Human Development or Psychology
as a Third Major in DCP: A Feasibility Study

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INTRODUCTION

PURPOSE

Originally, the purpose of this study was to assess the feasibility of adding a third major in HUMAN DEVELOPMENT in the Degree Completion Program, a nontraditional, undergraduate program for the adult learner at Southern California College. At a meeting of the Social Science Division (February 12, 1997) it was suggested that other Social Science majors might represent options for new DCP majors as well. So a secondary purpose was to assess interests in other majors.

As a starting point for assessing a need for a new major it seemed critical to examine how other nearby Christian institutions with programs in Human Development for adult learners were doing. There were three: Azusa Pacific University, Christian Heritage College, and Hope International University.

After preliminary discussion with each of the three potential principal competitors it became clear that their Human Development programs were popular and prosperous. However, it was also clear that there was no one way to conceptualize a Human Development Major. Some viewed it as a very broad interdisciplinary focused major, whereas others viewed it as one expanded sub-component within a more traditional Psychology Major.

Whereas both Human Development and Psychology majors could likely prepare students for similar graduate programs or career opportunities, and because Psychology as a discipline may be more widely known and more marketable to the general public, the Feasibility Committee made the decision to assess, at the same time, the interest in Human Development or Psychology as a possible third DCP major.

REVISED PURPOSE

The revised purpose of this feasibility study was to assess the feasibility of a third DCP major in Human Development (HD) or Psychology (PSY). Adult learners’ need for degree completion opportunities in other disciplines was of interest as well.

SECONDARY PURPOSE

There appears to be no paradigm for how a feasibility study for this particular purpose should be conducted (they are either unavailable or nonexistent, with the exception of Azusa Pacific University’s consideration of the projected need for elementary teachers). SCC has not conducted a formal feasibility study prior to the startup of the existing two majors in Organizational Management and Ministry. It is likely that most DCP majors (and maybe traditional majors as well) are developed based on academic expert perception of a need. An in
vivo trial of a new major appears to serve as an indicator of student interest. These majors are then evaluated by enrollment figures and sometimes by student satisfaction evaluations.

Because the development of a new major involves time and fiscal outlay, not to mention faculty effort, it is apparent that a model for assessing program feasibility prior to startup would be preferable. Therefore another goal of this feasibility study was to develop a model for assessing the need for the addition of a new DCP major in a timely and parsimonious fashion.

**SUMMARY OF PURPOSE**

- Assess the feasibility of a new major in HD or PSY for the DCP program
- Determine other majors of interest to adult learners
- Develop a Model for conducting future feasibility studies
FEASIBILITY STUDY MODEL

The Feasibility Committee (for a brief description of the DCP and a history of the development of this committee, see Appendix A) decided that the assessment of the interest in a third DCP major in either Human Development (HD) or Psychology (PSY) should consist of a variety of sources but should be conservative in both time and fiscal demands.

The model should also consider current growth patterns, retention, student satisfaction, and fiscal resources of the DCP. The model should also collect evidence from diverse sources that there are adult students who would be consumers of the new program should it be created.

If there appears to be an interest in the adult learner market for a Human Development or a Psychology major, then it would be important to document that the graduates of such a program would likely be employable in the community and/or would be viable candidates for admission into graduate schools. (At SCC, specifically, the MFCC program should view HD or PSY graduates as viable candidates for admission.)

If results indicate that a new major in HD or PSY would be feasible, then faculty, curriculum, and quality control guidelines should be established. Finally, any contingencies for developing a third DCP major should be noted for later endorsement, or amendment by the Faculty and Administrative bodies. All of these should be included in a FEASIBILITY STUDY MODEL.
The following is a summary of important aspects of a FEASIBILITY STUDY:

### NECESSARY COMPONENTS OF FEASIBILITY STUDY MODEL

- Assess current growth patterns, retention, student satisfaction, and fiscal resources of the DCP
- Establish an interest in a new major from a variety of sources
- Market survey should be simple yet valid
- Market survey should be conservative in both time and fiscal demands
- Show evidence of employment opportunities for DCP graduates
- Show evidence of graduate school opportunities for DCP graduates
- At SCC, MFCC should consider HD or PSY graduates as viable candidates
- Assess the ability of the proposed program to meet the Critical Factors for a successful DCP Program
- Provide guidelines for faculty and curriculum development
- Provide guidelines for quality control assessment
- Provide guidelines for administration of a new major
- Develop fiscal or other contingencies for program development
- Process the endorsement of a new program (faculty and administration)
- Develop reasonable timeline for program development

See Appendix B for the list of CRITICAL FACTORS necessary for a successful DCP Program.
METHOD AND RESULTS

The first part of this feasibility study model is the assessment of current growth patterns, enrollment and retention patterns, student satisfaction, and program evaluation of the current DCP Program. This appears in a separate document (see Appendix C).

The results of this document suggest that the DCP program has been extremely successful since it began in 1994. There has been a pattern of steady growth with new offsite locations and retention patterns that are particularly robust (90% or higher during the first two years and retention rates approaching 95% in the most recent two years). This is impressive given that undergraduate retention rates for the traditional programs rarely exceed 80%. Please see Figure 1 for a Degree Completion Program graph that represents retention rates; see Figure 2 for a graph of the Southern California traditional undergraduate retention trends.

The DCP is fiscally healthy. In fact, income generated from this program is likely responsible for a great deal of benefit recently experienced by undergraduate programs (providing surplus funds that were used for recent KEY RESULT OUTCOMES for example). A summary of financial contributions to SCC from the DCP are included in Appendix C.

Student satisfaction in the DCP is high as evidenced by student evaluations of each module. DCP graduates are also satisfied as shown by program evaluations. In addition, in 1995 an outside evaluation by Oostings and Associates, and a current SCC Program Evaluation appear to be favorable. These examples of positive student opinion regarding DCP have again been reflected in a survey of current DCP students discussed later in this paper.

IF WE BUILD IT WILL THEY COME?

Having established that the current DCP program is thriving and that the students are satisfied, we turned toward the consideration of whether or not there was a market for a third major in Human Development or Psychology in the DCP. We felt that it would be important to determine how competitors’ Human Development programs are being received. It would then be necessary to establish whether there is any interest in a Human Development or Psychology Major at SCC in the local adult learner population.

Three different sources were interviewed about interest in a HD or PSY major (competitors with Human Development majors for adult learners, DCP staff representatives, and the Director of MFCC at SCC) and five market surveys were conducted (current DCP students, web ONLINE users, Costa Mesa residents, graduate schools, and human services agencies).
There is mostly good news with the retention report this year (see Appendix C). The institutional retention rate is at an all-time high of 80.5%. This is the first time the institutional rate has exceeded 80%. All class retention rates increased as well this year except for the freshman rate. The sophomore and junior rates are at record levels (83.8% and 92.7%, respectively). The freshman rate decreased 1.33 percentage points. However, the percentage of first-time freshmen who returned for their sophomore year increased to 72.7%, up from 70.6% last year. This is also good news overall with the rates for non-White students. All ethnic rates increased except for the Native American rate (70% this year/75.5% last year). The African American rate increased to its second highest level in the history of the College (85%), the Hispanic rate climbed to a record high of 88.8%. The overall ethnic rate for 1997 is 83.1% - 2.59 points higher than the institutional retention rate.
SOURCE 1: THE COMPETITION

In order to find a model for how to conduct a feasibility study and to determine the success of other area adult learner programs with Human Development majors, interviews were conducted with the Directors of Adult Learner Programs in three nearby Christian colleges that currently have a Human Development (HD) Major. They were asked to share their feasibility study and to provide feedback on the success of their (HD) major.

Results:

**Hope International University**
- No feasibility study was conducted.
- The decision to create the major was based on expert opinion.
- HD was reported to be their major with the fastest growing enrollment.
- Their curriculum appears to focus on teacher, social work, counseling & graduate school preparation.
- Expected outcome for their HD graduates is not listed in their literature.

**Christian Heritage College (CLIMB)**
- No feasibility study was conducted.
- The major was offered based on a perceived need for it.
- HD was reported to be highly successful.
- Their program focuses on lifespan development, counseling and teacher preparation.
- Expected outcome for their HD graduates is not listed in their literature.

**Azusa Pacific University**
- No feasibility study was conducted; however, they did estimate the need for future teachers.
- HD was reported to be successful.
- Their focus is on elementary teacher preparation for credential.
- Expected outcome of for their HD graduates is preparation for a teacher’s credential program.

Hope International’s Human Development major (their most popular and fastest growing) for adult learners appears to prepare students for a rather broad and diverse outcome (graduate school in Psychology, Education, or Social Services).

Christian Heritage College (El Cajon, CA) has a Human Development major in their adult learner program (CLIMB) that appears to focus more on psychological counseling with a focus on lifespan development. This major does not appear to be as interdisciplinary in scope as
the program at Azusa Pacific University; however, social issues and communication are modules in the program.

Azusa Pacific University has a very successful Human Development major with a focus on preparation for elementary school teachers. Their program appears to be INTERDISCIPLINARY, with curriculum inclusion of such components as humans in art, history, science, and communication.

There is clearly diversity in the definition of and the curriculum components of these three local currently available Human Development Programs (preparation for graduate school or for credential programs in Education, and careers in social services or psychology).

These results are admittedly vague and descriptive in nature. Anecdotal evidence but little empirical information (other than published marketing materials) was shared either because the data was not formally available or because of a perceived potential competitive outcome. All Human Development majors were reported to be highly successful, if not the most successful in the adult learner programs assessed here.

SOURCE 2:  SCC DCP DIRECTOR AND STAFF

In order to understand the initial perception of need for a third major in Human Development in the DCP at SCC, interviews were conducted with the Director and two staff members of the DCP program. They were asked how the decision was made to consider a third major in Human Development. The results are four-fold.

