

Volume 18, No. 2

# Journal



EDUCATIONAL  
OPPORTUNITY

Ernest W. Brewer, Editor



# Non-Traditional Learners Face the New Century

*Ernest W. Brewer*

*Dora H. Marmon*

*Joel D. Coates*

## **Abstract**

One result of the rapid change in national employment needs has been an increase in the number of non-traditional students entering postsecondary education programs, and this growth is expected to continue during the coming decade. Scheduling adjustments and distance learning options have helped make education more accessible to older students. However, many adults, especially potential first-generation college graduates, are at risk; some do not succeed. This article examined the characteristics of these students and their special learning needs. Efforts to assist non-traditional, first-generation students through pre-college programs and support services in institutions of higher learning are presented.

## **Introduction**

Rapid workforce changes are propelling an increasing percentage of the adult population into jobs that require them to gain new knowledge and skills. Current expectations are that workers will need to upgrade their skills and/or make major vocational changes every three to five years in the future. In-house workforce training programs provide for many of these training needs. However, many workers have experienced unemployment or under-employment due to a lack of education. The gap between those with sufficient skills and education and those without has been increasing (*Assessment*, 1996; *Manufacturing*, 1998; NGA Online, 1997; National Center, undated; Pierce, 1994; U.S. Small

Business, 1999). Over time, this disparity has been very costly to American business and to U.S. workers who have been displaced due to their skill deficits.

One striking result of the rapid change in employment needs has been a burgeoning number of non-traditional students entering postsecondary education programs. Hayes (1997) has estimated that "approximately 30 percent of the student body at many colleges and universities... are first-generation students" (p. 1). Numbers and also proportions as compared to traditional students are expected to rise over the next 10 years at least (Levine & Nidiffer, 1996). On average, enrollment in higher education in the U. S. is expected to grow by 16% by the year 2007 (Riverim-Simard, 1992), and the percentage of non-traditional students in all areas of postsecondary education is projected to increase 17% by 2010 (Women's Bureau, 1997). Many changes in educational focus and practical strategies have been required to accommodate this growing influx of non-traditional postsecondary students.

Fortunately, the groundwork was laid over 50 years ago as returning World War II veterans began taking advantage of the G.I. Bill. Coming into quite traditional college classrooms in the late 1940s, military veterans challenged the then-prevailing academic status quo—asking for courses that would take account of their considerable abilities and life experiences. They also called for practical curricula that would prepare them for the postwar workforce (Clark, 1998; Olson, 1994; Post & Gillian, 1993; Rose, 1994).

Over the last half century, academia has responded, especially to the scheduling needs of non-traditional students. Also, state vocational-technical institutes and public community colleges have sprung up across the nation. Through a variety of scheduling options, including distance learning courses and evening classes, postsecondary institutions have tended to cater to students who also had employment and family obligations.

Other schools and training institutes have introduced "vestibule programs" (Clark, 1998), offering remedial education in basic skills and special service programs to assist with enrollment and financial aid applications (Olson, 1994; Post & Killian, 1993). These

innovations have been good for the institutions and for adult students. However, many non-traditional students remained at risk; some have not succeeded. Many experienced both social isolation and academic difficulty when they returned to the educational setting. Tierney and Rhoads (cited in Wallace & Abel, 1997) postulated that this potential for failure could be explained through post-modernism and critical theory. "...Our society consists of hierarchies that place the dominant group in power and marginalize or de-legitimate to social borders the norms and values of cultures with limited power" (p. 5). Hall (cited in Heaney, 1996) agreed, stating that "...those who already have successful formal educational experiences are now the ones most likely to [be able to] afford and benefit from adult education" (p. 8). Heaney also observed that education has been "...not the 'great equalizer' but rather the 'great selector'—the dispenser and authenticator of skills and knowledge required for leadership" (p. 5). To understand the adverse effects for many of today's adult students and to learn how to better assist them, one must consider the characteristics and life situations of those individuals.

