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ABSTRACT

In spring 1982, Moraine Valley Community College (MVCC) surveyed recent General Educational Development (GED) graduates to determine their demographic characteristics, opinions about MVCC's GED program, and the impact of receiving the GED on graduates' lives. Survey instruments were mailed to 321 graduates who had received their GED within the past year. Study findings, based on an adjusted response rate of 52%, included the following: (1) 68.8% of the respondents were female, and 93% were white; (2) respondents' average age was 32 years; (3) approximately 55% of the respondents were employed, with 35.7% working full-time and 16.6% working part-time; (4) 39.4% had completed the 10th grade prior to enrolling in the GED program and 37.5% had completed the 11th grade; (5) 37% said they had taken some type of course since receiving their GED diploma, with the majority taking courses to learn an occupational skill; (6) 81.6% had prepared for the GED through MVCC's program; (7) self-satisfaction, preparation for college, and improvement of job skills were the most frequently named reasons for pursuing the GED; (8) respondents felt that the most useful aspects of MVCC's program were the teachers, and math and English preparation, and the least useful aspects, the science and social studies preparation; and (9) 46% felt the GED had influenced their lives by increasing their self-confidence. The questionnaire is appended. (LAL)

Moraine Valley Community College

G.E.D. GRADUATE STUDY

Office of
Institutional Research

September 1982

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FOREWORD

In response to a request from the Director of Adult Education, a study which dealt with MVCC's General Education Development Program was conducted. The survey instrument designed for this study solicited demographic information from recent G.E.D. graduates, as well as their opinions about the G.E.D. program and its impact on their lives. A total of 321 questionnaires were mailed to graduates who had received their diplomas within the past year. One hundred and sixty-three individuals or 51% of the graduates completed and returned questionnaires. Compensations for those who could not be located were made and the final adjusted response rate was 52%. Since such a substantial proportion of the graduate population was represented, generalizations about G.E.D. graduates can be made from the data received.

RESEARCH RESULTS

Demographic Information

A large percentage of the recent G.E.D. graduates were female (68.8%); 31.3% were male. Table 1 reports the distribution of ages among these individuals. The largest concentration of respondents was in the 19 to 21 year age group (23%). About 27% were between 22 and 30 years old and 48% were 31 years or older. The average age of the graduates was 32. While the representation of the younger student is apparent, the utilization of the G.E.D. program by students of all ages is demonstrated in Table 1. (See Figure 1 for age and sex graphic.)

Table 1

Ages of G.E.D. Graduates
(N=152)

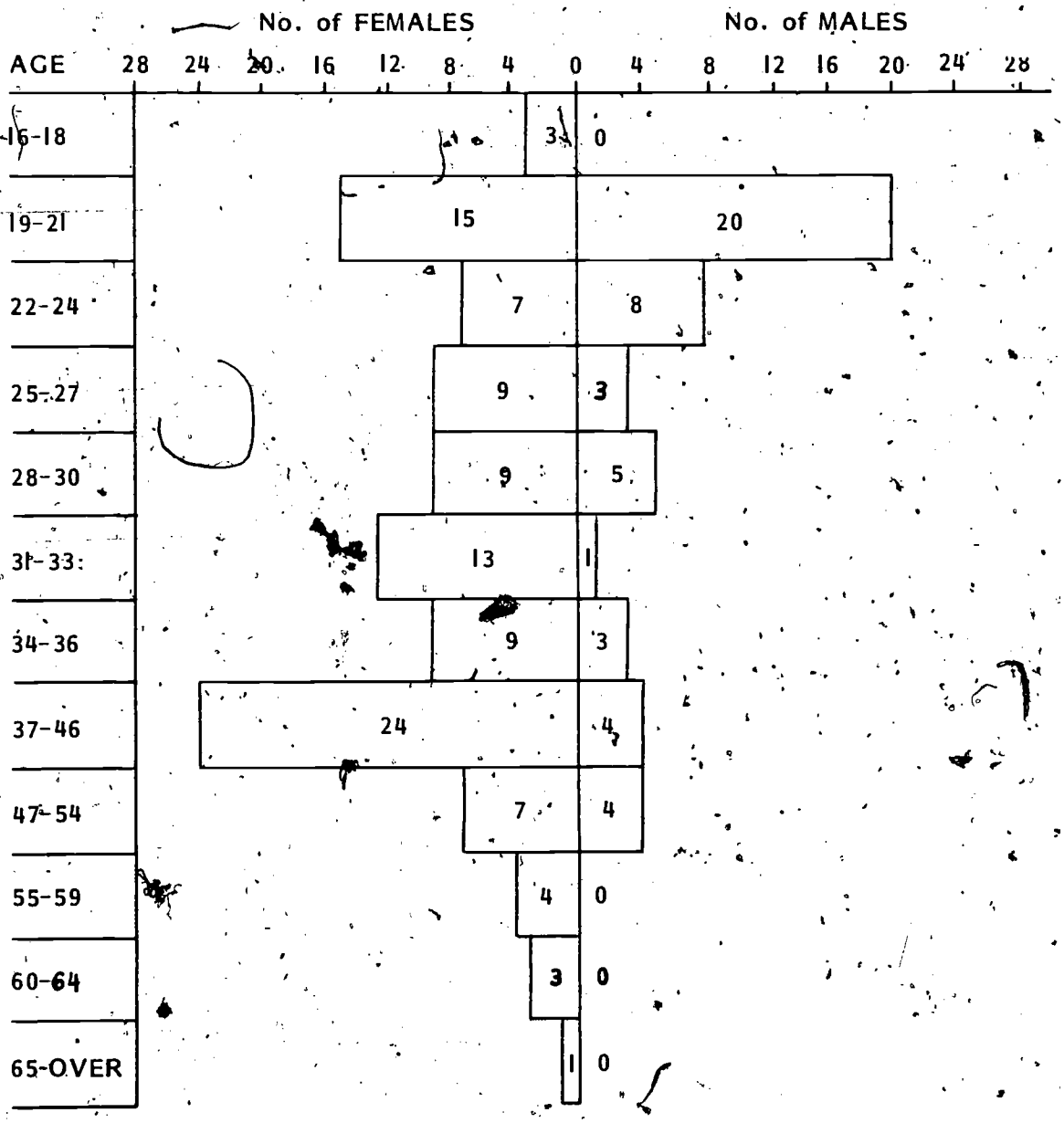
Age	N	%
16-18	3	2.0%
19-21	35	23.0
22-24	15	9.9
25-27	12	7.9
28-30	14	9.2
31-33	14	9.2
34-36	12	7.9
37-46	28	18.4
47-54	11	7.2
55-59	4	2.6
60-64	3	2.0
65 thru highest	1	0.7
TOTAL	*152	100.0%

* There were eleven missing cases.

Of those respondents who indicated an ethnic classification: 93% specified White; 3.5% specified Black; and 3.5% specified Spanish. Nineteen individuals (or 11.7% of all respondents) did not provide such information. Marital status information was ascertained for only 19% of the respondents; 58% of these people were married and 42% were single. The number of children that the G.E.D. graduates specified

Figure 1
AGE BY SEX OF G.E.D. GRADUATES

(N = 152)



having had was: one (19.4%), two (34.0%), three (25.3%), four (8.7%), five (10.7%); and six (1.9%). Sixty respondents did not have children or did not indicate how many they had. See Table 2. With regard to residency, most of the respondents (97%) lived within MVCC's district. (See Figures 2 and 3.)