- There have been consistent but undocumented telephone requests for such a program.
- The competitor schools’ have reported rapid enrollment growth in HD majors (APU hired an additional Director to handle their new HD major).
- There are currently DCP students enrolled in general education classes at SCC who are also enrolled in the HD program at Hope International.
- There was a canned program already available for a Human Development DCP major.

SOURCE 3:  DIRECTOR OF THE MFCC GRADUATE PROGRAM

In order to determine whether DCP graduates in HD or PSY would be viewed as viable candidates for the MFCC graduate program and whether there would be a preference for a HD or a PSY candidate, an interview was conducted with the SCC Director of the MFCC graduate program. She was shown a preliminary draft of a possible curriculum for both a HD and a PSY DCP major. A few of the interview conclusions are as follows:

- If the DCP curriculum were academically rigorous enough to prepare candidates, then they would be considered for admission into the MFCC Graduate program
- If candidates have the MFCC prerequisites (with at least a grade of B in each) and Christian character, they are eligible for admission consideration regardless of whether they are HD or PSY majors in the DCP or traditional undergraduate programs.
Either an HD or Psychology DCP major would be considered; however the social services focus of most Human Development programs might be preferable to an academically oriented (non-counseling) Psychology major.

A combined curriculum of Human Development and Psychology would provide an ideal background for preparation to enter the MFCC graduate program.

See Appendix D for a full report of the MFCC Director’s comments (memo dated March 26, 1998) and also see Appendix E for an explanation of the MFCC graduate program’s Mission, Philosophy, Objectives, and Prerequisites.

SURVEYS

All surveys were developed by Douglas Degelman, Shirley Albertson Owens, and Martin Harris, with feedback requested from the Social Science Division faculty and the members of the Degree Completion Program Staff. Revisions were made based on feedback received.

1 CURRENT DCP STUDENT SURVEY  N= 144

Students enrolled in DCP classes at SCC as of March 2, 1998 were given a survey at the beginning of their class periods during the first week in March, 1998. (See Appendix F for a copy of the Current DCP Students Survey and results.)

A total of 144 students (25% were ministry majors, N=36; 75% were business management majors, N=108) were asked to give about five minutes of class time to provide information. (There were a total of 246 students enrolled in DCP programs at the time of this survey.) Students surveyed had completed anywhere from one to 18 modules and reported being happy with their DCP experience. (When asked, 89% rated their degree completion program at a 4 or 5 on a 5-point scale, with 5 being excellent. Mean rating = 4.41).

When asked to rate the preparation that adult learner programs provide compared to traditional undergraduate programs, approximately 94% believed that DCP programs prepared students equally well or better than traditional programs. Overall, then, it seems that these current DCP students are satisfied with their DCP curriculum.

Reasons for obtaining a degree through a degree completion program were roughly split among: 1) advancement within the current job, 2) preparation for a career change, and 3) personal growth (see Figure 3). A significant number of other reasons for pursuing a degree through a DCP were contained in an “Other” category.

Students were told that a study was being conducted to find out whether a new DCP major in Human Development or Psychology would be of interest to people in the community.
FIGURE 3

DCP Survey-Current Students
Reason for obtaining degree in DCP

REASON

Percent

employment
career change
growth
other
Questions not only addressed satisfaction with DCP (noted above), but also inquired as to whether or not a major in Human Development would have been of interest to them had it been available. We also asked which major (HD or PSY) they thought would better prepare a student from SCC DCP to be employed in the facility where they were working.

Results indicate that 53% (N=76) of the current DCP students surveyed would have been interested in a Human Development major had it been available when they were considering a Degree Completion Program at SCC; 49% (N=71) said that they would have been interested in a Psychology major had it been available when they were considering a Degree Completion Program at SCC. It is interesting that approximately half of the students currently enrolled in the DCP program would have been interested in EITHER a Human Development or a Psychology major had they been available when they were considering a DCP program. The implications are that there might be others who were interested in these majors but who went elsewhere to get a PSY or HD major.

Of the students surveyed, 42.36% (N=61) reported that they had family or friends who might be interested in a DCP major in either Human Development or Psychology; of those who responded 8 indicated that the interest would be in Human Development; while 10 indicated that the interest would be in Psychology.

When current DCP students were asked which program (Human Development or Psychology) would better prepare an individual for employment in the organization where they were currently employed, 26.4% (N=38) chose Human Development; 27.8% (N=40) chose Psychology; and 29.9% said EITHER Human Development or Psychology (N=43). It should also be noted that 23 students said NEITHER (see Figure 4).

As a point of interest the four other majors most frequently recommended for future DCP programs were Education (N=16), MBA (N=10), Business Administration (N=8), and Computer Science (N=5).

From these descriptive findings it is clear that either a Human Development or a Psychology major would have been of interest to approximately half of the students currently enrolled in other DCP programs at SCC had they been available when they were making degree completion plans. It is also apparent that current DCP students have family or friends who might be equally interested in either a Human Development or a Psychology Degree Completion program. It also appears that Human Development or Psychology preparation would likely be equally appropriate preparation for a student who might seek employment with those employers represented by current DCP students.
FIGURE 4

DCP Survey-Current Students
Human Development vs Psychology

HD/PSY

Percent

NEITHER

EITHER

PSY

HD
SUMMARY: CURRENT DCP STUDENT SURVEY

- Students were extremely pleased with their DCP program.
- Students felt DCP programs were equal to or better than traditional programs.
- More than half would have been interested in an HD or a PSY major.
- Both HD and PSY majors were thought to be equally likely to prepare an individual for employment.
- Other majors of interest: Education (N=16), MBA (N=10), Business Administration (N=8) and Computer Science (N=5).

WEB ONLINE SURVEY N = 20

A survey to assess public interest (ONLINE users) in a new major in either HD or PSY at SCC was made available from the SCC Web Page and from the Psychology Web Page as well. “Meta keywords” were used so that Internet searches would also produce the survey. These keywords were DCP, Degree completion program, psychology, human development, survey, Southern California College, adult learner, adult education, nontraditional program, continuing education, and night school. See Appendix G for a copy of this Degree Completion Online Survey and results.

Twenty prospective adult learners voluntarily responded to questions about majors that they would be interested in if SCC were to develop new programs for adult learners. They were also specifically asked which major (HD or PSY) would be of more interest to them. Although these results are based on 20 responses, it should be noted that the survey is currently linked to the SCC and Psychology WebPages and responses are still being received and forwarded to DCP for follow-up.

When asked, “What degree completion programs would you (or someone you know) be interested in?” the most frequently selected majors were Psychology (N=8), Business (N=8) and Education, (N=7). Choices on the survey included Business, Religion, Education, Science, General Education, Criminal Justice, Psychology, Human Development, Humanities, Literature, Languages, and OTHER. (Two people mentioned an interest in master’s level degrees.) Please see Figure 5 for the Programs of Interest from the Web Survey.

Recipients were also asked “If SCC were to offer a DCP in either HD or PSY, which would you (or someone you know) be interested in.” There was an interest in both majors; Psychology (N=9) was preferred over Human Development (N=6). See Figure 6.
FIGURE 5

Web Survey
Programs of Interest

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>business</td>
<td>8</td>
</tr>
<tr>
<td>education</td>
<td>6</td>
</tr>
<tr>
<td>criminal justice</td>
<td>4</td>
</tr>
<tr>
<td>human dev</td>
<td>2</td>
</tr>
<tr>
<td>humanities/lit/lang</td>
<td>0</td>
</tr>
<tr>
<td>religion</td>
<td>0</td>
</tr>
<tr>
<td>general education</td>
<td>2</td>
</tr>
<tr>
<td>psychology</td>
<td>0</td>
</tr>
<tr>
<td>humanities/lit/lang</td>
<td>0</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
</tr>
</tbody>
</table>
FIGURE 6

Web Survey
Human Development vs Psychology

<table>
<thead>
<tr>
<th>HDPSY</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>25</td>
</tr>
<tr>
<td>hd</td>
<td>30</td>
</tr>
<tr>
<td>psy</td>
<td>45</td>
</tr>
</tbody>
</table>
It is interesting to note that more than half of the respondents said that they had not previously been familiar with SCC. The implications are that public relations and marketing awareness may result in the future from this method of data collection. (This should be noted for future market surveys.) It is also interesting that one of the respondents had been in the HD program at Hope but was not able to finish because of job interference. This person expressed an interest in finishing a HD program at SCC.

While these numbers are small, they are interesting because they are representative of adult learners who were personally interested enough to voluntarily respond without direct human request to do so. It appears from the results of this ONLINE survey that respondents had a similar interest in future Psychology and Human Development DCP programs, but with a preference for Psychology.

**SUMMARY: DEGREE COMPLETION PROGRAM SURVEY**

- The most frequently mentioned programs were Psychology (N=8), Business (N=8), & Education (N=7).
- A preference for PSY over HD was indicated.
- Half of the responses were from those not previously familiar with SCC.

### 3 RANDOM TELEPHONE SURVEY N=62

Thirteen undergraduates enrolled in a Social Psychology course voluntarily chose to conduct a three week telephone survey during February - March, 1998. (See Appendix H for a copy of the Telephone Survey and results). This served as an experiential class project. The Social Psychology class was selected because the students in this class represented a variety of majors such as sociology, liberal studies, religion, and psychology; the purpose of seeking diversity in the majors of the interviewers was to discourage bias in the data.

Student telephone interviewers were assigned 117 pages each from the 1998 Orange County Telephone Book and were instructed to call every 10th person who had a Costa Mesa address. Business numbers were not called. Calls where children or answering machine interactions resulted were not followed up on.

Interviewers were asked to make at least 50 calls per week, with the goal of reaching approximately 20 people who might be interested in a Degree Completion Program. Logs were kept of all telephone numbers that were selected. Telephone contacts were made only during the evening hours (7 – 9 p.m.) during the week or afternoon hours (2-4 pm) on Saturday.

