	4.0
22	Be successful in my endeavors in the long-run.	3.8
23	Be very successful working out my personal life.	3.9
24	Experience many failures in my life.	2.5
25	Make a good first impression on people I meet for the first time.	3.9
26	Attain the career goals I have set for myself.	3.7
27	Have difficulty dealing with my superiors.	3.2
28	Have problems working with others.	3.4
29	Be a good judge of what it takes to get ahead.	3.7
30	Achieve recognition in my profession.	4.1

8.

Are you currently employed?	Number	Percentage
Yes	2	20
No	8	80
Total	10	100

9.

How many hours per week do you work?	Number	Percentage
1 - 14 hours per week	2	100
15 - 29 hours per week		
30 - 40 hours per week		
more than 40 hours per week		
Total	2	100

10.   What is your job title?

11.

Are you working as a volunteer?	Number	Percentage
Yes	2	20
No	8	80
Total	10	100

12.

What do you intend to be doing 12 months from now?	Number	Percentage
1. Full-time student	8	80%
2. Part-time student		
3. Employed part-time: 29 hours or less per week.		
4. Employed full-time: 30 hours or more per week.		
5. Not employed but looking for a job.		
6. Not employed and not looking for a job.		
7. Full-time household / family duties.		
8. Part-time study and part-time family duties		
9. Part-time study and full-time employment		
10. Part-time study and part-time employment		
11. Full-time study and part-time employment	2	20%
12. Full-time study and full-time employment		
13. Other; Please specify		
Total	10	100%

13.

Do you have a long-term educational goal?	Number	Percentage
Yes	9	10
No	1	90
Total	10	100

14.

Do you have a long-term occupational goal?	Number	Percentage
Yes	9	90
No	1	10
Total	10	100

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