### **Characteristics of First-Generation Students**

First-generation college students, those for whom neither parent has a four-year college degree, are often members of ethnic minorities, and even more frequently, they come from poor or working-class families (Jones & Watson, 1990; Mitchell, 1997, Pardon, 1992). To succeed in college, these students must overcome the cultural disadvantages of having few, if any, mentors at home and also the academic disadvantages of their skill deficits. Characteristics of these students include:

1. lower reading and math skills (Hayes, 1997; Mitchell, 1997; Richardson & Skinner, 1992; Riehl, 1994; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996);
2. low levels of family support and greater need for counseling and mentoring (Allen, 1994; Rose, 1997; Terenzini, et al., 1996);

3. greater parenting responsibilities than traditional students (Terenzini et al., 1996);
4. lower self-expectations with regard to level of degree attainment (Riehl, 1994; Terenzini, et al., 1996);
5. greater need to work off campus (Levine & Nidiffer, 1997);
6. less time for extracurricular events (Grayson, 1995);
7. discouragement from lower teacher expectations in college (and in high school) (Richardson & Skinner, 1992);
8. high drop-out rates during the first semester of college (Mohammadi, 1996; Riehl, 1994);
9. longer time needed to finish degree programs due to intermittent, part-time attendance (Meckler, 1996; Zwerling, 1992); and
10. tendency to take fewer humanities courses and more technical training classes (Terenzini et al., 1996).

Further, many of today's first-generation students are over the age of 24 years. As adults, their learning needs are different, and although colleges and universities have made adaptations of availability of courses to meet adults' scheduling needs, some programs have been slow to adapt teaching-learning styles to the needs of mature students. This has been true especially at the freshman and sophomore levels, where large lecture classes still predominate in universities. Adult learners function best in classes that (a) utilize their life experiences; (b) call for active learner involvement; (c) encourage reflection and analytic thinking; and (d) empower learners to be self-directed (Kansas State, 1999; Skolnik, undated).

### **Positive Attitudes of Adult Learners**

Many characteristics of non-traditional students serve them well in their academic pursuits. On the whole, they are

1. focused on career objectives and, therefore, on academic goals;

2. achievement oriented and highly motivated (Cross, cited in Benshoff & Lewis, 1992);
3. able to relate their life experiences to their course work, enhancing their academic learning (Brookfield, cited in Principles, undated; Rose, 1997); and
4. open to newer educational strategies, such as distance learning options (DeFerrari, Dozier, Klubeck, & Real, 1998).

## **Reasons for Vulnerability**

Post and Killian (1993) summarized demographic information on non-traditional students, stating that they (a) have been away from formal education for a minimum of four years; (b) are military veterans; (c) are at least 24 years of age; (d) are responsible for the nurturing and/or financial support of another person; and/or (e) are married, widowed, divorced or separated from a spouse. A majority are at-risk as students due to (a) low income, (b) family educational limitations, ["first-generation" students] and/or (c) minority status (Pierce, 1995; Rose, 1994; Wallace & Abel, 1993; Walton, 1992).

Wallace and Abel (1993) defined minority status as including those who have been marginalized because of race, gender, ethnic status and/or physical limitations. Students in this category have been found to lose self-confidence and motivation due to their social isolation. The primary reason non-traditional students have not completed training or courses of instruction has been their "...inability to socially integrate into the collegiate environment" (p. 6). Walton (1992), who studied 202 adult business students in a vocational center in Canada, found that 57 (29%) did not persist. That research, along with studies by Tinto, Suddick and Collins, and by Metzner and Bean (both sources cited in Walton), all found cultural isolation to be a major factor associated with adult students not persisting in postsecondary education.

## **Efforts to Assist At-Risk Students**

Returning to post-modernism and critical theory, Wallace

and Abel (1997) stated that this perspective could "...help us understand the implications that socially constructed power relations can have on participation, success, and retention of students as they relate to their social identification" (p. 5). The goal must be the emancipation of disadvantaged persons through the helpful intervention of peers, institutions, and significant others. At-risk adults frequently lack appropriate role models, experience financial difficulties, and function in a non-supportive social environment. To be successful, they need tutoring, supportive counseling, advising, and networking opportunities.