The goal was to contact at least 250 households, which was estimated to represent approximately 1% of the 25,000 households in Costa Mesa (based on an estimate of 4-person households for approximately 100,000 Costa Mesa residents). Students were told that some
random follow-up calls would likely be made by the project supervisors to encourage quality control of telephone methodology.

A total of 1,400 calls were made. This included 309 calls that were received by answering machines, 19 calls answered by children, and 53 calls that were disrupted by language barriers and therefore did not produce useful data. Thus, 1,019 actual contacts were made.

Students identified themselves as students at Southern California College with a few questions that would take approximately 2 minutes to answer. Of those 1,019 who were successfully contacted 6% (62/1019) said that they or an adult in their household might be interested in going back to college to complete a degree. The Costa Mesa interviewees were told about the current majors (Business and Religion) offered in the DCP program and were asked for their first, second, or third choice of any new DCP majors that they would be interested in. The majors that were mentioned most frequently as a first choice were Business (N=9), Computer Science (N=6), Education (N=6), and Psychology (N=4); as a second choice the majors given were Business (N=4), Education (N=3) and Sociology (N=3). See Figure 7 for these results.

Interviewees were also specifically asked if they would be more interested in a HUMAN DEVELOPMENT/SOCIAL SERVICES or a PSYCHOLOGY MAJOR. Psychology was the first choice of 45.2% (N=28) with a Human Development major being chosen by 30.6% (N=19). (Please see Figure 8.) Three people said either major would be of interest and 12 people said that neither of these would be of interest. As a point of interest, 34 of those who said that they would be interested in either or both of the majors were female; whereas 15 were male. This could indicate that more women than men answer the phone in the evenings; or that perhaps more women than men may be interested in finishing degrees that were not previously completed.

This survey also served as a public relations forum for SCC and the DCP program in general. Several inquiries about current DCP programs (N = 5) were forwarded to DCP and unsolicited votes coming in from friends of telephone interviewers, interviewees, indicate that at least two more have expressed an interest in a DCP Psychology major; and one has expressed an interest in a DCP Human Development major.

On a question that asked the telephone interviewers to rate the experience of doing the pilot telephone survey on a scale of 1 to 10 (with 10 being the best) the student interviewers reported it to be a good experience, with a mean rating of 6.73. The difficulty in reaching real people to talk to was cited as a frustration. However, many positive and pleasant experiences were noted. This is noted here for the purpose of suggesting that given the negative experience that most telephone interviewers generally have, this query about adult degree completion was received well by the population of adult learners in Costa Mesa sampled here. It should also be noted that this method of data collection not only provided students currently enrolled in the undergraduate program with experience, but it also served as a public relations tool for raising the awareness of people in the community about both SCC and the DCP program here.
FIGURE 7

DCP Survey-Phone
Majors of Interest

Bars show percents
FIGURE 8

DCP Survey-Phone
Human Development vs. Psychology

Bars show percents

CHOICE
SUMMARY OF TELEPHONE SURVEY

- The most frequently mentioned programs were Business (N=9), Computer Science (N=6), Education (N=6) & Psychology (N=4).
- A clear preference for Psychology (N=28) over Human Development (N=19) was indicated.

4 GRADUATE SCHOOL SURVEY N=15

To determine whether or not DCP graduates with either a HD or a PSY major would be considered to be prepared for graduate school admission, 25 Graduate Programs with Psychology or related programs from Santa Barbara to San Diego were telephoned by the DCP staff (15 were successfully contacted). Only the most geographically close schools were selected both because the goal of this feasibility study was simplicity and because it was believed that most adult learners would have full time jobs and families that would likely make the DCP learner consider a graduate school location nearby. (See the Graduate School Survey and results in Appendix I.)

Admission directors were asked for the three most common majors of successful applicants to their programs, and what major would best prepare an individual for admission. They were also specifically asked whether they would actively consider a DCP HD or a DCP PSY graduate from SCC for graduate school admission.

The most commonly mentioned successful applicants to these programs were Psychology (N=12), Sociology (N=9), and Human Development (N=4). (See Figure 9.) When asked specifically which program (HD or PSY) would better prepare an individual for entry into the graduate program all respondents (N=15) selected Psychology. While the most frequently mentioned successful applicants were Psychology majors, this was not surprising given that these were graduate programs in Psychology or related fields.

What was interesting about these results, however, was that 100% of the graduate schools surveyed here said that they would consider a DCP Psychology major for admission. All but two said that they would consider a DCP Human Development major for admission. This is important information because it suggests that DCP graduates may not be looked upon with disfavor and that Human Development majors may be considered for admission almost as readily as a Psychology major.
FIGURE 9

DCP Survey: Graduate Schools
Three Most Common Majors

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>business</td>
<td>14</td>
</tr>
<tr>
<td>sociology</td>
<td>12</td>
</tr>
<tr>
<td>psychology</td>
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<td>biology</td>
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</tr>
<tr>
<td>human dev</td>
<td>6</td>
</tr>
<tr>
<td>humanities</td>
<td>4</td>
</tr>
<tr>
<td>other</td>
<td>2</td>
</tr>
</tbody>
</table>
SUMMARY OF GRADUATE SCHOOL SURVEY

- The most common majors of successful applicants were PSY (N=12), Sociology (N=9) & Human Development (N=4).
- When asked specifically which program (HD or PSY) would better prepare an individual for entry into the graduate program all respondents (N=15) selected Psychology.
- All 15 said they would consider a DCP PSY major for admission.
- All but 2 said they would consider a DCP HD major for admission.

5 AGENCY SURVEY N = 46

The purpose of this survey was to examine whether or not DCP graduates with a major in Human Development or Psychology major would be considered for employment in local agencies. See Appendix J for a copy of this survey and results.

The Orange County 1997 Social Service Resource Directory compiled by Glenda Riddick was used to select the most appropriate potential employers of Human Development/Social Services or Psychology Degree Completion majors. The following 18 categories were selected, based on the face validity judgments of the co-authors of this study. The agencies that currently cooperate with SCC in a Field Practicum liaison were included as the 18th category.

1 Adoption/Foster Care Agencies n=11
2 Battered Persons/Victims/Adult Abuse n=13
3 Child Abuse Prevention and Treatment n=10
4 Correctional/Prison/Probation n=7
5 Counseling/Mental Health/Emotions n=8
6 Drug/Alcohol/Tobacco/Addictions n=16
7 Ethnic/Cultural/Translations n=7
8 Family Planning/Pregnancy/Child Birth n=5
9 Homeless Resources and Programs n=7
10 Law Enforcement n=2
11 Parenting Resources/Education n=9
12 Pregnant and Parenting Teens n=3
13 Senior/Residential Homes n=5
14 Women’s Groups and Services n=2
15 Youth/Anti-Gang Resources n=1
16 Youth/Recreation/Activities n=2
17 Youth Shelters n=3
18 SCC Field Practicum Sites n=38

(Inter-rater selection reliability was 97.32%).
Survey questionnaires were mailed to 111 agencies listed within the first 17 categories (74.5% of sample). The return rate was low, 21%. A low return rate of mailed surveys is always expected. (Given that, it is actually quite surprising that 21% of the agencies found the time to respond to this survey.) The 38 sites where relationships were established for a undergraduate Field Practicum program at SCC were contacted personally for a telephone interview (25.5% of sample). Of the 38 sites, 19 contacts were actually successful.

So these potential employers of DCP graduates were surveyed by mail (N=111) or contacted by telephone by faculty, staff, or student workers (N=38). They were asked for the majors most commonly represented at their organization, and whether or not they would view a DCP graduate differently from a traditional undergraduate. They were also asked which major (HD or PSY) would best prepare an individual for employment in their organization.

The results are interesting. When asked for the three most common majors represented at their agency, Psychology was most frequently mentioned (N=38), followed by Sociology (N=18) and Human Development (N=16). (See Figure 10.) However, 82% of the agencies reported that they would actively consider, as a prospective employee, an individual with a BA in Psychology from SCC and 84% said that they would actively consider an individual with a BA in Human Development from SCC as a prospective employee.

When asked which major would better prepare an individual for employment in their organization, 11 chose HD, 18 chose PSY, and 16 said either one. (See Figure 11.)

The agencies also reported that they believed adult learner programs were as effective as traditional undergraduate programs at preparing individuals for employment. The majority (88%) reported that they would not evaluate a DCP applicant differently from an applicant with a traditional undergraduate degree.

### SUMMARY OF AGENCY SURVEY

- Psychology (N=38), Sociology (N=18), and Human Development (N=16) were the most common employee majors represented.
- Only 5 said that they would view a DCP graduate differently.
- Most believe that DCP & traditional grads have equally effective prep.
- When asked which major would better prepare an individual for employment in their organization, there was a preference for PSY (N=18) over HD (N=11); although an additional 16 responded “Either.”
FIGURE 10

DCP Survey: Social Service Agencies
Most Common Majors

Bars show counts

MAJORS
FIGURE 11

DCP Survey: Social Service Agencies
Human Development vs. Psychology

HD_PSY
OVERALL SUMMARY OF RESULTS

The general public, current DCP students, and ONLINE users appear to be interested in BOTH a Psychology and a Human Development DCP major. The MFCC Director, potential employers, and graduate schools, sampled on a small scale, also seem to view both majors as being similarly capable of producing graduates who are more or less equally prepared. There is a preference for a Psychology over a Human Development major although both programs are viewed positively. We believe that either major would be well received. See Appendix K for a table of responses across all surveys.

It is worthy of mention that of all the surveys conducted in this conservatively bounded feasibility study, the Costa Mesa telephone survey is perhaps the best representation of a genuinely random approach. It is therefore with some degree of confidence that these authors suggest that approximately 6% of the population in Costa Mesa are adult learners who might be interested in degree completion opportunities. This suggests that other surrounding markets might reflect the same interest.

