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## Adult Evening Students' Evaluation Of The Modesto Junior College Continuing Education Program

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*University of the Pacific*

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ADULT EVENING STUDENTS'  
EVALUATION OF THE MODESTO JUNIOR COLLEGE  
CONTINUING EDUCATION PROGRAM

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A Dissertation  
Presented to the  
Graduate Faculty of the  
University of the Pacific

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Julius Clement Manrique

May 1975

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	vi
LIST OF GRAPHS . . . . .	viii
 Chapter	
1. THE PROBLEM . . . . .	1
Introduction . . . . .	1
SIGNIFICANCE OF THE STUDY . . . . .	5
PROCEDURE OF THE STUDY . . . . .	6
Development of the Questionnaire . . . . .	6
Treatment of the Data . . . . .	7
Sample Selection . . . . .	7
Data Collection . . . . .	7
LIMITATION OF THE STUDY . . . . .	8
DEFINITION OF THE TERMS . . . . .	8
ORGANIZATION OF THE STUDY . . . . .	11
SUMMARY . . . . .	11
2. REVIEW OF RELATED LITERATURE . . . . .	13
The Continuing Education Student . . . . .	13
The Purposes of Continuing Education . . . . .	16
Administration in Continuing Education . . . . .	25
Instruction in Continuing Education . . . . .	30
Student Personnel Services in Continuing Education . . . . .	36

Chapter	Page
SUMMARY . . . . .	40
3. METHODOLOGY . . . . .	43
Setting of the Study . . . . .	43
Selection of the Population . . . . .	44
Instrumentation . . . . .	45
Procedure . . . . .	47
Collection and Scoring of Data . . . . .	48
Statistical Analysis . . . . .	49
SUMMARY . . . . .	51
4. FINDINGS OF THE STUDY . . . . .	52
Presentation of the Data . . . . .	52
Summarization of the Data . . . . .	57
Item Analysis . . . . .	67
Relationship of the Overall Program to Special Areas of Interest . . . . .	69
Subgroup Relationships . . . . .	77
Comparison and General Assessment of the Subgroups . . . . .	90
SUMMARY . . . . .	92
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	94
The Purpose and Procedure of the Study . . . . .	94
Conclusions of the Study . . . . .	96
Recommendations for Modesto Junior College . . . . .	98
Recommendations for Further Research . . . . .	99

	Page
SELECTED BIBLIOGRAPHY . . . . .	100
APPENDIXES	
A. ADULT EVENING STUDENTS' EVALUATION OF THE MODESTO JUNIOR COLLEGE CONTINUING EDUCATION PROGRAM . . . . .	106
B. FACSIMILE OF LETTER FROM PRESIDENT, MODESTO JUNIOR COLLEGE AND DIRECTIONS FOR ADMINISTRATION OF QUESTIONNAIRE . . . . .	109
C. STUDENTS' AREAS OF SPECIAL INTEREST . . . . .	111
D. DEPARTMENTS OF MODESTO JUNIOR COLLEGE . . . . .	113
E. ADDITIONAL CONTINUING EDUCATION COURSES REQUESTED . . . . .	115

## LIST OF TABLES

Table	Page
1. Total Population Rating of Adult Students' Evaluation of the Continuing Education Program . . . . .	55
2. Total Percentage of Frequencies of Adult Students' Evaluation of the Continuing Education Program . . . . .	56
3. Descriptive Statistics of the Questionnaire Items Comprising the Administration Subtest . . . . .	62
4. Descriptive Statistics of the Questionnaire Items Comprising the Instruction Subtest . . . . .	64
5. Descriptive Statistics of the Questionnaire Items Comprising the Student Personnel Services Subtest . . . . .	66
6. Intercorrelational Analysis of Items in Relation to Area Subtotals and Grand Total . . . . .	68
7. Intercorrelational Analysis . . . . .	70
8. Number and Percentage of Responses to "General Assessment of Continuing Education Program" by Areas of Special Interest . . . . .	71
9. Number and Percentage of Responses to "Usage of Counseling Services" by Areas of Special Interest . . . . .	73
10. Number and Percentage of Responses to "Last Grade Completed" by Areas of Special Interest . . . . .	74
11. Number and Percentage of Responses to "Number of Units Completed" by Areas of Special Interest . . . . .	76