### **Military Transition Programs**

Some efforts by the armed services have focused on encouraging military personnel to plan ahead, assess their needs, and boost their skills prior to re-entering civilian life. Three-day transition programs (*Chronicle of Higher Education*, 1992) have offered vocational and basic skills assessments and advising services to those soon to be discharged. In fact, personnel responsible for the transition programs have been recommending that newly discharged veterans return to some type of postsecondary education immediately because they believed full-time employment could mitigate against commitment to furthering one's education (*Chronicle of Higher Education*).

### **Institutional Tutoring and Mentoring Programs**

Astin and Tinto (both cited in Wallace & Abel, 1997) stated that high predictors of ability to persist in higher education included (a) parents' educational levels, (b) individual motivation, and (c) student's age. A fourth factor, persistence in high school, was identified by Walton (1992). To address some of these issues, many postsecondary institutions have begun to offer remedial and developmental math and English courses, tutorial services for college classes, and mentoring opportunities with faculty members.

Wallace and Abel (1997) reported on their reviews of formal

mentoring in institutions of higher learning. "One key to successful mentoring lies in the support and encouragement of university leaders" (Krueger, cited in Wallace & Abel, p. 9). Terenzini (cited in Wallace & Abel) identified some key factors for assisting at-risk students to persevere in college: (a) promotion of awareness of the transition process; (b) early validation of students' worth and performance; (c) student support programs; and (d) experiences which show students that someone cares (p. 10).

## **TRIO Programs**

In a study of adult participants in TRIO, Wallace and Abel (1997) conducted open-ended interviews with 20 students who had been served by the Student Support Services (SSS), Veterans Upward Bound (VUB) or Educational Opportunity Center (EOC) projects at a southern four-year university. They found that the staff commitment those students experienced was a prime factor accounting for students' persistence in education. Students in the study reported feeling a sense of obligation because of the caring and personal investment of TRIO project personnel. There has been a need for additional studies to identify best practices and to further determine the effectiveness of TRIO Programs for non-traditional students.

In a 1991 study of another SSS program in a university setting, Mahoney (1998) found that of the 209 subjects in the study, 72% were retained until graduation and most stated the program had been very helpful to them. In another study, conducted by an independent firm, the same program was found to be highly effective in retaining students. Students found program staff to be empathetic, encouraging, and dedicated to helping students achieve their educational goals:

As the nation moves into the next century, the need for high-quality, highly interactive academic support services...may even be greater considering the increasing number of non-traditional students entering U.S. colleges and universities with escalating



needs for individualized assistance (Mahoney, p. 381).

A similar study of SSS at Rutgers University (Thomas, Farrow & Martinez, 1998) found that the network of services provided by the program "...is the key factor in the strong graduation rates..." (p. 402).

### **Veterans Upward Bound Projects**

Veterans Upward Bound (VUB) projects were first authorized in 1972. This program has been designed for military veterans who were potential first-generation college graduates and/or who met the economic guidelines common to all TRIO Programs. The 45 VUP projects currently in operation assist thousands of military veterans each year in their pursuit of further formal education. Components offered by all VUB projects have included math through pre-calculus, lab sciences, composition, literature, foreign languages, basic skills (math and language) assessment and remediation, and referral as needed to other veterans' support services and assistance agencies.

Most VUB projects also offered career selection and academic advising services, computer literacy development, life adjustment and study skills workshops, financial aid workshops, and supplemental instruction. Advising, tutoring, and mentoring services are designed to encourage self-directed learning, sharing of life experiences and problem-solving to veteran students working alone, with tutors, or in small groups.

Yanosko (1980) studied the VUB Program at Humboldt State University. That 10-week college prep program offered two math classes: a basic math tutorial program involving 27 students and an algebra class of 31 students. Yanosko reported that 14 (52%) of the basic math students and 22 (71%) of the algebra students completed their courses of study, with lack of student motivation cited as the chief factor in the attrition rate. Of those students who completed the program, 13 (92.9%) of the basic math students and 19 (86.4%) of the algebra students significantly improved their skills.