DISCUSSION

Initial inquiry has established that the DCP is a growing and fiscally successful program for adult learners in the community. (As of February, 1998, 473 Organizational Management majors and 40 Ministry and Leadership majors (total N = 573) have enrolled in the program.) The DCP director and staff have a clear interest in the development of a third program and believe that it will be well received. Initial interviews with DCP personnel suggest that the public has been asking for a Human Development major and that some of the current DCP students taking General Education here at SCC are enrolling in HD programs elsewhere. Results of a survey with current DCP students also suggest that at least half of these students would have been interested in either a major in HD or PSY had they been available.

The market survey presented here has admitted limitations in size and scope; nonetheless, the results are interesting and suggest that a third major in either Human Development (HD) or Psychology (PSY) would be well received. The interviews with competitors (other geographically close Christian institutions with adult learner majors in Human Development suggest that their programs are popular and successful. Each of the three HD programs are somewhat different in approach. A search of other undergraduate curriculum in HD available ONLINE as well as curriculum in other University catalogs assessed by these authors revealed that there is not a single concept that is universally attached to Human Development majors. A new major in Human Development in DCP should have unique components and a clear student outcome statement that would attract students with the same outcome goals.

While some HD majors are interdisciplinary and broad in scope, others are more representative of one component within Psychology. While there is not consistency in the definition of HD programs, Psychology appears to be better known. There were some agencies surveyed here that were not always certain of what a Human Development major was.
Overall, the five surveys taken together suggest that there is a preference for a degree completion program for Psychology majors. However, given that the random survey of Costa Mesa residents indicated that there was a clear interest in both majors, and that was replicated in another ONLINE population, it looks like both majors are of interest. Even the current DCP students said that they would have been interested in either a HD or PSY major. For these reasons, the Feasibility Committee has hypothesized that a creative integration of both majors, labeled as **Psychology: Human Development Emphasis** might result in a major that would attract students interested in both HD and PSY. This would allow SCC to offer a Human Development emphasis within a Psychology major that would be competitive with the other three in the area, yet would also be unique in its content and scope.

Offering a new DCP major in Psychology seems feasible given the preference for the Psychology major as shown in the data here. There is a great deal of overlap in the curriculum of these two individual majors; therefore it would seem quite workable to integrate the two. An initial meeting between the Feasibility Committee and the Director of the MFCC resulted in a draft of such a curriculum. This draft has merged all of the necessary components of both programs and results in a curriculum that would prepare a DCP graduate with the prerequisites necessary for application to the MFCC program. The DCP major in Psychology with an emphasis in Human Development is also looked upon with favor by the SCC VPAA and the DCP Director.

Some DCP students are concerned that their degree may be undervalued when they go into the workplace. If the same major was offered in both the DCP and the traditional undergraduate program, the diplomas could be documented in the same way, thus removing the DCP distinction. Perhaps the other two DCP majors would want to consider the same strategy so as to be more similar across DCP and traditional undergraduate programs. For example the DCP majors in Organization Management and Ministry and Leadership could be changed to BUSINESS: Organizational Management Emphasis and RELIGION: Ministry and Leadership Emphasis.

A rationale for recommending a third major in **Psychology: Human Development Emphasis** is listed in summary form below:

- **The Mission of SCC promotes diversity and community involvement; thus adult learner programs fulfill a portion of this mission.**
- **WASC has commended the current DCP programs for adult learners and encourages such community outreach programs.**
- **WASC also encourages age diversity in the student body.**
- **Current growth patterns, retention rate, student satisfaction, and fiscal resources of the current DCP are favorable for future growth.**
- **DCP graduates are likely to be considered favorably for employment by local service agencies.**
- **DCP graduates are likely to be considered favorably by local graduate schools with Psychology or related programs.**
• Other local adult learner Human Development majors are thriving.
• Psychology is better known and understood as a discipline than HD.
• This simple yet diverse feasibility study has suggested that there is an interest in a new major in HD or PSY from a variety of public sources.
• Curriculum in both majors are similar and can be easily integrated so an emphasis is placed on HD within a PSYCHOLOGY MAJOR.
• Adding an emphasis in HD within a PSYCHOLOGY MAJOR would capture a broader student population.
• SCC would have a UNIQUE major.
• NO competitors would exist for this PSY: HD Emphasis.
• The SCC MFCC Director endorses the combined curriculum.
• The SCC VPAA and DCP Director endorse this combination.
• New Faculty Member hires with diverse expertise would enhance both the traditional undergraduate Psychology program and the DCP as well.
• Diplomas of DCP and TRADITIONAL UNDERGRADUATES in PSYCHOLOGY would show the same major, thus removing the documented distinction (DCP students are concerned that their degree be viewed the same as an undergraduate degree, especially when they go into the workplace.)
• A PSY: HD Emphasis DCP major and traditional undergraduate programs such as Sociology & PSY could share resources.
• Students in the PSY: HD Emphasis major would be prepared for graduate school and social services types of employment.
• Traditional Psychology graduates are often successful candidates for Teacher Credential programs; hence, DCP graduates should also be given quality instruction so as to allow them the same opportunity--given that they have the necessary prerequisites.

FORMAL RECOMMENDATION

We recommend that a new DCP PSYCHOLOGY: HUMAN DEVELOPMENT EMPHASIS major be developed and placed administratively under the DCP and the Department of Psychology (for quality control and integration of resources across traditional undergraduate and DCP programs).

Given contingency guidelines that follow we recommend a startup date no earlier than Spring, 1999. We recommend that the DCP Director develop a timeline of program development that will take into consideration the need for quality control and the need to meet the contingencies suggested by this Feasibility Committee and other faculty and administrative bodies.
CONTINGENCIES FOR NEW MAJOR CREATION

The Feasibility Committee recommends the following guidelines/contingencies for program development. These are preliminary suggestions that will be necessarily amended and revised after feedback from the faculty at large is received.

THE FACULTY

We recommend that each full time member of the Department of Psychology, as part of their normal faculty contract, teach at least the equivalent of one 3 unit course per year in the DCP rather than in the traditional undergraduate program. Currently this is calculated based on a 2/3 ratio.

The program should not be started, however, until two new positions are filled: an Associate DCP Chair (PSY: HD Emphasis) and a new full-time Psychology faculty member. We recommend that the Associate Chair take primary responsibility for curriculum development and adjunct faculty hiring.

In order that there be a strong link and a high value put on quality control of curriculum and teaching effectiveness, we recommend that the Associate DCP Chair also teach at least one course per year in the traditional Psychology undergraduate program. The new Psychology faculty member should also teach in the DCP program using the 2/3 ratio formula and could be instrumental in the DCP curriculum development of the PSY of HD. This interchange would promote quality control and continuity between programs.

When a fourth faculty member in the undergraduate Department of Psychology is hired, the new DCP PSY program would then have four full-time faculty members who would each teach the equivalent of one traditional undergraduate course per year in DCP. This would be part of the faculty contract; overload teaching would not be required.

We recommend using only those adjunct professors who are willing to engage in teaching effectiveness assessment and we strongly recommend a high level of integration of faculty involvement across programs in undergraduate Psychology, the DCP Psychology, and the MFCC. For example, a qualified MFCC adjunct might also be willing to teach a traditional undergraduate or a DCP module on occasion; again, we believe that this would encourage enrichment across programs.

We recommend that the Psychology Department Faculty and the DCP Associate Chair be instrumental in the writing of the curriculum.

All faculty should be willing to adopt the collaborative teaching style and understand that adults learning in a nontraditional format may have different needs that are nonetheless valid and important.
SUMMARY OF FACULTY CONTINGENCIES

- Full time PSY Faculty members each teach equivalent of one traditional undergraduate course per year in DCP (2/3 ratio).
- Program should not begin until two new positions are filled: Associate Chair of the DCP Psychology major and new Psychology Faculty member for the traditional undergraduate department.
- DCP Associate Chair teach one undergraduate course per year in the traditional PSY Department curriculum.
- Adjuncts teach across programs whenever possible.
- PSY Department faculty should be instrumental in writing DCP PSY: HD Emphasis curriculum.
- DCP Associate Chair should take primary responsibility for curriculum development.
- DCP Associate Chair should take primary responsibility for adjunct hiring.
THE CURRICULUM

The curriculum should be written by current SCC faculty and newly hired faculty members who will be hired into the program. Canned program curriculum purchase is strongly discouraged. Faculty should be paid a reasonable fee for curriculum development.

The following is a **draft** of a possible DCP major in PSYCHOLOGY: HUMAN DEVELOPMENT EMPHASIS generated by the members of the Feasibility Committee and the Director of the MFCC Graduate Program.

**Description:** The DCP **Psychology: Human Development Emphasis** seeks to enhance students’ understanding of human nature with an emphasis on Human Development across the Lifespan. The program explores multiple perspectives of human nature, including cognitive, behavioral, biological, social-cultural, and spiritual. All students learn the skills necessary to conduct research and to carefully evaluate others’ research. The Psychology program prepares students either to secure employment, especially in human services agencies, immediately following graduation, or to continue on to pursue advanced study in Psychology, Human Development, or Counseling at the graduate level.

**Required Courses:** 15 modules (48 units) plus general education. Modules will likely vary from 5 weeks (for 3 unit classes) to 7 weeks (for 4 unit classes).