Table	Page
12. One Way Analysis of Variance for Special Interest Subgroups and General Assessment Item . . . . .	78
13. One Way Analysis of Variance for Special Interest Subgroups and Use of Counseling Services Item . . . . .	79
14. One Way Analysis of Variance for Special Interest Subgroups and Number of Units Completed Item . . . . .	81
15. One Way Analysis of Variance for Special Interest Subgroups and Last Grade Completed Item . . . . .	83
16. One Way Analysis of Variance for Special Interest Subgroups and Administration Subtotal . . . . .	84
17. One Way Analysis of Variance for Special Interest Subgroups and Instruction Subtotal . . . . .	86
18. One Way Analysis of Variance for Special Interest Subgroups and Student Personnel Services Subtotal . . . . .	88
19. One Way Analysis of Variance for Special Interest Subgroups and Grand Total . . . . .	89
20. Descriptive Statistics for Administration, Instruction, Student Personnel Services, General Assessment Subgroups and Last Grade Completed . . . . .	91
21. Descriptive Statistics for Administration, Instruction, Student Personnel Services, General Assessment Subgroups and Number of Units Completed . . . . .	91

LIST OF GRAPHS

Graph	Page
1. FREQUENCY POLYGON BASED UPON STUDENTS' EVALUATION REGARDING ADMINISTRATION . . . . .	58
2. FREQUENCY POLYGON BASED UPON STUDENTS' EVALUATION REGARDING INSTRUCTION . . . . .	59
3. FREQUENCY POLYGON BASED UPON STUDENTS' EVALUATION REGARDING STUDENT PERSONNEL SERVICES . . . . .	60



## Chapter 1

### THE PROBLEM

#### Introduction

Continuing education in the United States has been expanding rapidly. New courses are being added to the curriculum to meet the increasing needs of the students. In January of 1969, Edmund J. Gleazer stated that enrollments in community colleges had increased at the rate of about fifteen percent a year since 1960 and totalled nearly two million by the end of 1969.<sup>1</sup> In recent years, the rapid growth of community colleges has offered one of the most dramatic new opportunities for the extension and expansion of continuing education programs.<sup>2</sup>

Approximately one thousand junior colleges in the United States serve more than two million students and approximately one-third of all community college students are adults. The percentage of adult students in continuing education programs tends to be much higher than is the case in regular community college day programs. The impact of the community college movement is rapidly becoming an

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<sup>1</sup>Edmund J. Gleazer, "Junior College Explosion," American Education, V (December, 1968), 12-13.

<sup>2</sup>Robert A. Luke, Administration of Continuing Education, ed. Nathan C. Shaw, (Washington, D. C., 1969), National Association for Public School Adult Education, p. 5.

important aspect of the increasing emphasis upon continuing education.<sup>3</sup>

Schultz and Ulmer agree that the community college is meeting neither its potential nor the demands of a changing society when the evening college is assigned a marginal role. Such a marginal role is evident when a program is staffed with poorly qualified instructors, lacks adequate supervision, has inadequate financial support and offers little advisement and guidance to students.<sup>4</sup>

The quality of continuing education for adult students will continue to rise. This need will provide a challenge to community college leadership far beyond any experienced to date. Resources and facilities for continuing education will increase. Even as public support for education has generally been forthcoming, so will it be reasonable to expect that society will assist in adult or continuing education. Methods of teaching will continue to undergo change, and the curriculum will address itself to the needs of adults.<sup>5</sup>

Coolie Verner states that evaluation identifies the

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<sup>3</sup>James R. Dorland, Administration of Continuing Education, ed. Nathan C. Shaw, (Washington, D. C., 1969), National Association for Public School Adult Education, p.16.

<sup>4</sup>Ramon E. Schultz and C. Ulmer, "How Do Day and Evening Students Compare?" Junior College Journal, XXXVII (September, 1966), 34-36.