## Reported Data on VUB Projects

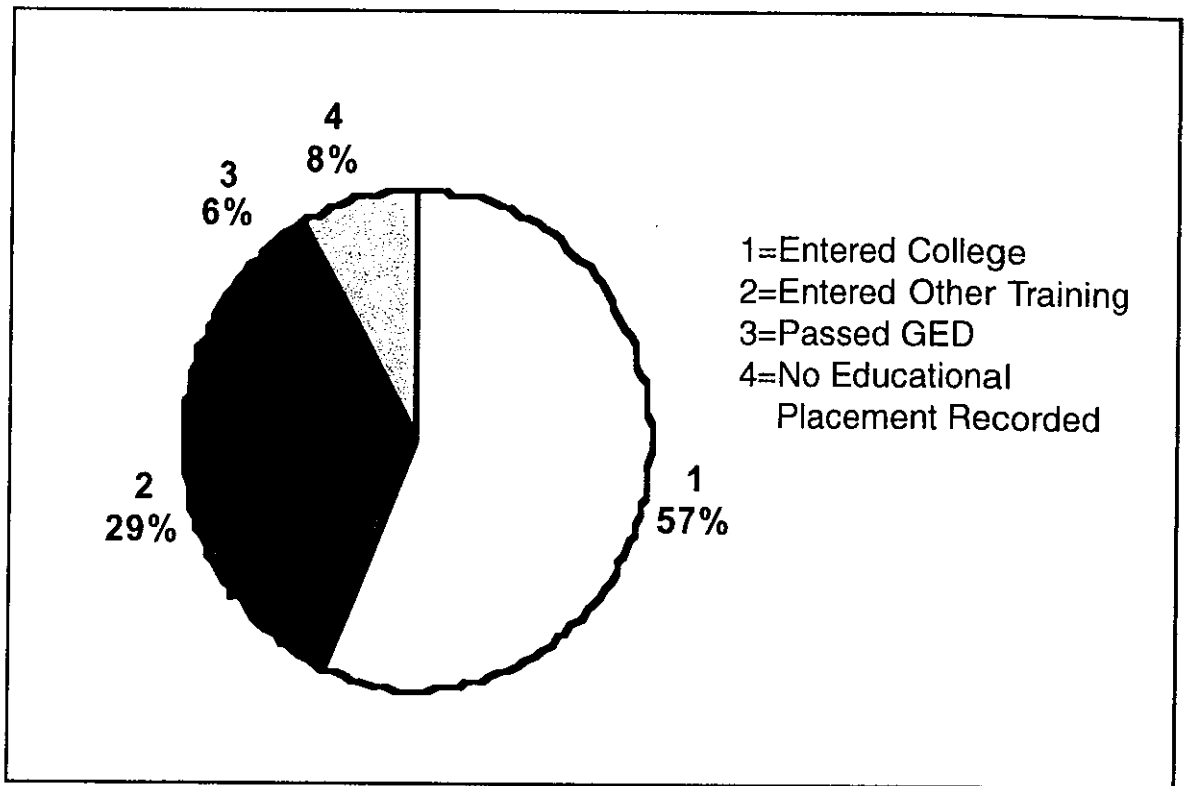
During the 18-year period between 1978 and 1996, an average of 22 VUB projects per year reported their outcomes data in a longitudinal data collection effort initiated by the late Dr. Ed Keiser, former Director of VUB at the University of Cincinnati. On behalf of the National Association of Veterans Upward Bound Project Personnel, the longitudinal VUB data collection process is continuing today under the direction of Dr. Ernest W. Brewer, Professor and Principal Investigator/Director of Federal Programs at The University of Tennessee, Knoxville, one of the authors of this article.

During the 1978-1996 period, the reporting VUB projects served a total of 49,623 military veterans, an average of 127 per project per program year. Figure 1 illustrates that of that number, 14,561 (29%) entered college upon completion of their VUB services. In addition, 2,909 students, or slightly over 6% of the VUB-enrolled veterans, entered other postsecondary training programs.

Another area of achievement for some students enrolled in VUB projects during this period was passing the General Equivalency Diploma (GED) test. During the 1978-1996 period, of the programs reporting, a total of 5,538 students attempted the GED test, and 4,185 earned their GED diplomas. This number represented over 8% of all enrollees in the reporting programs, as noted in data summary 3 in Figure 1 and in Table 3 below.

Thus, of the 49,623 students enrolled in VUB projects reporting their data from 1978 through 1996, a total of 21,655 students made significant job-related educational gains. This represents 43.43% of all reported VUB enrollees.