- 3 units Human Behavior
- 3 units Lifespan Development
- 3 units Abnormal Psychology
- 3 units Psychology of Personality
- 3 units Introduction to Counseling
- 4 units Research Design and Statistics
- 3 units Psychological Testing
- 4 units Cognitive Neuroscience
- 3 units Social and Cultural Psychology
- 3 units Issues of Religious Faith
- 3 units Personal and Professional Ethics
- 3 units Marriage and Family
- 3 units Survey of Human Services
- 3 units Human Sexuality
- 4 units Field Practicum

*Theology
*New Testament

* These courses are required of only those who want to meet the prerequisites for the SCC MFCC Graduate Program

FINANCIAL RESOURCES
Before the program is created the Director of DCP should present a balanced budget plan to the administration that will support the hiring of new faculty, advertising costs, and curriculum development.

It is likely, according to the DCP Director, that the following will be needed for program startup.

- $20,000 Advertising and Promotion
- $16,000 Curriculum Coordinator (part time)
- $14,400 Faculty Adjunct Pay for Courses Taught
- $27,600 Curriculum Development of first 12 modules (in house)
- $78,000 Total

The Feasibility Committee is also recommending the hiring of an Associate DCP Chair and an additional Full-Time Faculty member in Psychology, both of whom would teach in the DCP program, prior to the start up.

The DCP Director has a current KRO of $78,000 for the development of a third major and the 1998-1999 KRO request for program development is $100,000. This latter amount is designated for the hiring of three associate chairs for the two current DCP programs and an additional third major that is being proposed here.

Given the record of net revenue after budgeted expenses in the DCP over the past four years in the table shown below (supplied by DCP Director), it is apparent that the income generated from a new DCP major could likely cover the development costs. Up-front development funds, however, would need to be advanced or budgeted.

<table>
<thead>
<tr>
<th>DCP NET REVENUE AFTER BUDGETED EXPENSES</th>
</tr>
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<tbody>
<tr>
<td>1994 - 1995</td>
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<tr>
<td>1995 - 1996</td>
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<td>1996 - 1997</td>
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<td>1997 - 1998</td>
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Note: There is the FUTURE POTENTIAL for marketing the new major curriculum with Royalty provisions.

**ADVERTISING**

A plan for advertising and promotion should be in place to insure student awareness. Current DCP marketing strategy includes media that includes direct mailing with flyer inserts, cable TV, selected magazines such as *OC Metro* and *Parenting*, newspapers and radio. Marketing for a new major would be integrated into the current plan and be directed toward general age groups of 25-44 years with a focus on nearby community college markets, chambers of commerce, and the present prospect pool.
ADMINISTRATION

The new DCP major should be administrated by the DCP Director and staff with assistance from the Associate Chair of the DCP Psychology: Human Development Emphasis. Administrative responsibility for quality control of curriculum, teaching effectiveness, and student learning outcome should be processed jointly by the DCP, the DCP Associate Chair, and the traditional undergraduate Psychology Department Chair.

ASSESSMENT

Faculty and Curriculum Modules should be assessed regularly. A focus should be placed on quality instruction and student learning outcomes.

It is recommended that all graduates of the DCP Psychology program engage in an EXIT INTERVIEW and that they also take STANDARDIZED ACHIEVEMENT TESTS prior to graduation, just like the undergraduate Psychology students do. This assessment will allow the measurement of DCP students’ factual learning that is the same as that required in the traditional undergraduate program. Undergraduates in these two programs (Psychology and DCP Psychology) should have similar test results.

It is recommended that DCP graduates receive and be encouraged to return follow-up surveys, similar to the Alumni assessment process currently in use by the Psychology Department.

It is recommended that ASSESSMENT in the DCP program be administrated jointly by the DCP Associate Chair and the Chair of the traditional Psychology Department.

OTHER CONTINGENCIES

Space for classroom and faculty offices should be available before the start up of a new program. This need should be assessed by the Director of the DCP Program.

The need for library resources should not be increased by the creation of a new DCP major in Psychology. Present library resources that are available for the traditional undergraduates in Psychology and Sociology and the graduate students in the MFCC program may be shared by DCP students.
PROCESS OF NEW MAJOR DEVELOPMENT

- Feasibility Committee presents DRAFT to Undergraduate Psychology Department
- Psychology Department presents DRAFT to DCP DIRECTOR and VPAA
- DCP DIRECTOR and VPAA present DRAFT to Division of Social Science
- VPAA presents Proposal to Academic Affairs Committee
- Academic Affairs Committee recommends Proposal to Faculty
- Faculty recommends proposal to Administrative Council
- Administrative Council recommends proposal to BOARD
- PROGRAM DEVELOPMENT BEGINS

Note: Revisions and Contingency Amendments will be added at each processing level.

The Feasibility Committee also recommends that future feasibility studies consider the following model for conducting a feasibility study. The following is a small scale plan that has been accomplished in a two academic semester format by a committee of two full time faculty members from the Department of Psychology.

NECESSARY COMPONENTS OF FEASIBILITY STUDY MODEL

- Assess current growth patterns, retention, student satisfaction, and fiscal resources of the DCP
- Establish an interest in a new major from a variety of sources
- Market survey should be simple yet valid
- Market survey should be conservative in both time and fiscal demands
- Show Evidence of employment opportunities for DCP graduates
- Show Evidence of graduate school opportunities for DCP graduates
- At SCC, MFCC should consider HD or PSY graduates as viable candidates
- Assess the ability of the proposed program to meet the critical factors for a successful DCP Program
- Provide Guidelines for Faculty and Curriculum Development
- Provide Guidelines for Quality Control assessment
- Provide Guidelines for Administration of a new major
- Develop Fiscal or other Contingencies for program development
- Process the endorsement of a new program (Faculty and Administration)
- Develop reasonable Timeline for program development
APPENDIX A

HISTORY OF DCP: A Brief Overview and Events that led to the Development of the Feasibility Committee

HISTORY: SCC DEGREE COMPLETION PROGRAM

Dr. R. Wayne Clugston and Dr. Kenneth W. Oosting of Oosting and Associates, Brentwood, Tennessee provided the curriculum, consulting services and workshops that contributed to the development of the Degree Completion Program at SCC. Mr. David Elliott was appointed Director of the program in early 1994. The first cohort group of students began in April 1994.

The DCP was established as a delivery system intended to meet the needs of adults who have at least 40 units of transferable college credits. A typical current DCP student is an individual who is employed full time and who is interested in completing a Bachelor Degree while continuing to work. Classes begin at different times of the year and meet one night per week (6 - 10 pm) on a year-round basis. Each program major consists of instructional modules sequentially planned so that students, on average, are able to complete the degree program in 17 - 20 months. Modules are completed, one at a time, with each group of students (cohort) progressing through the program together. Modules may last from 2 to 7 weeks and the number of modules required varies from program to program.

General Education and elective courses are available, and students may earn credit for Prior Learning as well.

BENEFITS TO DCP STUDENTS

Students can complete a BA degree while continuing to work full time. Skills are developed so that graduates may become more qualified in the job market, and they are also prepared to enter graduate schools. The seminar small-group format encourages the development of group cohesiveness, provides for individualized instruction, and allows classmates to benefit from the variety of experiences that each adult brings into the classroom.

DCP IN RELATION TO THE GOALS OF SCC

One of the goals of Southern California College (SCC) is to develop global citizens and be committed to diversity in Academic Programs (WASC REPORT, 1996, page 96).

The Degree Completion Program provides on-campus access to adult learners who are employed full time and cannot complete their degree in a traditional format. DCP’s unique weekly evening delivery system serves the needs of working adults in the community who are seeking educational opportunities.
In addition to serving the needs of the community, DCP programs that are currently being offered at four offsite locations allow SCC to reach several community constituencies with ethnic membership. The Latin American Bible Institute (LABI), La Puente, CA (a sister organization which prepares Hispanics and Latinos for church ministry), began June 4, 1996 with 10 students enrolled in the DCP. A second offsite delivery system is located at West Angeles Church of God in Christ, Los Angeles, CA. West Angeles serves an African American congregation. The first module in the DCP Organization Management major began in 1997 with 70% retention rate as of 1998 students. In addition, the West Angeles relationship provides internship opportunities for on-campus SCC students in community development, education, business economic development, and urban development (WASC REPORT, 1996, page 99).

Two additional offsite DCP programs are operating in Bakersfield, CA (Bakersfield First Assembly of God) and South Orange County (San Juan Capistrano). These sites serve various ethnic communities and allow for the college to connect with churches and schools in the community.

The offsite DCP opportunities allow the college to respond to the observation of the WASC Team of 1990: “Black as well as Hispanic Pentecostal or charismatic churches in Southern California could provide greater ethnic diversity for the College if SCC actively worked with them” (WASC Report, p.7).

**HISTORY: DEVELOPMENT OF AN INTEREST IN THE THIRD MAJOR IN DCP WHICH LED TO THE DEVELOPMENT OF THE FEASIBILITY COMMITTEE**

The original interest in a Human Development program may have originated from three sources:

First, there was a perception that there had been multiple inquiries about such a major at the SCC DCP office.

Second, some of the SCC DCP students only enrolled in General Education courses were currently enrolled in the Human Development program at the neighboring Hope International University

Third, reports from Hope International University reflect that this is their most successful major.

January 15, 1997
The Chair of the Social Science Division (Shirley Albertson Owens) was asked to meet with the VPAA (Murray Dempster) and DCP representatives (Dave Elliott and Andy Stenhouse) to discuss a possible third DCP major in Human Development. They requested that they come to the first Divisional Meeting in February to get Social Science Division Faculty reactions.
February 3, 1997
The Social Science Division was not able to discuss a DCP major in Human Development because half of the Division was absent. February 12th and 19th were scheduled (during Chapel time) for this purpose.