<sup>5</sup>Rodney K. Berg, "The Community College As An Educational Institution" (proceedings of Community College Research Symposium, Olympia, Washington: State Superintendent of Public Instruction, 1963).

process used in determining how we see if an educational activity is producing the objectives set for it. There has always been some kind of assessment and measurement, but it has not been systematic, scientifically accurate or particularly useful to adult educators.<sup>6</sup>

~~A study by Trant indicated that evaluation was~~ important to the adult educator for it provided means to improve methods and leadership and to discover the unmet needs of adults. Continuous active involvement with the evaluation process will help assure maximum growth and development. From the evaluation point of view, the responses revealed that an overwhelming majority of the participants looked very favorably on their objectives.<sup>7</sup>

Community college boards and administrators who plan to expand their continuing education programs--transfer, occupational, and avocational courses--may benefit by carefully analyzing their present continuing education program in relationship to the educational needs of all the adults within their community.<sup>8</sup>

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<sup>6</sup>Coolie Verner and Alan Booth, Adult Education (Washington, D. C.: The Center for Applied Research in Education, 1964), p. 91.

<sup>7</sup>David Trant, "Evaluation of Adult Education". (U. S. Department of Health, Education, and Welfare, Office of Education, March, 1970).

<sup>8</sup>Marlen D. Yoder, "The Development of Guidelines for Student Personnel Services in the Two-Year Community College" (unpublished Doctoral dissertation, Oregon State University, 1965), p. 25.

### Statement of the Problem

Given this information, how can a community college go about meeting the needs of its continuing education students? Can a plan for continuously monitoring or evaluating the program be devised and implemented in a community college? Specifically, is it possible that Modesto Junior College is not meeting the needs of its clients, and can those needs be assessed on a continuous basis so that the program can be altered to meet their needs? Is it possible that a vocationally oriented community college may be precisely what the students desire and that this college may be meeting the needs of the students very well? There is not substantive evidence to show this, however, and no plan for gathering data of this nature exists.

The purpose of this study was to identify how well Modesto Junior College was meeting specific needs of its continuing education students. This study was organized to develop a monitoring system for the Modesto Junior College which would provide information to the administration and community on which decisions could be based for changing or continuing present policies and courses. A questionnaire was devised to gather data on the effectiveness of the various components of the school, including the administration, instruction, and student personnel services. A process by which this data could be fed into the decision-making system was also included so that the data could be used to improve the continuing education program at Modesto Junior College.

## SIGNIFICANCE OF THE STUDY

The study established a procedure which could be used by community college administrators in order to identify how well their continuing education programs were meeting the needs of the adult students enrolled. It also supplied data necessary for the Modesto Junior College (1) to assess how well its programs were meeting the needs of its adult students in continuing education, and (2) to indicate specific areas which appeared to be in need of change.

Descriptive studies do not lend themselves to the formulation of hypotheses that can be tested empirically; therefore, many descriptive studies do not contain any hypotheses. This study did not offer testable hypotheses. Descriptive studies simply portray the facts--they describe what is in existence, but they do not account for the present state of affairs. Van Dalen, in discussing the formation of hypotheses in descriptive studies, accurately captures the purpose of this study when he states, "Descriptive studies that obtain accurate facts about current phenomena and interpret the meaning of the data provide educators with practical and immediately useful information."<sup>9</sup>

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<sup>9</sup>Debold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill, 1971), p. 235.

## PROCEDURE OF THE STUDY

### Development of the Questionnaire

A questionnaire developed by the researcher was distributed to one thousand adult students at Modesto Junior College, Modesto, California, in February, 1975. The questionnaire was developed from a review of the literature and from specific questions from the O'Brian<sup>10</sup> and Smith studies.<sup>11</sup> It was classified into three separate sections-- administration, instruction, and student personnel services-- and was composed of forty items, including six general information or open-ended items at the conclusion.