Table 2

The Number of Children Had by G.E.D. Graduates
(N=103)*

Number of Children	N	%
One	20	19.4%
Two	35	34.0
Three	26	25.3
Four	9	8.7
Five	11	10.7
Six	2	1.9
TOTAL	103	100.0%

* Note: Sixty respondents did not have any children or failed to indicate how many they had.

Also of interest was the employment status of the G.E.D. graduates. Table 3 outlines the self-reported employment status of the respondents. Almost 45% of them were not employed, while 55% said that they were employed in some capacity. Of the employed: 35.7% worked full-time; 16.6% worked part-time; and 3.2% worked both full- and part-time. The yearly income categories claimed by the respondents are shown in Table 4. For the most part, the graduates' incomes were evenly distributed among the six salary levels. The distribution was $4,000 or less (21.3%), $4,001 to $8,000 (19.1%), $8,001 to $12,000 (18.1%), $12,001 to $16,000 (17.0%), $16,001 to $20,000 (8.5%), and $20,001 and above (16.0%). The average income was in the $8,001 to $12,000 category. Those who were not employed were asked if they received any type of governmental monetary assistance. Thirty percent responded that they did receive some type of subsistence. See Figure 2.

Table 3

Self-Reported Employment Status of G.E.D. Graduates*
(N=157)

Status	N	%
Employed Full-Time	56	35.6%
Employed Part-Time	26	16.6
Employed Full- and Part-Time	5	3.2
Not Employed	70	44.6
TOTAL	157	100.0%

* There were six missing cases.

Table 4

Approximate Yearly Income of G.E.D. Graduates
(N=94)

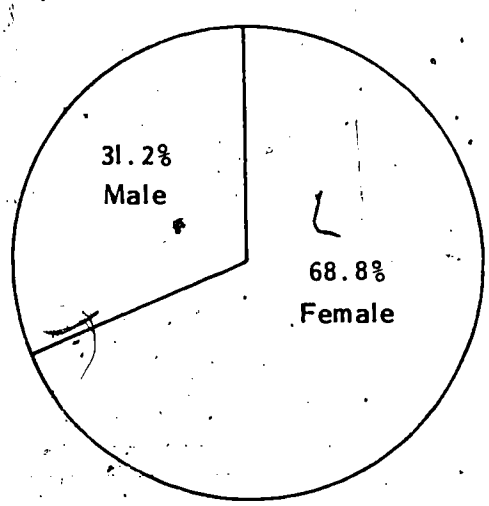
Amount	N	%
$4,000 or less	20	21.3%
$4,001 to $8,000	18	19.1
$8,001 to $12,000	17	18.1
$12,001 to $16,000	16	17.0
$16,001 to $20,000	8	8.5
$20,001 and above	15	16.0
TOTAL	94	100.0%

Education

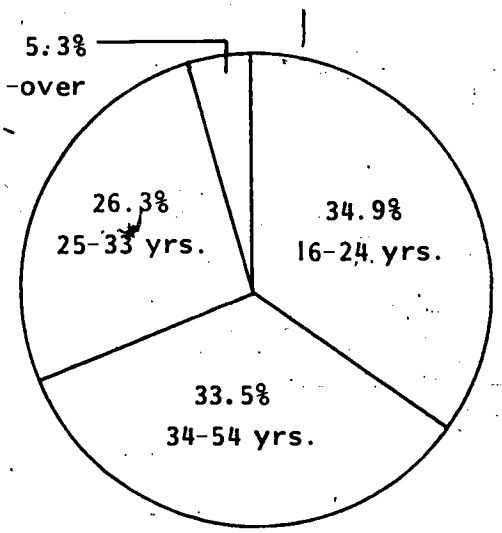
Table 5 displays the highest grade that had been completed before enrolling in the G.E.D. program. The majority of the respondents specified that they had achieved the tenth (39.4%), eleventh (37.5%), or ninth (11.9%) grades. Although some of the graduates noted other grades, the average grade prior to admission into the G.E.D. program was the sophomore year (tenth grade).

Almost 37% of the respondents said that they had taken some type of course since receiving their G.E.D. diploma. In Table 6 the types of courses taken since graduation are ranked from the most frequently taken to the least frequently taken courses. Respondents marked all applicable course types; 56 of the 58

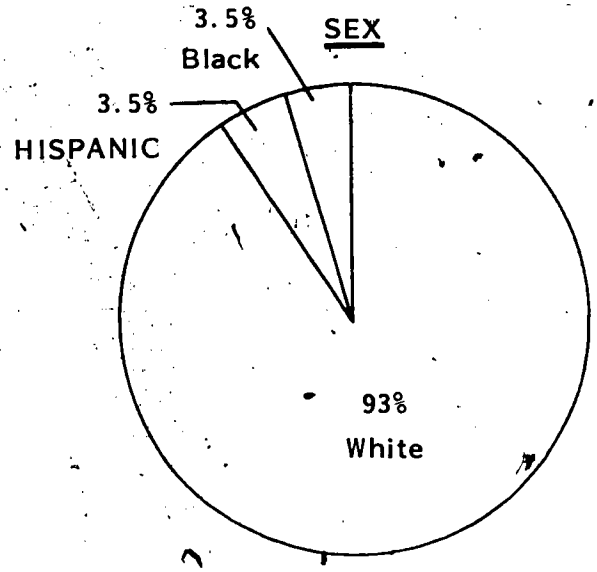
Figure 2
CHARACTERISTICS OF THE G.E.D. GRADUATES