February 12, 1997
Because the February 12th meeting did not meet with enthusiastic response, the February 19th meeting was canceled until further information regarding the proposed DCP major in Human Development could be gathered. The Chair of the Social Science Division requested that model feasibility studies or marketing research models for the DCP majors in Business and Religion be made available. Major Divisional concerns centered around DCP’s relation to the divisional and the institutional mission versus growth motivated by fiscal returns, quality control of curriculum (who would write it and oversee it) and faculty teaching in the program, and unmanageable overload teaching responsibility. Additional concerns included the following. Can this be a feeder for the MFCC? Should we hire (perhaps non-tenure track) faculty dedicated to DCP before starting the program? Should another major in Social Science be considered? Faculty overload of full-time faculty in traditional undergraduate programs should be considered seriously (everyone is already doing more than a FT load)?

March 20, 1997
The VPAA met with Douglas Degelman, Shirley Albertson Owens and Dolores Jenerson-Madden regarding a feasibility study to be conducted by the Psychology Department with input from Phil Robinette (the original MFCC Coordinating Committee). The Feasibility study for a DCP major in Human Development would set contingencies for the Administration to meet; the finished study would be presented to the Social Science Division.

Murray pointed out that DCP has already been incorporated into our MISSION and serving the OLDER LEARNER only expands the mission. Murray also noted that WASC looks with favor on the DIVERSITY introduced with the DCP programs. Murray would also like a feasibility study to provide suggestions for means whereby tradition programs could be enhanced by DCP programs (i.e., bringing in an additional full-time faculty person with another area of faculty specialization) and whereby traditional and nontraditional programs can share resources. Adjunct only DCP majors are just not acceptable.

March 20, 1997
Murray negotiated a potential feasibility study with Douglas Degelman and Shirley Albertson Owens as Co-chairs. Each would be given course release time for this task. It was agreed that this market study would be completed Spring, 1998. Discussion of including the original MFCC Coordinating Committee members in this study were dropped because Phil Robinette was busy with being Director of Institutional Research and Chair of the General Education Review Committee, and Dolores Jenerson-Madden was occupied with the development of the MFCC program.
April 7, 1997
Murray joined the Social Science Division meeting to discuss the appointment of co-chairs, Douglas Degelman and Shirley Albertson Owens to conduct a feasibility study for a 3rd DCP major. Discussion, questions, and reservations focused on the following. The need to establish the feasibility of a new major in Human Development. It should be established what students do with a HUMAN DEVELOPMENT MAJOR. Can we support a Human Development major? Degree Completion programs at APU and Hope International are available. What space will be needed? What personnel will be needed? Will it be staffed by full time or adjunct personnel? What will the overall financial impact be on SCC? The Division expressed the concern that additional programs should not draw faculty availability away from traditional programs and from time to be available for student appointments. It was also pointed out that if Faculty taught in both the regular undergraduate program and in the DCP program as overload that they would likely experience burnout. By consensus, the Social Science Division agreed to have Douglas Degelman and Shirley Albertson Owens pursue a feasibility study for a new DCP program, taking into consideration the concerns and reservations of the Division.

Goals of Feasibility Study:
1) Determine if we should have a 3rd major in Human Development
   Are there other majors in the Social Sciences that might be of interest

2) What do people with a HUMAN DEVELOPMENT major do?

3) Is there a market for people with a Human Development Degree?

4) How much would it cost to implement a 3rd major?

5) Develop a model for future DCP development.

6) Develop an integrative model/undergrad and DCP Quality Control of Curriculum

7) Develop a model with full-time/adjunct involvement.
   (Shared resources, enhanced traditional undergraduate program.)

January 22, 1998
E-mail to Social Science Division

Announcement of writers’ intent to explore community interest in a Human Development or a Psychology Degree Completion program for adult learners. Social Science Division Faculty were told that they would get copies of surveys to be given to Human Services Agencies, Masters and Doctoral Graduate Programs, and a random telephone survey to be conducted in Costa Mesa. Feedback was requested.

APPENDIX A (continued)
At least two former psychology majors from the traditional undergraduate program had enrolled in the DCP program as business majors. One Psychology major in the traditional undergraduate program said she would have enrolled in a DCP psychology major instead had it been available. Might there be others who were enrolled in one of the available majors who might have preferred a psychology major? While David Elliott, Director of the DCP at SCC, believes that the Human Development major may be broader and more appealing, he has spoken with colleagues who believe that a Psychology program might be very successful as well. Because the authors of the feasibility study have expertise in psychology curriculum that would contribute to quality control of a DCP Psychology major, it was decided to include an inquiry about a possible Psychology, as well as a Human Development major, in the feasibility study.)
Some of the factors below appeared in the 1995 Degree Completion Evaluation Study prepared by Oosting et al. and others originated with the writers and came from feedback from others at SCC. We believe that the following factors are important for a successful DCP program.

1) Quality control of curriculum 
   (oversight by traditional undergraduate structure)

2) High Quality Faculty 
   (involvement of FULL-TIME FACULTY currently teaching in the traditional undergraduate programs)

3) Faculty who adopt the collaborative teaching style

4) Reasonable CORE CURRICULUM requirements

5) Efficient evaluation system to handle Credit for Prior Learning

6) Regular assessment and ongoing revision of program

7) Sufficient staffing with customer oriented attitude

8) Coordination between the Director of the Program, Business Office, Financial Aid, Dean’s office, and faculty teaching in the program

9) Sufficient Marketing Campaign...with attractive and well-written promotional materials
   Follow-up of prospective students

10) Adequate funding and budget process support

11) Understanding that adults learning in a nontraditional format may have different needs that are valid and important

12) The program is integrated into the mission of the college
APPENDIX C

GROWTH and WELL-BEING of the DEGREE COMPLETION PROGRAM

The following is a brief overview of the growth, retention rates, student satisfaction, and fiscal health of the DCP program. In addition to the demonstrated positive assessment in each of the areas mentioned, the DCP delivery package expands the SCC MISSION.

GROWTH HISTORY & RETENTION RATES

As of August 1995 there were 99 students (51% men and 49% women) enrolled in the program, with a retention rate of 93-94%. This is a higher retention rate than what typically might be expected of adult degree completion programs; which is 88-92% according to national norms. Not only is the SCC DCP retention rate higher than expected for degree completion programs, but it is also higher than the institutional retention rate for traditional undergraduate programs at SCC. (The traditional institutional retention rate at SCC Fall, 1993 was 77.1% with Fall, 1994 figures dropping to 76.5%. The traditional retention rate of undergraduate programs was 80.51% in Fall 1997; see Traditional Undergraduate Retention Graph 1988 - 1997, Rick Hardy 1997 Enrollment Report).

As of July 1, 1996 there were 194 DCP students enrolled (60 had graduated) and the retention rate was above 90%. Twenty-two of the 30 upper division major course in the DCP program were being taught by full time faculty. (WASC REPORT, 1996, page 98).

In his memo (8-22-97) regarding ENROLLMENT PROJECTIONS, Rick Hardy announced that DCP enrollments for Fall, 1997 were up approximately 23% over Fall, 1996; however, the traditional school enrollments were down. Because of increases in enrollment due to DCP and Graduate Programs, SCC’s overall enrollment did not decline over previous years.

According to SCC Records, as of February, 1998, 513 students have been enrolled in the program (473 Organization Management majors and 40 Ministry and Leadership majors).

See GRAPH of ENROLLMENT HISTORY which shows the Percent of Graduates per Year from 1994 to 1998. At no time has the DCP retention rate been lower than 90%; whereas traditional undergraduate retention rates at SCC are 80% or lower.

ASSESSMENT : EXTERNAL

In August, 1995 Oosting and Associates, Inc. Brentwood, Tennessee evaluated the DCP program. Interviews were conducted with 21 people. This included students enrolled in the program, faculty teaching in the program, Department chairs, DCP staff members, and SCC administrators. The outside assessment corporation gave the DCP program a favorable evaluation and made several suggestions to ensure continued growth and success.
ASSESSMENT: INTERNAL

STUDENT SATISFACTION

Students participate in an exit interview process. In addition, they evaluate each module of their program. At the end of each semester, they evaluate the program. Follow-up surveys of DCP graduates have been distributed; however, return rates are minimal at this point.

Results indicate that students are extremely satisfied with their DCP modules, instructors, and with their overall experience in the DCP program.

FINANCIAL WELL-BEING of DCP

The DCP Director has reported that the net revenue after budgeted expenses were:

- $100,000 1994 - 1995
- $300,000 1995 - 1996
- $400,000 1996 - 1997
- $850,000 1997 - 1998 (projected)

According to the former VPBF Herb Smith (2-7-97), the 1996-1997 drop in enrollment revenue was, in large part, offset by DCP income. It was the VPBF’s belief that without such DCP income there would have been no salary increases (including steps) or other incremental steps.

The VPAA believes that it is likely that there would have been no additional staffing for an Anthropology or a Sociology professor without DCP income (2-6-97).

DCP IN RELATION TO THE GOALS OF SCC

One of the goals of Southern California College (SCC) is to develop global citizens and be committed to diversity in Academic Programs (WASC REPORT, 1996, page 96).

The Degree Completion Program provides on-campus access to adult learners who are employed full time and cannot complete their degree in a traditional format. DCP’s unique weekly evening delivery system serves the needs of working adults in the community who are seeking educational opportunities.
APPENDIX C (continued)

In addition to serving the needs of the community, DCP programs that are currently being offered at four offsite locations allow SCC to reach several community constituencies with ethnic membership. The Latin American Bible Institute (LABI), La Puente, CA (a sister organization which prepares Hispanics and Latinos for church ministry), began June 4, 1996 with 10 students. Enrollment at this site continues to increase. A second offsite delivery system is located at West Angeles Church of God in Christ, Los Angeles, CA. West Angeles serves an African American congregation. In addition, the West Angeles relationship provides internship opportunities for on-campus SCC students in community development, education, business economic development, and urban development (WASC REPORT, 1996, page 99).