A pilot study was conducted during the previous semester with adult students who attended continuing education classes. The various comments made by the students were taken into consideration for further refinement of the instrument. A select group of deans in continuing education and professors also validated the questionnaire. The deans were selected because of their interest and experience in continuing education and the professors were members of the dissertation committee.

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<sup>10</sup>William E. O'Brian, "A Study of Student Levels of Satisfaction with Community College and Senior College Instruction and Services" (unpublished Doctoral dissertation, Northern Illinois University, 1967), p. 20.

<sup>11</sup>James Alfred Smith, "Adult Evening Students' Evaluation of Glendale Community College Continuing Education" (unpublished Doctoral dissertation, Arizona State University, 1972), p. 26.

### Treatment of the Data

The items on the questionnaire were analyzed by means of intercorrelation, measures of central tendency, variability and graphs. This analysis should provide information to the decision-makers at Modesto Junior College which could be used when changing or continuing present programs.

Each adult student was requested to assign a number indicative of his degree of satisfaction for each item on the questionnaire. The rating terms and the number to be used with each one were: Poor (1), Below Average (2), Average (3), Good (4), and Excellent (5). Graphs were constructed, as a mode of communication, to show the percentages of the responses in each of the five rating categories for questionnaire items.

### Sample Selection

One thousand adult students randomly selected at Modesto Junior College were given the questionnaire. Questionnaires were placed in a folder in which exact completion procedures were explained and deposited in the teachers' mail boxes. The questionnaires were distributed simultaneously.

### Data Collection

The large number of students involved in this mass survey made it necessary to have the teaching faculty distribute the questionnaires in their classes. In a pilot study the previous semester, it was observed that the

questionnaire could be administered in fifteen minutes of class time. The timetable for returning the questionnaires was two weeks. After that period, a follow-up note was written to the instructors who had not returned them.

#### LIMITATION OF THE STUDY

The study was limited to students over the age of twenty-one who were currently enrolled in the continuing education program at Modesto Junior College, Modesto, California. It was further limited to those items in the questionnaire.

#### DEFINITION OF THE TERMS

Administration. Good describes administration as all those techniques and procedures employed in operating the educational organization in accordance with established policies. This involves the control and management of all matters pertaining to school affairs, including business administration, since all aspects of school affairs may be considered as carried on for educational ends.<sup>12</sup>

Adult education. The term adult education is intended to cover all adult learning from basic literacy education to post-graduate programs for professional individuals. Good describes adult education as (1) organized activities

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<sup>12</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill, 1973), p. 13.



with an educational purpose carried on by mature persons on a part-time basis; (2) any voluntary, purposeful effort toward the self-development of adults, conducted by public and private agencies, such as adult schools, extension centers, etc.<sup>13</sup>

Adult student. Good describes adulthood as a period in human development occurring between adolescence and old age and extending roughly from twenty-one to about sixty-five years of age, the latter figure being extremely variable and depending on factors of physical and mental health, nature of occupation and social status. The period of adulthood in our culture involves marriage, occupational or professional attainment, independent action, responsibility, and conformity to adult folkways and mores. If an adult does not conform to these obligations, he fails to attain complete social maturity.<sup>14</sup>

Community college. Good describes the community college as an educational institution offering instruction for persons beyond the age of the normal secondary school pupils; in programs geared particularly to the needs and interests of the local area; credit courses rarely extend beyond the level of the second year of college; extensive offerings of a non-credit character are usually provided; control and support are preponderantly local.<sup>15</sup>

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<sup>13</sup>Ibid., p. 16.

<sup>14</sup>Ibid., pp. 16-17.

<sup>15</sup>Ibid., p. 108.

Continuing education. Thornton describes continuing education as lifelong continuous learning or the extension of the resources of the community college to the members of the community regardless of age. Continuing education is also used to designate administrative units which contain evening and/or extension functions. It is also considered to be an extension of the day program, usually beginning after 5:00 p.m. This program typically services part-time students and is considered to be the adult education division of the community college.<sup>16</sup>

General education. Good describes general education as (1) those phases of learning which should be the common experience of all men and women; and (2) education gained through dealing with personal and social problems with which all are confronted.<sup>17</sup>

Instruction. Good describes classroom instruction as (1) direction or teaching through the medium of the school, college, or university; and (2) knowledge imparted in the classroom by way of lecture, recitation, or discovery through purposive activity. Instruction includes the availability and quality of teaching and academic advisement, and the availability and use of teaching materials and aids.<sup>18</sup>

Student personnel services. Good describes these services as individual and group services, primarily of a

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<sup>16</sup>James W. Thornton, Jr., The Community Junior College (New York: John Wiley & Sons, 1966), p. 237.