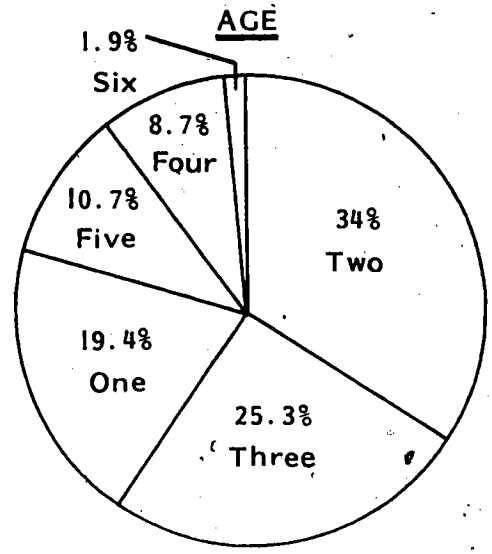
SEX



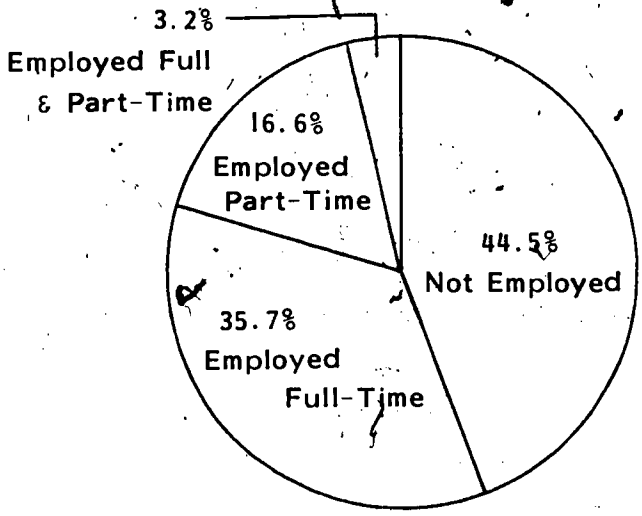
AGE



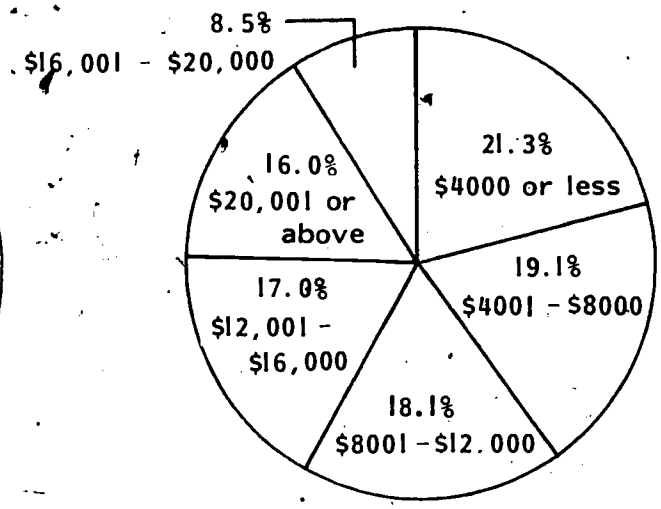
ETHNICITY



NUMBER OF CHILDREN

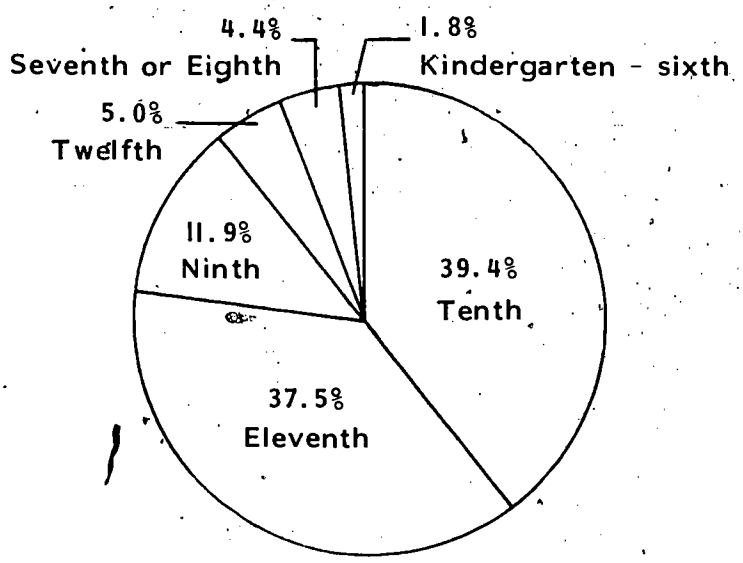


EMPLOYMENT STATUS



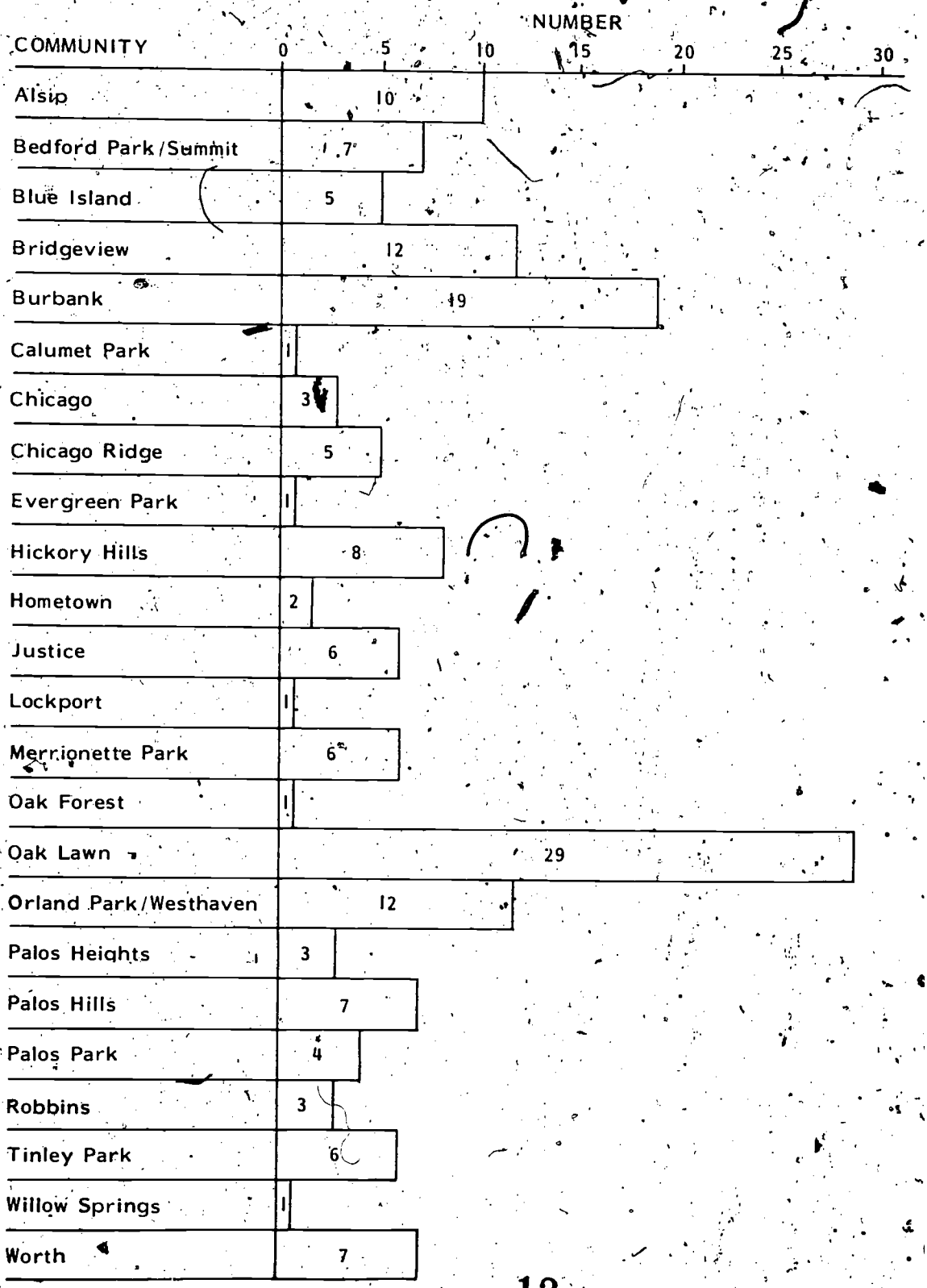
YEARLY INCOME

Figure 2
CHARACTERISTICS OF THE G.E.D. GRADUATES
(continued)



HIGHEST GRADE COMPLETED PRIOR TO G.E.D. PROGRAM

Figure 3
G.E.D. GRADUATES' COMMUNITIES
(N = 159)



respondents who said they had taken some type of course since graduation marked a total of 73 responses. Figure 4 demonstrates course information received from the graduates.