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APPENDIX D

DATE: March 26, 1998

TO: Dr. Douglas Degelman and Dr. Shirley Albertson Owens  
    Co-Chairs, Feasibility Study for Third Major in the Degree Completion Program

FR: Dr. Dolores Jenerson-Madden  
    Director, Graduate Program in Marriage, Family and Child Counseling

RE: Criterion for Consideration of DCP students for the Graduate Program in Marriage,  
    Family and Child Counseling

As Director of the Graduate Program in Marriage, Family and Child Counseling, it is my  
recommendation that any degree completion program that would be considered a feeder for the  
GRAD MFCC program be qualitatively rigorous academically. Along those lines the proposal  
for such a program may want to consider longer time periods for specific course modules than is  
typically the case, with very specific coverage of the most important content of various course  
offerings.

If students are considering continuing their education at the graduate level at SCC, it would be  
very important for students in such a program to have completed with a “B” grade or better the  
following courses which are prerequisite courses:

- Introduction to Statistics
- Introduction to Counseling Theories, Clinical Psychology, or Clinical Sociology
- Psychopathology or Abnormal Psychology
- Theories of Personality
- Lifespan Developmental Psychology or Human Development (Lifespan)
- New Testament Survey or Old Testament Survey

Regardless of major or type of BA degree (traditional undergraduate or degree completion  
program), all applicants to the GRAD MFCC program must meet the same requirements: overall  
minimum GPA of 3.0, and GPA in the six prerequisite courses must be a minimum of 3.0. All of  
the prerequisite courses for the GRAD MFCC program must be taken within the immediate 5  
years preceding the submission of an application.

In addition to the above, applicants to the GRAD MFCC program must have a clearly articulated  
and personally applied Christian faith which is highlighted by a personal relationship with Jesus  
Christ and openness to the working of the Holy Spirit. This is imperative due to the nature in  
which the courses will be taught at the graduate level.
APPENDIX E

Southern California College
Graduate Program in Marriage, Family and Child Counseling

The Graduate Program in Marriage, Family and Child Counseling at Southern California College will begin Fall 1998. It is a full time late afternoon and evening program designed for individuals from a variety of backgrounds. Completion of the program leads to a Masters Degree in Marriage, Family and Child Counseling. Students who want the state license to practice counseling must complete additional internship hours after graduation and sit for the licensing exam. The curriculum provides the appropriate courses required by the California Board of Behavioral Sciences.

Mission
The mission of the Graduate Program in Marriage, Family and Child Counseling at Southern California College is to incorporate graduate students into a community of Christian scholars and counselors, whose purpose is to assist individuals and families toward healthy living through a Biblical understanding of human nature. Consequently, students will be exposed to courses from a multidisciplinary approach integrating theory, research and practice within areas of counseling, psychology, sociology and theology in a holistic manner encompassing the spiritual, social, emotional, cognitive, physical, and behavioral realms.

Philosophy
The foundation for the Graduate Program in Marriage, Family and Child Counseling is a Christian understanding of human nature and healthy families. The integration process is based on fundamental beliefs about our Christian faith. We believe that God and His Holy Spirit can and do intervene directly in our lives through spiritual processes and indirectly by using humans who institute the laws, knowledge and processes He has given to humankind. The belief in the redeeming power of Jesus Christ infuses hope into the counseling encounter. Redemption signals the truth that people are capable of change through outside intervention if that assistance is accepted, internalized and experienced in their daily lives. Counseling is designed to tilt the scales in favor of a client experiencing the redemptive side of life despite the reality of human brokenness.

Objectives
The Graduate Program in Marriage, Family and Child Counseling is committed to the following objectives:

- to provide theological based integrative models of counseling.
- to provide specialized training in the prevention and treatment of the spiritual, social, emotional, cognitive, physical and behavioral problems of children, adolescents and their families.
- to provide a special emphasis in the area of prevention and intervention of child abuse
- to provide appropriate training and fieldwork experiences necessary to equip Christians to minister and work effectively within a variety of secular and Christian settings.
- to provide students with supervision by faculty who believe in God.
- to provide a high quality educational experience with standards similar to those recommended by the American Association of Marriage and Family Therapists (AAMFT).
- to prepare students for the State Licensing Exam.
Appendix E (continued)

PREREQUISITES

The faculty are committed to giving all students the best opportunity to succeed. All students accepted for the graduate program are requested to enter with an equivalent knowledge base in order to maximize their understanding of graduate level course work. Since information in the social sciences changes at a rapid pace, it is important for students entering the program to have current knowledge as their foundation.

- All prerequisite courses must be completed within 5 years of your date of application to the graduate program.
- To be considered for admission to the program all applicants must have completed each of the following prerequisite courses with a “B” letter grade or better.

Prerequisite Courses

- Introduction to Statistics Course
- Introduction to Counseling Theories, Clinical Psychology, or Clinical Sociology Course (Note: Counseling Theories is the preferred course)
- Psychopathology or Abnormal Psychology Course
- Personality Theories Course
- Developmental Psychology (Lifespan) or Human Development (Lifespan) Course
- Bible Survey Course (New Testament Survey or Old Testament Survey)

Prerequisite courses may be taken at any accredited community college or accredited university.

IMPORTANT REMINDERS (if taking prerequisite courses at SCC)

- General Psych is the prerequisite to all the other psychology courses
- Developmental Psychology is the next prerequisite in order to get into Abnormal Psychology.
- Abnormal Psychology is only offered during the Fall semester.
- Developmental Psychology is also the prerequisite to get into Theories of Personality.
- Theories of Personality is only offered in the Spring semester.
- Theories of Personality is the prerequisite in order to get into Counseling Theories.
- Counseling Theories is only offered in the Fall semester.

It is strongly recommended that all applicants to the graduate program take a field practicum class where they will have an opportunity to work with children, adolescents and/or adults. This will assist the student in determining whether they want to go into this field as an occupation.
Appendix E (continued)

GRADUATE COURSES

Final modifications and approval by the Board of Behavioral Sciences are in process. 
*Theological concepts will be integrated throughout each of the courses in the curriculum.*

Theoretical Foundations of Marriage and Family Counseling
Advanced Human Development
Advanced Psychopathology
Crisis Intervention
Professional Development and Consultation
Statistics and Research
Assessment and Psychological Testing for Counselors
Cross Cultural Counseling
Adolescent Practicum
Child Abuse
Substance Abuse Issues
Family Therapy Practicum
Child Treatment Models
Special Topics in Child/Adolescent Pathology and Treatment
Child Practicum
Family Therapy
Human Sexuality
Child/Adolescent Practicum
Group Dynamics
Pre-marital and Marital Counseling
Domestic Violence
Final Exit Project
APPLICATION PROCESS

Applications will be available November 1997.

The GRE exam will not be required for admission into the graduate program.

Admissions Requirements:
It is recommended that you make an appointment with the program coordinator prior to applying to the program.

1. Completion of a bachelor’s degree from a regionally accredited college or university. (Applicants from an institution accredited by the American Association of Bible Colleges or non accredited institutions will be evaluated on an individual basis.)
2. Minimum cumulative undergraduate GPA 3.0 (on a four-point scale).
3. Prerequisite courses completed with “B” grade or better within 5 years of application.
4. Three letters of recommendations
5. Official Transcripts
6. Statement of Purpose for Graduate Study

Contact Ms. Cindy Ortiz, Program Coordinator
Office of the Graduate Program in Marriage, Family and Child Counseling
Scott Academic Center, Room 238.
On Campus Phone Extension: 350
Off Campus Phone Line: (714) 556-3610 ext. 350
Fax Line: (714) 662-5226

FINANCIAL AID
Contact Mrs. Debby Rush
Graduate Financial Aid Counselor
Financial Aid Office, Monday – Thursday, 9:00 a.m. – 2:30 p.m.
(Other times by appointment ONLY)
On Campus Phone Extension: 423
Off Campus Phone Line: (714) 556-3610 ext. 315
Fax Line: (714) 966-5471
APPENDIX F

DCP Survey
Current DCP Students (n=144)

1. In which Degree Completion Program are you currently enrolled?
   
   36 Ministry & Leadership
   108 Organizational Management

2. How many modules have you completed? **Range: 0-18; mode = 11**

3. Overall, how would you rate the Degree Completion Program in which you are enrolled? (circle one number)
   
   Poor 1 2 3 4 5 Excellent  
   1 0 11 58 72  
   M = 4.41, SD = .70

4. What reason best describes why you are obtaining your degree in a Degree Completion Program?
   
   9 a. to prepare for employment
   33 b. to become eligible for advancement within your current job
   33 c. to prepare for a career change
   29 d. for personal growth
   42 e. other:

5. When you were considering the Degree Completion Program at Southern California College, would a program in Human Development (designed to prepare academically competent students to secure employment in the social services/human services field or to enter graduate study in a field of interest within social services/human services) have been of interest to you? 76 yes/no 71

6. When you were considering the Degree Completion Program at Southern California College, would a program in Psychology (designed to prepare students either to secure employment immediately following graduation or to continue on to pursue advanced study in psychology or counseling at the graduate level) have been of interest to you? 71 yes/no 71

7. Do you have any family members or friends whom you think would be interested in a Degree Completion Program in either Human Development or Psychology? 61 yes/no 76 (If yes, circle program of interest)

8. If you are currently employed, what is your job title? **various**

APPENDIX F (continued)
9. Which program (Human Development or Psychology) do you feel would better prepare an individual for employment in your organization?

   a. Human Development  
   b. Psychology  
   c. either Human Development or Psychology  
   d. neither Human Development nor Psychology

10. What new Degree Completion Program (other than Human Development or Psychology) would you like to see developed at Southern California College? **Top two: Education-16, MBA-10**

11. How do you feel most Degree Completion programs (adult learner programs) prepare individuals for employment, compared to traditional undergraduate programs? (circle one number)

   1  2  3  4  5  \[ M = 3.90, SD = .97 \]

   1. DCP prepares more poorly
   2. DCP prepares equally well
   3. DCP prepares better

12. Comments?
Thank you for taking the time to fill out this brief survey. Southern California College is considering the possibility of adding a new degree completion program in either Human Development or Psychology. Currently degree completion programs are offered in Organizational Management and Ministry & Leadership.