<sup>17</sup>Good, op. cit., p. 245. <sup>18</sup>Ibid., p. 290.

consultative nature, concerned with the total welfare of the student; these include educational and vocational counseling, student employment and housing services, and student organization advisement and coordination services.<sup>19</sup>

Transfer students. Good describes the transfer student as (1) a student who has withdrawn from one college and who applies for admission to another within a university; (2) a junior college student who transfers to a four-year college or university during or at the completion of his junior college course. The term is used in studies of the success of transfer students compared to terminal students.<sup>20</sup>

#### ORGANIZATION OF THE STUDY

This study was descriptive and was organized into five chapters. Chapter 1 introduced the topic, stated the problem, described the procedure, discussed limitations and defined terms. Chapter 2 reviewed the pertinent literature. Chapter 3 described the methods and procedures used in this research. The actual findings were presented in Chapter 4. Chapter 5 offered conclusions and recommendations for further study.

#### SUMMARY

Chapter 1 introduced the literature relating to the need for the study, cited the statement of the problem,

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<sup>19</sup>Ibid., p. 522.

<sup>20</sup>Ibid., p. 529.

described the significance of the study, presented the procedure of the study, and indicated the limitations. This chapter also presented the definition of terms and the organization of the remainder of the study.

## Chapter 2

### REVIEW OF RELATED LITERATURE

#### The Continuing Education Student

In any community junior college, there will be found adult students with college degrees and others who have not graduated from high school. It is difficult to present a meaningful summary of median characteristics of the adult students in junior colleges. There are housewives interested in homemaking, child care, general culture, or preparation for employment. There are workers from every walk of life interested in courses to improve their skill in their present work, to prepare them for advancement or change of employment, to afford them avocational experiences, or to expand their general education. There are young adults who have not graduated from high school and others who hope through part-time study to earn a college diploma. There are retired persons seeking through education to develop new interests and new companions for their less active years. The number of adults who are students in junior colleges will grow rapidly in the years to come. This phenomenon will provide new challenges and opportunities for the leaders at the community junior college level.<sup>1</sup>

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<sup>1</sup>James W. Thornton, Jr., The Community Junior College (New York: John Wiley & Sons, 1966), pp. 157-158.

In a survey conducted by the National Center For Educational Statistics at the Office of Education, thirteen million one hundred and fifty thousand (13,150,000) adults said that they were participating in a continuing education activity. The thirteen million represent one person in nine or eleven percent of all Americans age seventeen or over who are not full-time students.<sup>2</sup>

Continuing education is primarily concerned with students who have full-time employment and who wish to study part-time. Continuing education assumes that school becomes integrated with life. Continuing education assumes that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning.<sup>3</sup>

Schultz and Ulmer found in their study that college work taken in the evening is not necessarily inferior academically to the same work taken in the day. It was noted also that the young, low ability student enrolled in the evening classes was found to achieve at a higher level than did the same ability level student who was enrolled in corresponding day classes. The time appeared to influence achieve-

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<sup>2</sup>James E. Allen, Jr., U. S. Commissioner of Education in an address ("The Educational Third Dimension") at the Galaxy Conference on Adult and Continuing Education, Washington, D. C., December, 1969.