Table 5

Highest Grade Completed Before G.E.D.
(N=160)

Grade	N	%
First	1	.6%
Second	1	.6
Sixth	1	.6
Seventh	1	.6
Eighth	6	3.8
Ninth	19	11.9
Tenth	63	39.4
Eleventh	60	37.5
Twelfth	8	5.0
TOTAL	160	100.0%

$\bar{x}$ = tenth grade

Table 6

Types of Courses Taken Since G.E.D. Graduation
(N=56)*

Type	N	Percent of 56 Responses	Percent of All Responses (73)
Courses to learn an occupational skill for a future job	32	57.1%	43.8%
Courses to explore college programs and/or careers	13	23.2	17.8
Courses to improve skills needed in a present job	9	16.1	12.3
Courses to explore a personal interest or for self-development	8	14.3	11.0

Table 6 - Continued

Type	N	Percent of 56 Responses	Percent of All Responses (73)
Courses to earn credits for transfer to another college	7	12.5%	9.6%
Courses to review vocational skills or for basic education	2	3.6	2.7
Other	2	3.6	2.7
TOTAL	73		

* Two missing cases

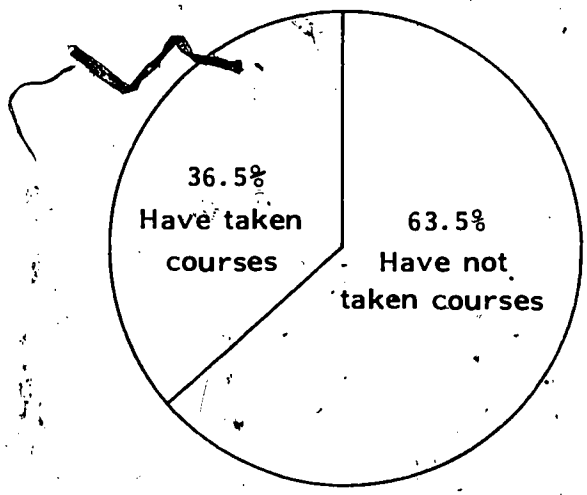
Courses to learn an occupational skill for a future job were taken by 57.1% of the individuals who specified having taken courses. These technical courses accounted for 43.8% of the types specified. Courses to explore college programs and/or careers were attempted by 23.2% of the respondents and courses to improve skills needed in a present job were noted by 16.1%. Over 14% of the graduates took courses to explore a personal interest or for self-development; this accounted for 11% of all types of courses mentioned. Courses to earn credits for transfer to another college, to review vocational skills or for basic education, and "other" courses specified by the respondents were less likely than the other types to have been taken. See Table 6. When asked at what institution any post-GED courses were attended, 89% said they had gone to MVCC, 11% had gone elsewhere. See Appendix A.

G.E.D. Information

The graduates were asked how they found out about the G.E.D. program at MVCC. Over 43% of the respondents said they had received MVCC mailers; almost 29% stated that friends had told them about the MVCC program. Other methods of notification were specified by the respondents and accounted for over 15% of the replies (see Appendix A). In addition, community organizations, newspapers, and fliers informed people about the high school equivalency program. See Table 7. Many of the respondents (92.4%) also specified that they themselves had recommended the program to others.

Table 8 displays the methods of examination preparation used by the respondents in rank order. The 153 individuals who answered this question provided a total 173 responses. Almost 82% of the respondents specified that they had used the MVCC G.E.D. review as preparation for the exam; this accounted for almost 75% of all the types of preparation named. The Adult Basic Education review was indicated as having been used for examination readiness by 14.6% and miscellaneous types of preparation were specified by 6.3% of graduates (see Appendix A). Professional tutors, the Kentucky Educational Television/Tapes and no preparation were also noted. See Table 8.

Figure 4



% OF RESPONDENTS WHO HAVE TAKEN COURSES SINCE G.E.D. GRADUATION

TYPES OF COURSES TAKEN

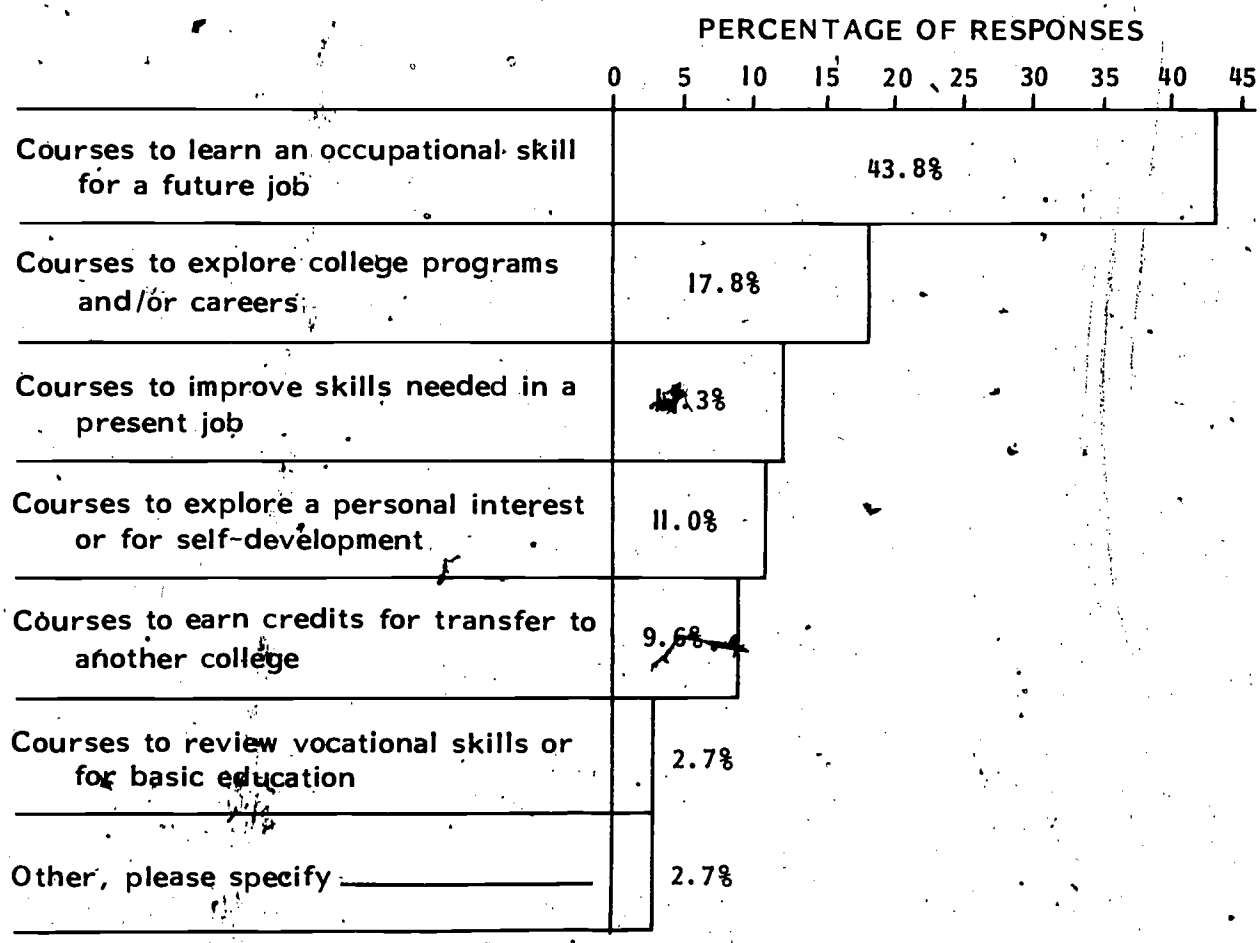


Table 7

How Respondents Became Aware of the G.E.D.
(N=157)*

Information Source	N	%
Mailers	68	43.3%
Friends	45	28.6
Other	24	15.3
Community Organizations	13	8.3
Newspapers	5	3.2
Fliers	2	1.3
TOTAL	157	100.0%