We are seeking the opinions of southern California residents of all ages about degree completion programs in general and possible new programs at Southern California College. Filling out the survey is simple, free and confidential. If you would like to learn more about Southern California College or existing degree completion programs before completing this survey, please check out Southern California College and ADVANCE Degree Completion Program.

Might you (or someone you know) be interested in going back to college to complete a degree?
17 Yes
2 No

Are you familiar with Southern California College?
9 Yes
11 No

Have you ever taken a class in a degree completion program?
7 Yes
13 No

What degree completion programs would you (or someone you know) be interested in? (You may select more than one)
8 Business
5 Religion
7 Education
0 Science
2 General education
1 Criminal Justice
8 Psychology
3 Human Development
5 Humanities/Literature/Languages
4 Other

If Southern California College were to offer a degree completion program in either Human Development or Psychology, which would you (or someone you know) most likely be interested in?
6 Human Development
9 Psychology
email address:
Zip Code:
AGE:  (Range: 17-48; M = 34, SD = 9)

GENDER:
  11 Male
  7 Female

OCCUPATION:
  4 Clerical/Secretarial
  0 Engineering/Scientific
  0 Health Care & Related
  0 Legal
  0 Education
  3 Professional/Management
  0 Trades & Related
  3 Information Systems
  0 Social Services
  2 Student
  7 Other

EDUCATION LEVEL
  1 High School or Equivalent
  0 Up to one year of college
  5 One to two years of college
  3 Associate/Two-year Degree
  1 Bachelor's Degree
  1 Master's Degree
  0 Ph.D. or Other Graduate Degree

Do you have any other thoughts or comments you would like to share?

Are you willing to participate in a follow-up telephone survey?
  11 Yes (please provide name and phone number)
     Name:
     Phone:
  9 No

When you have completed the survey, click the "Send Survey" button. Thank you very much for your input!
APPENDIX H

DCP Survey
Telephone-Costa Mesa (n = 62)

1. Would you, or any adult in your household be interested in going back to college to complete a degree?
   
   **Yes: self-46; other-16**

2) Are you familiar with Southern California College?
   
   **Yes-23**
   **No-38**

3) Right now we have BUSINESS & RELIGION degree completion programs. If we were to offer another degree completion major what major would you (or that other person) be interested in?
   
   **Top four:** Business-9; computer science-6; education-6; psychology-4

4) Would you have a second or third choice of major? **(various)**

5) If we were to offer a DEGREE COMPLETION major in Human Development/Social Services or a major in Psychology which would you (or that other person) most likely be interested in?

   **Human Development-19**
   **Psychology-28**
   **Either Human Development or Psychology-3**
   **Neither Human Development nor Psychology-12**

6. What is your (other person’s) occupation? **(various)**

7. How many years of college have you (or the other person who might be interested) completed? **mode = 2**
APPENDIX I

DCP Survey

Graduate Programs (n = 15)

1. What are the three most common majors of successful applicants to your graduate programs?

<table>
<thead>
<tr>
<th></th>
<th>Business</th>
<th>Psychology</th>
<th>Religion</th>
<th>Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sociology</td>
<td>__Anthropology</td>
<td>__Communication</td>
<td>Humanities</td>
</tr>
<tr>
<td>__English</td>
<td>__Music</td>
<td>2 Biology</td>
<td>__Chemistry</td>
<td></td>
</tr>
<tr>
<td>__Math</td>
<td>__Education</td>
<td>__History</td>
<td>__Exercise/Sports Science</td>
<td></td>
</tr>
<tr>
<td>__Computer Science</td>
<td>__Science</td>
<td>__Political Science</td>
<td>3 Other: ______________.</td>
<td></td>
</tr>
</tbody>
</table>

2. What program of study at the undergraduate level would best prepare an individual for admission to your graduate programs? psychology-10; psychology or human development-1; psychology or liberal arts-1; psychology or sociology-1

3. Which program (Human Development or Psychology) would better prepare an individual for entry into your graduate programs? (Please check one) 0 HD  15 Psychology

0 Either  0 Neither

4. How effective do you feel most Degree Completion programs (adult learner programs) are at preparing individuals for employment, compared to traditional undergraduate programs? (circle one number)

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<thead>
<tr>
<th></th>
<th>0</th>
<th>5</th>
<th>3</th>
<th>2</th>
<th>3</th>
<th>M = 3.23, SD = 1.24</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

DCPs are less effective  DCPs are equally effective  DCPs are more effective

5. Would you evaluate an applicant from a degree completion program any differently than an applicant from a traditional undergraduate program? (circle one) 4 YES  NO 10

(If YES please explain)

6. For each of the following statements, indicate your level of agreement by circling one of the four options (SA=strongly agree; A=agree; D=disagree; SD=strongly disagree).

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>9</th>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCP graduates tend to be more mature.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
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</table>

<table>
<thead>
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<th></th>
<th>2</th>
<th>8</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Degree completion programs tend to be less rigorous academically.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
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<th></th>
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<th>8</th>
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</thead>
<tbody>
<tr>
<td>DCP graduates tend to have more real-world experience.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>
APPENDIX I (continued)

7. Would you actively consider for admission to your graduate programs an individual with a B.A. in Psychology (earned through a degree completion program) from Southern California College? If no, please explain.  

   YES \hspace{1cm} NO  

   15 \hspace{1cm} 0

8. Would you actively consider for admission to your graduate programs an individual with a B.A. in Human Development (earned through a degree completion program) from Southern California College? If no, please explain.  

   YES \hspace{1cm} NO  

   12 \hspace{1cm} 2

9. Comments?
APPENDIX J
DCP Survey
Social Service Agencies (n = 46)

1. What educational background do you require for entry-level positions within your organization?  19-High School Graduate  14-College Graduate  10-Other:

2. Approximately what percentage of your employees have a B.A. degree as their highest earned degree?  M = 36, SD = 23

3. What are the three most common job titles within your organization for applicants with a B.A. degree?  (various)

4. Regarding the above job titles, what are the three most common majors represented at your organization?

   4  Business  38  Psychology  2  Religion  16  Human Development
   18  Sociology  __  Anthropology  2  Communication  2  Humanities
   __  English  __  Music  1  Biology  __  Chemistry
   __  Math  9  Education  __  History  1  Exercise/Sports Science
   2  Computer Science  1  Science  1  Political Science  17  Other: ______________.

5. Would you actively consider as a prospective employee an individual with a B.A. in Psychology from Southern California College?  36  YES/NO  8  (If NO please explain)

6. Would you actively consider as a prospective employee an individual with a B.A. in Human Development (Human Services emphasis) from Southern California College?  38  YES/NO  7  (If NO please explain)

7. What undergraduate major would best prepare an individual for employment in your organization?  (Use list from #4)  psychology-25; sociology-2; religion-1; human development-16; other-20

8. Which major (Human Development or Psychology) would better prepare an individual for employment in your organization?  (Please check one)
   11-HD  18-Psychology  16-Either  0-Neither
APPENDIX J (continued)

9. How effective do you feel most Degree Completion programs (adult learner programs) are at preparing individuals for employment, compared to traditional undergraduate programs? (circle one number)

<table>
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<th>4</th>
<th>5</th>
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<tr>
<td>DCPs are</td>
<td></td>
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<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>less effective</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

M = 3.06, SD = .73

10. Would you evaluate an applicant from a degree completion program any differently than an applicant from a traditional undergraduate program? (circle one) YES/NO

(If YES please explain)

36

11. For each of the following statements, indicate your level of agreement by circling one of the four options (SA=strongly agree; A=agree; D=disagree; SD=strongly disagree).

<table>
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<tr>
<th></th>
<th>11</th>
<th>23</th>
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<tbody>
<tr>
<td>DCP graduates tend to be more mature.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
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</tbody>
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<tr>
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<th>3</th>
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<tbody>
<tr>
<td>Degree completion programs tend to be less rigorous academically.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
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</table>

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<tr>
<th></th>
<th>13</th>
<th>22</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCP graduates tend to have more real-world experience.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

12. Comments
APPENDIX K

DCP Feasibility Study
Summary: Human Development or Psychology?

The following similar questions were asked of the five groups surveyed:

**Current DCP:** Which program (Human Development or Psychology) do you feel would better prepare an individual for employment in your organization?

**Web:** If Southern California College were to offer a degree completion program in either Human Development or Psychology, which would you most likely be interested in?

**Phone:** If we were to offer a degree completion program in Human Development/Social Services or Psychology, which would you most likely be interested in?

**Graduate Programs:** Which program (Human Development or Psychology) would better prepare an individual for entry into your graduate program?

**Social Service Agencies:** Which major (Human Development or Psychology) would better prepare an individual for employment in your agency?

The following table shows the frequencies each major was selected for each of the groups surveyed:

<table>
<thead>
<tr>
<th>Group</th>
<th>Human Development</th>
<th>Psychology</th>
<th>Either</th>
<th>Neither</th>
<th>TOTAL</th>
</tr>
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<tr>
<td>Current DCP</td>
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<td>40</td>
<td>43</td>
<td>23</td>
<td>144</td>
</tr>
<tr>
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<td>9</td>
<td>-</td>
<td>-</td>
<td>15</td>
</tr>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>15</td>
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<td>Social Service</td>
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<td>18</td>
<td>16</td>
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<td>45</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>74</strong></td>
<td><strong>110</strong></td>
<td><strong>62</strong></td>
<td><strong>35</strong></td>
<td><strong>281</strong></td>
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