Table 1 expands on the data illustrated in Figure 1 to indicate VUB Outreach and Recruiting outcomes during the 18-year study period. "Formal Contacts" included contacts with potentially eligible military veterans through a variety of community outreach efforts by the VUB projects, including veterans' attendance at formal "intake" sessions at a VUB project site. As noted above, of



**Figure 1.** Reported Outcomes of VUB Enrollments (1978-1996)

the formal contacts reported in Table 1, a total of 49,623 resulted in VUB enrollments.

Table 2 details the reported outcomes for the VUB projects as they related to college admissions, college enrollments, and enrollments in other kinds of postsecondary education programs, by veterans who completed their program of services in VUB. The year-to-year figures reflected not only variations in the number of VUB projects reporting, but also the relative employment/unemployment rates across those same years. Veterans' Upward Bound (VUB) recruiting and enrollment outcomes have proven sensitive to fluctuations in unemployment rates. Ironically, when times are "good" and unemployment rates are low, it has generally been more difficult to recruit, retain, and enroll low-income, first-generation veterans in programs of postsecondary education. Veterans' Upward Bound (VUB) projects that can meet their outcome objectives in times such as those are to be commended.

Table 3 enumerates the GED preparatory service outcomes

**Table 1**  
**Reported VUB Outreach/  
 Recruiting Outcomes**

<b>Program Year</b>	<b>Number of Projects</b>	<b>Formal Contacts</b>	<b>Enrolled in VUB</b>
1978-79	24	5,478	3,435
1979-80	25	7,272	4,209
1980-81	28	6,419	3,725
1981-82	32	8,658	3,798
1982-83	19	5,788	2,419
1983-84	16	4,817	2,015
1984-85	19	4,251	2,013
1985-86	19	3,634	1,662
1986-87	17	4,145	1,914
1987-88	19	5,503	2,222
1988-89	19	4,949	2,310
1989-90	26	6,434	3,139
1990-91	19	6,671	2,525
1991-92	26	6,933	3,332
1992-93	27	7,083	3,476
1993-94	17	5,024	2,353
1994-95	19	4,760	2,596
1995-96	19	4,063	2,480
<b>Total</b>			<b>49,623</b>

provided by the reporting Veterans Upward Bound projects during the 18-year longitudinal study period. It is easy to see and understand that the demand for GED services in the VUB projects has decreased markedly in recent years, beginning most notably in the 1993-93 program year. It was in 1993 that the U.S. armed services began requiring a high school diploma of all new military recruits; the numbers of exiting veterans without a high school diploma have thus plummeted.



**Table 2**  
**Reported Postsecondary Education Outcomes**  
**for Veterans Completing the Veterans**  
**Upward Bound (VUB) Projects**

Program Year	Number of Projects	Entered College	Entered Other Training
1978-79	24	893	177
1979-80	25	961	209
1980-81	28	809	209
1981-82	32	885	372
1982-83	19	493	196
1983-84	16	178	80
1984-85	19	164	150
1985-86	19	484	153
1986-87	17	557	112
1987-88	19	753	100
1988-89	19	788	117
1989-90	26	1,047	145
1990-91	19	1,043	182
1991-92	26	1,203	154
1992-93	27	1,322	202
1993-94	17	1,015	148
1994-95	19	1,056	106
1995-96	19	910	97
<b>Totals</b>		<b>14,561</b>	<b>2,909</b>

### Summary

Non-traditional first-generation students enter postsecondary education motivated to improve their quality of life through the educational process. However, they often immediately encounter cultural and educational obstacles embedded in the system, as noted by adherents to the post-modernism and critical theory perspective and as documented by virtually every researcher who has studied economically disadvantaged, non-traditional first-