* Six missing cases

Table 8

G.E.D. Examination Preparation
(N=158)

Type of Preparation	N	Percent of 158 Respondents	Percent of 173 Responses
MVCC G.E.D. Review	129	81.6%	74.6%
Adult Basic Education Review	23	14.6	13.3
Other Preparation	10	6.3	5.8
Professional Tutor	4	2.5	2.3
No Preparation	4	2.5	2.3
Kentucky Educational Television/Tapes	3	1.9	1.7
TOTAL	173		

When asked why they pursued the G.E.D., self-satisfaction, in order to enter college, and to get or improve job skills were the most frequently named reasons. Table 9 demonstrates the reasons for pursuit in rank order of occurence. There were 296 responses given among the 158 respondents who answered this question. Almost 76% of the respondents stated that self-satisfaction was a reason for attaining the G.E.D. diploma; 55.7% specified that they pursued it in order to enter college and 43.0% said that they did so to improve job skills. A relatively small number specified that they wanted to learn reading, writing and arithmetic or to obtain citizenship. Other reasons are shown in Appendix A. (See Figure 5.)

Figure 5
REASONS FOR PURSUING G.E.D.

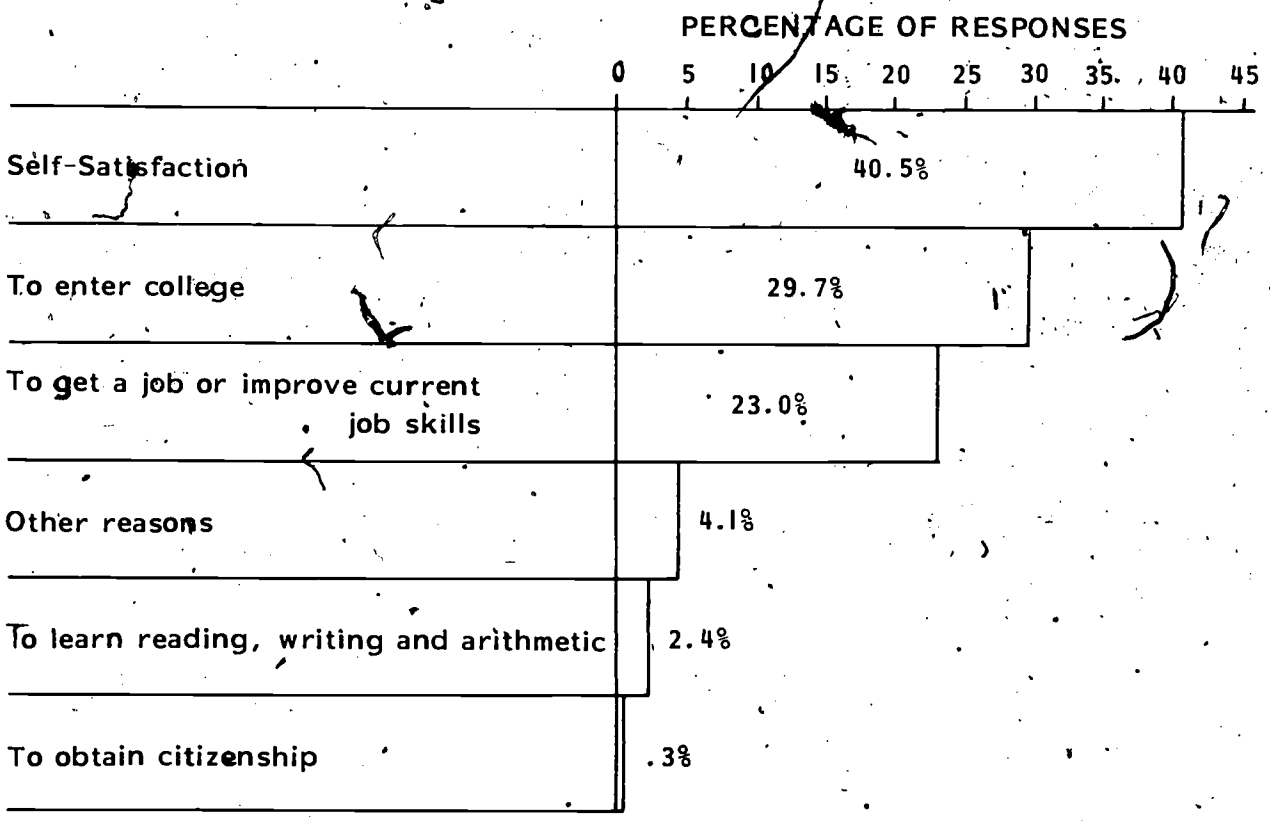


Table 9

Reasons for Pursuing the G.E.D.
(N=158)

Reason	N	Percent of 158 Respondents	Percent of 296 Responses
For self-satisfaction	120	75.9%	40.5%
To enter college	88	55.7	29.7
To get a job or improve current job skills	68	43.0	23.0
Other reasons	12	7.6	4.1
To learn reading, writing, and arithmetic	7	4.4	2.4
To obtain citizenship	1	.6	.3
TOTAL	296		

The recent graduates were also asked to state the most useful aspects of MVCC's General Education Development program. One hundred and thirty-one respondents provided 295 responses about facets of the program which were most beneficial to them. Table 10 outlines the most common responses in rank order. Over one-third of the respondents stated that the G.E.D. teachers were one of the most useful aspects of the program. Math and English courses were also noted frequently. The program in its entirety, the books, the times of classes and reviews were among other portions of the G.E.D. program which were mentioned. See Table 10.

Table 10

The Most Useful Aspects of the G.E.D. Program
(N=131)

	Number of Mentions
Teachers	46
Math	43
English	30
Entire Program	14
Books-Tests	13
Reading	13
Times of Classes	12
Science	9

Table 10 - Continued

	Number of Mentions
Constitution	8
Going over material on test--reviewing	7
Meeting people--sense of belonging	7
Writing	7
Location	6
Preparation for G.E.D. test	6
Class participation	4
Social Studies	4
History	2
Spelling	2
Miscellaneous	62
TOTAL	295

Table 11 outlines the aspects of the program which were viewed as least useful by the graduates. Sixty-four of the 163 individuals who returned usable questionnaires specified some negative aspect of the program. In total, 95 statements were offered. The largest number of negative mentions were made about Science, Social Studies, Math, and teachers.

When asked in what ways the G.E.D. had changed their lives the 158 respondents to the question provided 261 responses. See Table 12. An increase of self-confidence was claimed by 77.4% of the graduates; the self-confidence reply accounted for 46% of all of the reasons provided. Over 67% stated that the completion of the high school equivalency enabled them to continue their education and 10.3% said because of it they got a job or got a better job. About 6% stated that the G.E.D. did not change their lives and 7.1% mentioned other types of changes (see Appendix A). In a related question, the former students were also asked if, as a result of the U.S. Constitution lesson and test, they registered to vote. Almost 66% stated that they had been registered voters prior to their G.E.D. involvement and about 8% stated that they had in fact, registered because of the G.E.D. Over 28% said that they had not registered or that they were not citizens so the question did not apply to them. (See Figure 6.)

Finally, graduates were asked if they would consider becoming G.E.D. tutors. Eighteen percent of the respondents offered their services.

In general, the completion of the G.E.D. was viewed as having a positive impact on the graduates' lives. Their descriptions and perceptions provide information which may be useful in the ongoing process of improving Adult Education. Comments offered by the respondents appear in the Appendix to this report.

Table 11

The Least Useful Aspects of the G.E.D. Program
(N=64)

	Number of Mentions
Science	14
Social Studies	10
Math	9
Teacher	9
English	8
History	4
Program Too Short	4
Books	3
Reading	3
Writing	3
Constitution Test	2
Miscellaneous	26
TOTAL	95

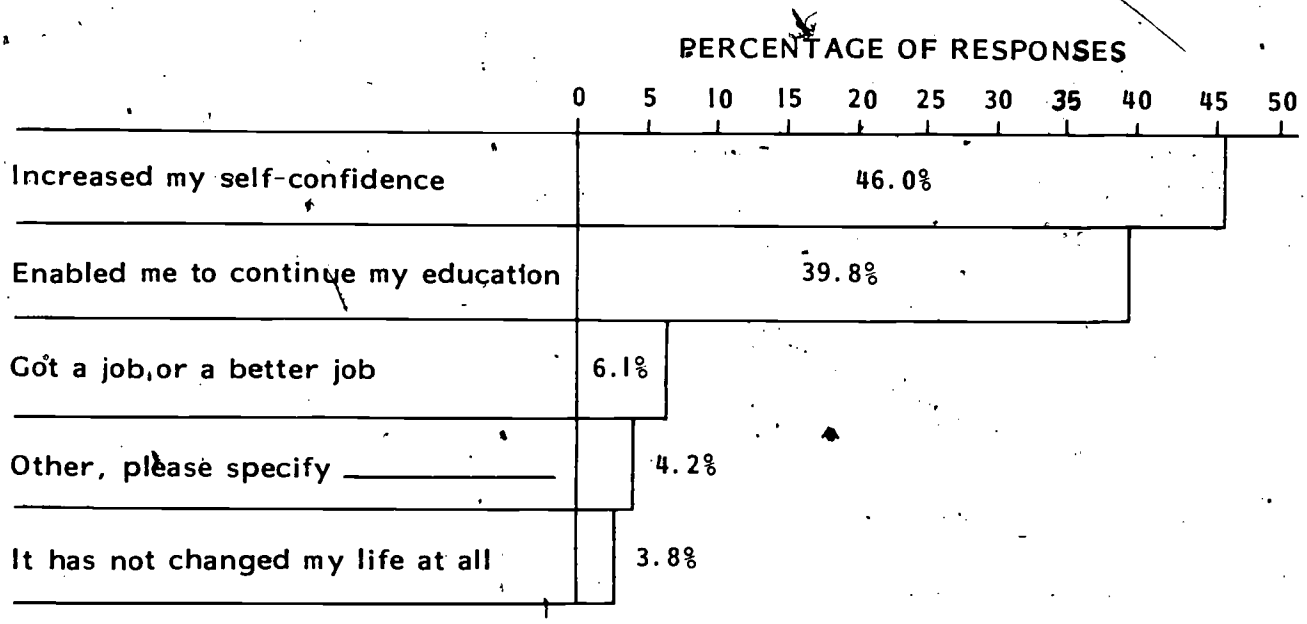
Table 12

How the G.E.D. Has Changed Graduates' Lives
(N=155)

Influence of G.E.D. on My Life	N	Percent of 158 Respondents	Percent of 261 Responses
Increased my self-confidence	120	77.4%	46.0%
Enabled me to continue my education	104	67.1	39.8
Got a job or a better job	16	10.3	6.1
Other changes	11	7.1	4.2
It didn't change my life	10	6.5	3.8
TOTAL	261		

EMS/jt

Figure 6
HOW G.E.D. CHANGED GRADUATES' LIVES



A SUMMARY OF G.E.D. STUDENT CHARACTERISTICS

- Over two-thirds of the G.E.D. graduates were female.
- Many of the graduates were in the 19 to 21 year old age group.
- Ninety-three percent of the respondents were white.
- Approximately 55% of all graduates were employed in some capacity (full- or part-time).
- The majority of respondents specified having had completed the ninth, tenth, or eleventh grades prior to their enrollment in the G.E.D. program.
- Almost 37% of the graduates continued their education by taking some type of course.
- A large percentage of the courses were taken to learn an occupational skill.
- Personal self-satisfaction was most often specified by graduates as the reason they pursued their G.E.D.
- As a result of receiving their G.E.D. diploma, many graduates (46%) stated that their self-confidence increased.

Question #7. Please circle the type or types of classes you have taken since graduation.

g. Other, please specify _____

- Basic Skills Developmental courses. Typing I and Office Language Skills at Lownik Center Evergreen Park.
- Prerequisites prior to nursing.
- Course to learn language--job related. Paid for by tuition aid program at work.
- Real Estate. (2)
- Karate.

Question #8. At what institution have you taken such courses?

- Lang-Tung
- Reus Real Estate School
- Oak Lawn Community High School
- Thornton Community College
- Stat-Tab 2 N. Riverside Road
- DeVry
- Evergreen Park High School Adult Education
- Washburne Trade School
- Reavis High School
- Medical Assistant Continuing Education Classes
- Daley College (2)
- On job
- Sauk Career Center for typing. Went ½ semester! Caught the flu and had to drop out. But I learned all about that typewriter and how to be accurate. I taught my own self speed at home.

Question #9. How did you find out about the GED program at MVCC?

f. Other, please specify _____

- From Reavis High School.
- For about two months I kept passing up an advertisement in the window saying, "Get your GED, get ahead," and I finally decided to stop and check it out.

Question #9--Continued

- School counselor.
- Teachers from high school.
- Dean of Attendance at Shepard High School Campus.
- Newspapers and friends.
- MVCC mailers (catalogs, etc.) which I stopped getting and would like to get.
- Relative.
- I phoned Oak Lawn High School and asked about the GED.
- High school.
- MVCC mailers (catalogs, etc.) and friends. (3)
- My brother received his diploma from Moraine and friends.
- Reavis catalog for night school.
- Student at MVCC.
- Newspapers and MVCC mailers (catalogs, etc.).
- I saw the sign while driving past; in Argo.
- Desplaines Valley Day Care.
- I was taking courses at MVCC.
- Wife full-time student at MVCC.
- MVCC student and MVCC mailers (catalogs, etc.).
- Mother had taken course at MVCC two years before.
- Mother-in-law.
- MVCC mailers (catalogs, etc.) and local community/organization.

Question #11. How did you prepare for the GED examination? (Please circle all that apply.)

f. Other, please specify _____

- Watched Channel 11. (2)
- Off campus--Reavis.
- Studied at home with a group of friends who took the test and passed except one! But he's going for it again.