**Table 3**  
**Reported GED Outcomes for VUB**

Program Year	Number of Projects	Number Taking GED	Number Passed GED
1978-79	24	985	750
1979-80	25	847	639
1980-81	28	567	388
1981-82	32	691	503
1982-83	19	452	291
1983-84	16	269	212
1984-85	19	288	243
1985-86	19	200	167
1986-87	17	139	107
1987-88	19	239	195
1988-89	19	155	132
1989-90	26	180	142
1990-91	19	119	88
1991-92	26	125	102
1992-93	27	99	80
1993-94	17	90	78
1994-95	19	61	41
1995-96	19	32	27
		<b>Total</b>	<b>4,185</b>

generation students. Numerous higher education initiatives, including TRIO postsecondary education opportunity and access projects and many other vocational and technical training programs, have been developed especially for those students. Administrators, counselors, and instructors use their knowledge of adult learning theory and of students' needs and potentials to assist them in overcoming barriers to success. There is a great need to identify and replicate best practices in the programs in which these professionals work.

## References

- Allen, B. A. (1994, September). The student in higher education: Non-traditional student retention. *The Community Services CATALYST*, 23(3), 1-7.
- Assessment of U.S. competitiveness. Section 4. Survey questions and answers. Review of last 10 years. (1996, October 24). (<http://nii.nist.gov/pubs/assess/surveyqa.html>) (Accessed March 15, 2000)
- Benshoff, J. M., & Lewis, H. A. (1992). *Non-traditional college students*. (ERIC Document Reproduction Service No. ED 347 483).
- Clark, D. A. (1998, Summer). "The two Joes meet—Joe College, Joe Veteran" The G.I. Bill, college education, and postwar American culture. *History of Education Quarterly*, 38(2), 165-189.
- Chronicle of Higher Education. (1992, July 8). Colleges help military personnel make the transition to civilian life. *Chronicle of Higher Education*, 38, 30.
- DeFerrari, C., Dozier, D., Klubeck, J., Real, M. (1998, November). Learning out of the box: Perceived relative advantages of on-line distance learning against the norm. *International Communications Association Panel: Communication and Technology* (<http://cdfproductions.com/LEARNING.htm>). (Accessed: January 11, 2000)
- Grayson, J. P. (1995). *The first-generation at York University*. Toronto, Ontario: York University. (ERIC Document Reproduction Service No. ED 404 902).
- Hayes, L. L. (1997, August). Support from family and institution crucial to success of first-generation college students. *CTOnline*. (<http://www.uncg.edu/edu/criccass/achieve/docs/c10897a3.htm>) (Accessed: January 6, 2000).
- Heaney, T. (1996). Adult education for social change: From center stage to the wings and back again. *ERIC Monograph*. Washington, DC: GPO.
- Jones, D. J., & Watson, B. C. (1990, September). "High risk" students and higher education: Future trends. *ERIC Digest*. (ERIC Document Reproduction Service No. ED 325 033) ERIC Clearinghouse on Higher Education, Washington, DC: George Washington University.
- Kansas State University (undated). *Non-traditional study*. (<http://www.dce.ksu.edu/dce/nts/>) (Accessed: January 11, 2000)
- Levine, A., & Nidiffer, J. (1996). Beating the odds: How the poor get to college. *The Jossey-Bass Higher and Adult Education Series*. 1<sup>st</sup> ed.
- Mahoney, R. G. (1998, Fall). Components of TRIO's success: How one student support services program achieved success. *The Journal of Negro Education*, 67(4), 381-388.
- Manufacturing Scale Standards Council. (1998, March 16). *Strategic plan for the development and operation of a manufacturing scale standards system. Executive summary*. National Coalition for Advanced Manufacturing, (<http://www.nacfam.org/manufact.htm>) (Accessed March 15, 2000)
- Meckler, L. (1996, October). *Older students larger presence at colleges: Baby boomers changing face of education*. (<http://www.jrnl.com/news/96/Oct/jrn100171096.html>). (Accessed January 11, 2000)
- Mitchell, K. (1997, Fall). Making the grade: Help and hope for the first-generation college student. *ERIC Review on The Path to College*. (<http://www.accesseric.org/resources/ericreview/vol5no3/firstgen.html>) (Accessed: January 6, 2000)
- Mohammadi, J. (1996, Spring). Exploring retention and attrition in a two-year public community college. *VCCA Journal*, 10(1), 39-50.
- NGA Online. (1997, December 8). *Investing public resources to support incumbent worker training*. National Governors Association and NGA Center for Best