Question #11--Continued

- Self study and friends; attended some classes.
- Study G.E.D. books.
- Went to Simmons Jr. High School evenings.
- A tutor for English only.
- At Summit, IL G.E.D. classes.
- MARKED A & F. a. GED review at MVCC "about 7 months before test"
  f. Other, please specify "Did not study just prior to test"
- Desplaines.
- G.E.D. review (Reavis High School).
- MARKED A. GED review at "Blue Island Library"
- I studied at home myself--I never finished at MVCC.
- California review.
- Studied at home also.
- Twelve week G.E.D. review at Reavis.
- A lot of home studying, but a good nights rest before the day of the test does help for the G.E.D. test.
- Study very hard.

Question #12. What were your reasons for pursuing the GED? (Please circle all that apply.)

f. Other, please specify _____

- To get a career when kids are older.
- End result of being able to take word processing.
- To qualify for Real Estate Exam.
- To make a better life (as a single parent) for myself and my children.
- To upgrade my qualification for my present job.
- To enter trade school.
- Recently divorced, must support children.
- To please my family.
- To be able to finish college.

Question #12--Continued

- For better position in Construction.
- To get diploma. (2)
- Just in case I did need to get a job.
- Further education.
- I felt in today's society, a person has to have more than an 8-grade education to deal with people.
- In case I would like to further my education.
- To prove to people that dropouts are really not all bums.
- A challenge (personal).
- To be able to continue studying in any field desired.
- To get into nursing.
- Example to my children's education lifetime process.
- To better myself.
- To show my children something started, should be completed.
- I became a mother at the age of 15. It has always bothered me that I didn't finish high school. I never knew about you until I got my first MVCC mail.

Question #14. What aspects of the GED program at MVCC were most useful to you? (Please list the three most useful, if possible.)

Other aspects.

- Educational environment.
- Being able to review all subjects.
- Open discussions on problems and subject matter.
- After I got use to it, the self paced study was ideal for me.
- The discipline of study and attendance.
- The challenge of improvement.
- Dusting all the cobwebs out of my mind!
- Concern.
- Enabled me to register for prep. nursing.

Question #14--Continued

- It gave me more self-confidence and it exercised my mind in preparation for college.
- Being able to ask for help if I needed it.
- Weekly routine of going.
- Studied as much or as little as wanted.
- Clearly went over each subject.
- Individual tutoring when needed.
- Getting used to studying again.
- Clear explanations and examples of problems--problem solving.
- Going over problems.
- Long classes.
- Being quizzed frequently.
- Movies, films.
- The program was more thorough than it had to be.
- Moving at my own pace.
- The time spent at the center three hours three days per week.
- Help and suggestions from the tutor only when necessary.
- Attending the classes on a specified day and time kept me from giving up.
- People in charge of program.
- Learning subjects I wasn't quite sure about.
- Confidence that I could do it.
- Knowing I could get a better job when I go out in the work field.
- The library.
- Helped improve myself.
- The type of studies, time spent with them.
- It made me realize that I'm above average.
- It gave me more self-confidence.
- I think I can learn anything that is important to me.

Question #14--Continued

- Diploma.
- It helped refresh my memory after being out of school for 1½ years.
- The classroom atmosphere helped me to get used to school again.
- I was able to put my child in MVCC child care.
- Helped me to review a lot I had learned in school.
- I just feel that the morning classes were more helpful than the night classes.
- The detailed instruction in my worst subjects.
- Getting back to studying.
- Attending regular classes.
- Reopening my mind.
- The encouragement.
- Reading passages and answering questions.
- Economics.
- Being in school helped me decide to go on to college.
- It was a very relaxed atmosphere.
- The review test.
- Eight week course.
- Films, tests we took.
- Quiet time for study.
- Reviewing basics that I had forgotten.
- Giving me confidence to take the test.
- Hints about the test itself.
- Was well prepared for the test.
- Skills for everyday use.
- It has whetted my appetite for further study.
- It helped me bridge an educational gap between seven year old child and me.

Question #15. What aspects of the GED program at MVCC were least useful to you? (Please list the three least useful, if possible.)

Other aspects.

- Study caused me to sacrifice my other activities: social, family, and part-time work.
- The science covered in the class was insufficient for what was asked on the exam itself. More time in this area would be of great help to others.
- Not enough individual help for those that could not go to learning center.
- The Math teacher cut our class short each time we met, and left me feeling frustrated.
- The parking situation.
- The boring lecture on special classes.
- Going somewhere else to take the G.E.D. exam.
- Too much time spent on elementary school subjects.
- They were all useful in obtaining my GED diploma. (16)
- Drawing conclusions of what was read (totally confused most students).
- Use of films.
- Health.
- Some classes could have been better organized and structured.
- Too many levels among students.

Question #16. How has the completion of the GED changed your life? (Please circle all that apply.)

g. Other, please specify _____

- Self satisfaction--increased desire to continue.
- As soon as I am sure of a field, I will continue my education.
- Opened up a world of untapped knowledge for me.
- Also pleasing parents.
- To better express myself and communicate with other people.
- Has made me realize I have more intelligence than I felt I had.
- It helped me feel good about myself.
- I feel great about myself--I don't feel like a failure anymore.

Question 16--Continued

- It was an accomplishment for me.
- Not yet, but hope to go to college.
- Self satisfaction.
- I am very happy to have it, it helps me help myself.
- Not as yet, hopefully in the future.
- Gave incentive to pursue further studies.
- Hope to get a better job.
- It will help in future jobs.
- To pursue a most gratifying career in conservation and/or any other inter-related fields of conservation.
- Feel great about myself--I like me more than ever--feel like I belong.
- Hope to continue to take courses at MVCC.
- When potential employer found I was returning to school for diploma--was impressed and hired me!
- Just set example for my sons.
- Stimulated my brain--again!
- If I decide to take classes, I now can.
- Now possible for me to enter college when I get the funds.
- Enabling me to prepare for a career.
- I intend to take college courses this summer.
- Made people think more of me.

Question 17. Would you consider volunteering some of your time as a tutor in the GED program at MVCC?

b. No

- I work full-time.
- I would like to help to be a volunteer, but I have no time between work and classes.
- I don't feel I qualify to tutor anyone.
- Hours prevent me from being able to help at this time. Thank you.
- Not at this time. (4)

Question 17--Continued

- I work full-time and would like to enroll in additional classes.
- Much too busy with my business.
- Don't feel qualified as yet.
- I do not drive.
- Cannot, have a job--also, plan to take courses at MVCC.
- Not at the present time. But maybe some time in the future.
- No time to.
- Not at this time, perhaps later?
- But, I'm moving to Florida to accept another job. It will still be in the medical field.
- Busy schedule.
- I have a full-time job and am a part-time student at MVCC.
- I really don't have much free time.
- No spare time.
- Not in the immediate future.
- I am busy with my nursing career.
- What I'm going to do with my spare time is write that play I always wanted to do. Thanks to you all I think I can now. I already have two contracts for some songs I wrote and sent to Nashville. I just want to write and I'm going to let the world know I can do it. If I fail, it's good to know MVCC is there to teach me something else.
- Sorry, with kids and full-time school doesn't leave much time.
- I do not have the background for teaching.
- I would love to help anyone I could, but I work full and part-time so I have no time, but if I ever have spare time I'll surely give you a call.
- I am now enrolled in Moraine Valley College and have no extra time for tutoring. Must spend time helping my children in school.

Additional Comments

- I had an excellent teacher. One teacher did not control class--too much distractions. She expected us to know how to work a problem, without showing us the formula.

- Thank you for giving us all another chance to graduate! Thanks again and keep it up!