- Practices. (<http://www.nga.org/Pubs/IssueBriefs/1997/97/208IncumbentWorker.asp>) (Accessed March 15, 2000)
- National Center for Research in Vocational Education Report, 1988-99. (undated). *Current views on workplace literacy*. University of California, Berkeley. (<http://ncrve.berkeley.edu/abstracts/MDS-154/MDS-154-CURRENT.html>). (Accessed March 15, 2000)
- Olson, K. W. (1994, Fall). The astonishing story: Veterans make good on the nation's promise. *Education al Record*, 15(4), 16-26.
- Padron, E. J. (1992, Winter). The challenge of first-generation college students: A Miami-Dade perspective. *New Directions for Community Colleges*, 20(4), 71-80.
- Pierce, D. R. (1995, November 16). *Statement to the U.S. House of Representatives*. Washington, DC: American Association of Community Colleges. (ERIC Document Reproduction Service No. ED 388 336)
- Post, D., & Killian, J. E. (1992-93, Winter). Accommodating adult students in undergraduate teacher education programs. *Action in Teacher Education*, 14(4), 9-15.
- Principles underlying effective practices in adult education*. (undated). (<http:file://El/-effective.practice.htm>) (Accessed: January 12, 2000)
- Richardson, R. C., Jr., & Skinner, E. F. (1992, Winter). Helping first-generation minority students achieve degrees. *New Directions for Community Colleges*, 20(4), 29-43.
- Riehl, R. J. (1994, Fall). The academic preparation, aspirations, and first-year performance of first-generation students. *College and University*, 70(1), 14-19.
- Riverim-Simard, D. (1992). *Lifelong learning trends: A profile of continuing higher education*. 2<sup>nd</sup> ed. Washington, DC: National University Continuing Education Association.
- Skolnik, R. (undated). *Adult education: Techniques that work*. (file://El/tech.niqu3thatwork) (Accessed: January 12, 2000)
- Rose, A. D. (1994, Fall). Significant and unintended consequences: The G.I. Bill and adult education. *Educational Record*. 75(4), 47-48.
- Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996, February). First-generation college students: Characteristics, experiences, and cognitive development. *Research in Higher Education*, 37(1), 1-22.
- Thomas, E., Farrow, E. V., & Martinez, J. (1998). A TRIO program's impact on participant graduation rates: The Rutgers University Student Support Services Program and its network of services. *The Journal of Negro Education*, 67(4), 389-403.
- U.S. Small Business Association (1999, December). *Major shortages, needs and related issues in small and large businesses: Research summary*. (<http://www.sba.gov/advo/research/rs195.html>) (Accessed March 15, 2000)
- Wallace, D., & Abel, R. (1997). *Clearing a path for success: Deconstructing borders in higher education through undergraduate mentoring*. Paper presented at the 22<sup>nd</sup> annual meeting of the Association for Studies in Higher Education, October 6-9, 1997. Albuquerque, NM.
- Walton, J. T. (1992, December). The effect of input variables on the academic persistence of adult students enrolled in business programs in a vocational center. *College Student Journal*, 26, 449-452.
- Women's Bureau, U.S. Department of Labor. (1997). *Outlook on women veterans: Facts on working women*. No. 97-5 (ERIC Document Reproduction Service No. ED 409 487.) Washington, DC: GPO.
- Yanosko, B. J. (1980). *Individualized mathematics for adults*. (ERIC Document Reproduction Service No. ED 205 378).



Zwerling, S. (1992). First-generation adult students: In search of safe havens. *New Directions for Community Colleges*. 80, 45-54.

**ERNEST W. BREWER.** *Dr. Brewer is the Director of the Federal Programs at The University of Tennessee. In addition, he is a Professor in the Department of Human Resource Development and serves as Department Head for the Department of Child and Family Studies.*

**DORA H. MARMON.** *Dora Marmon serves as Education Specialist—Reading and Language—for the Veterans' Pre-College Program at The University of Tennessee, where she is completing her Ph.D. in Human Resource Development.*

**JOEL D. COATES.** *Joel Coates is Associate Director for The University of Tennessee's Veterans' Pre-College Program. He has held several national offices with NAVUBPP.*