- I believe the class should be continued! For the benefit of all people, who could not complete high school as planned.

- I'm sorry that I had waited so long to complete the high school requirements. I'm sure I could have changed my life a great deal.

- I was 31 years old when I really decided to finish the GED--I studied on my own--and took the rest. I never finished any of the GED classes at Moraine--I don't know why--fear I guess of failing--I am really happy now!

- I really liked the classes and teachers.

- The G.E.D. classes are great, and have helped me out a lot. As well as friends of mine. I hope you will continue them.

- P.S. Before I finished G.E.D., I was a 40 year old mechanic out of work without a high school diploma. Now a year later I'm on the Dean's list at DeVry. I have a 3.60 grade average. I have a future for myself and my family. Thank you.

- I feel it is important to be able to have either temporary (borrowed) or permanent (owned) ownership of G.E.D. book in order to study and review on your own. The G.E.D. program cannot and does not cover all the material in the book during classtime.

- I hope Moraine Valley continues to teach the G.E.D. program review because it gives the unfortunate and the illiterate a second chance to make something of themselves, by getting their G.E.D. and continuing their education.

- I think it would be great if there was some counseling especially for G.E.D. graduates to help us choose the right classes for further education. We could better determine what we were capable of handling in college credit courses.

- I really enjoyed my class and instructor. Wish all my school years were like this one.

- Taking the GED course at MVCC last summer was a wonderful experience! The teachers were efficient, patient, and kind. Their attitude encouraged me to stay with the program; and most important, I actually learned. Any adults who did not finish high school because of the lack of opportunity (as in my case) should consider taking the GED course at MVCC. It will open a whole new world to them! Tax money used to fund this program is certainly put to good use.

- Because of illness I have not yet been able to further my education. I plan to attend some of Moraine's counseling services to find out what subjects would be suitable for me.

Additional Comments--Continued

- It would be nice if they would starting testing for the GED at MVCC.
- You have a wonderful GED program. Without it I wouldn't have passed the test. Thank you for your help.
- I feel that they should go into the Science and Social Studies more. Because on the test there were a lot of questions in these areas. Also common knowledge questions.

SAMPLE LETTER AND SURVEY INSTRUMENT

Moraine Valley Community College
10900 South 88th Avenue, Palos Hills, Illinois 60465, (312) 974-4300

March 1, 1982

Dear GED Graduate:

What difference has the GED made in your life? Some time ago, you were one of the many who completed the GED. Your experiences since then make you a valuable source of information for a survey being conducted by the Adult Education Program at Moraine Valley Community College.

The results of the survey will be compiled without releasing your identity or personal information. However, the results will be used to determine the value of the GED and the effectiveness of the GED adult education program. It will assist other adults who have been hesitant to enroll in adult education programs and to pursue the GED.

Those who took the GED on Campus or at one of the off-campus centers are being contacted, and this survey is designed to measure the changes that have occurred as a result of the GED.

Will you please take a few minutes to complete the questionnaire form provided and return it, postage paid? Please return the form as soon as possible.

Thank you so much for your help.

Sincerely,

Albert Moy

Albert Moy
Adult Education Director

as

Moraine Valley Community College

GED Graduate Follow-Up Study

We at Moraine Valley Community College congratulate you on your recent graduation. In an effort to better serve others interested in completing their GED, we ask that graduates provide us with some information about themselves and their perceptions of the program. When you have completed the questionnaire, please return it to us in the enclosed envelope at your earliest convenience. We would like your reply on or before April 1, 1982. All information received will be considered confidential and will be examined only in group form.

Instructions: Please enter the most appropriate response in the space provided. For multiple choice questions, circle the letter which identifies the correct answer.

Background Information

1. What is the highest grade that you had completed before enrolling in the GED program?

a. 1	d. 4	g. 7	j. 10
b. 2	e. 5	h. 8	k. 11
c. 3	f. 6	i. 9	l. 12

2. Are you presently employed?

   a. Yes, employed full-time
   b. Yes, employed part-time
   c. Yes, employed both full- and part-time
   d. No (skip to question 4)

3. What is your approximate yearly income? (Please do not include spouse's or other source of additional income.)

   a. $4,000 or less (skip to question 5)
   b. $4,001 to $8,000 (skip to question 5)
   c. $8,001 to $12,000 (skip to question 5)
   d. $12,001 to $16,000 (skip to question 5)
   e. $16,001 to $20,000 (skip to question 5)
   f. $20,001 or above (skip to question 5)

4. If you are presently unemployed, do you receive any type of governmental monetary assistance? (e.g., social security, unemployment compensation, public aid, etc.)

   a. Yes
   b. No

5. How many children do you have?

   a. One
   b. Two
   c. Three
   d. Four
   e. Five
   f. Six
   g. More than six, please specify the number _____

6. Have you taken any classes since graduating with the GED?

   a. Yes
   b. No (skip to question 9)

7. Please circle the type or types of classes you have taken since graduation.

   a. Courses to learn an occupational skill for a future job
   b. Courses to improve skills needed in a present job
   c. Courses to explore college programs and/or careers
   d. Courses to earn credits for transfer to another college
   e. Courses to review vocational skills or for basic education
   f. Courses to explore a personal interest or for self-development
   g. Other, please specify _____

8. At what institution have you taken such courses?

   a. Moraine Valley Community College
   b. Other, please specify _____

(Over, please)

GED Information

9. How did you find out about the GED program at MVCC?
   a. Newspapers
   b. MVCC mailers (catalogs, etc.)
   c. Local community/organization
   d. Fliers from off-campus centers
   e. Friends
   f. Other, please specify _____

10. Have you recommended the MVCC GED program to anyone?
   a. Yes
   b. No

11. How did you prepare for the GED examination? (Please circle all that apply)
   a. GED review at MVCC
   b. Adult Basic Education review
   c. Kentucky Educational Television/Tapes
   d. Professional tutor
   e. I did not prepare
   f. Other, please specify _____

12. What were your reasons for pursuing the GED? (Please circle all that apply)
   a. To get a job or improve current job skills
   b. To enter college
   c. To learn reading, writing, and arithmetic
   d. For self-satisfaction
   e. To obtain U.S. citizenship
   f. Other, please specify _____

13. As a result of the U.S. Constitution lesson and test (which was part of the GED program), did you register to vote?
   a. Yes
   b. No
   c. No, I was already registered before my involvement with the GED
   d. Does not apply; I am not a citizen

14. What aspects of the GED program at MVCC were <u>most</u> useful to you? (Please list the three most useful, if possible)
   1. _____
   2. _____
   3. _____

15. What aspects of the GED program at MVCC were <u>least</u> useful to you? (Please list the three least useful, if possible)
   1. _____
   2. _____
   3. _____

16. How has the completion of the GED changed your life? (Please circle all that apply)
   a. Got a job or a better job
   b. Enabled me to continue my education
   c. Increased my self-confidence
   d. Enabled me to attain a driver's license
   e. Enabled me to obtain U.S. citizenship
   f. It has <u>not</u> changed my life at all
   g. Other, please specify _____

17. Would you consider volunteering some of your time as a tutor in the GED program at MVCC?
   a. Yes (Please indicate your name, address, and phone number) _____
   b. No

THANK YOU FOR YOUR COOPERATION! PLEASE FEEL FREE TO MAKE ADDITIONAL COMMENTS.

3/82