<sup>3</sup>Theodore M. Hesburgh, Paul A. Miller and Clifton R. Wharton, Fr., Patterns For Lifelong Learning (San Francisco: Jossey-Bass, 1973), p. 5.

ment more than did age.<sup>4</sup>

Research studies have verified that more community college students come from lower socio-economic groups than equivalent percentages of four-year college students. Consequently, the community colleges' day and evening programs must provide an education "pay off" for them or they drop out.<sup>5</sup>

Paisley's study found several reasons given by adults for continuing their education. A single course will attract students with different motives and expectations. For example, academic subjects are studied for general information, job advancement, and preparation for new kinds of work; vocational courses are taken in preparation for new employment. It was also noted in this study that vocational courses were taken out of curiosity or as a hobby by students who had no intention of obtaining related employment. Students also enrolled in recreational courses to increase spare-time enjoyment, to meet new people, to escape daily routines, and simply to become better informed. Enrollment in personal development, home, family and religion courses was explained very idiosyncratically by students. These less

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<sup>4</sup>Ramon E. Schultz and C. Ulmer, "How Do Day and Evening Students Compare?" Junior College Journal, XXXVII (September, 1966), p. 35.

<sup>5</sup>Arthur M. Cohen, Dateline '79: Heretical Concept for the Community College (Beverly Hills: Glencoe Press, 1969), p. 72.

structured courses apparently are all things to all students.<sup>6</sup>

Vollan states that there are many levels of ability within the continuing education student group. Many of these students feel very inadequate after many years of not participating in the educational system. They have many social and economic problems that may hinder their learning.<sup>7</sup>

Johnstone, in examining the subject matter of courses in which adults participated in 1961-62, found the vocational area to be most prominent, with approximately one-third of all courses so labeled. This fact had a direct bearing upon the type of students who were attracted to the particular community college. Adult education must delve deeper and spread its net wider if it is to satisfy the manifold needs of the community of adults which it serves. A new institution of education has appeared in recent years to reinforce the efforts of public school adult education.<sup>8</sup>

#### The Purposes of Continuing Education

Edmund Gleazer states that continuing education programs in community colleges often enroll twice the number of

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<sup>6</sup>Matilda B. Paisley, "Reaching Adults For Lifelong Learning" (Stanford University, California Institute for Communication Research, August, 1972), p. 21.

<sup>7</sup>Virgil A. Vollan and Curtis Trent, "Recruiting Students for Adult Education Programs" (paper presented to the School of Education, Kansas State University, Manhattan, Kansas, May, 1969).

<sup>8</sup>John W. Johnstone and Ramon J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (Chicago: Aldine Publishing, 1965), p. 20.



students in the day program. Most of these students are working men and women who are upgrading themselves for better jobs, pursuing degrees, or just attending classes for enjoyment. The community colleges are ideally suited for this kind of education because of their proximity to the people and their willingness to provide whatever educational experiences are required.<sup>9</sup>

Today the community college is the only publicly supported institution in America which accepts the assignment to offer specialized occupational education at the college level. The occupational fields for which the community college is uniquely fitted to give training are precisely those in which employment has risen most remarkably in the past thirty years.<sup>10</sup>

Many writers have indicated that the future trends in education in this country seem to indicate a need for continuing education and vocational-technical education. James Dorland indicated that one of the future trends in continuing education is that of job training for people of all ages.<sup>11</sup>

Smith feels that continuing education has a

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<sup>9</sup>Edmund J. Gleazer, "Junior College Explosion," American Education, V (December, 1968), 13.

<sup>10</sup>Norman C. Harris, "Administrative Leadership In Vocational Technical Education," Junior College Journal XXXII (March, 1962), 380-387.

<sup>11</sup>James R. Dorland, Administration of Continuing Education, ed. Nathan C. Shaw, (Washington, D. C., 1969), National Association for Public School Adult Education, p.135.

particularly critical role to play in a rapidly changing society by providing information and knowledge that people need in order to cope with changing conditions. Consequently continuing education must become familiar with the people it serves and with existing and emerging problems and issues-- local, regional and national.<sup>12</sup>

In a speech on November 20, 1969, in New York, Robert Finch indicated the myth that education is only for the young and that it happens only in school must be discarded. Continuing education should be able to integrate education into experiences throughout a lifetime. We need to permit easier transition into and out of the academic community at many points in a person's life. Community colleges can serve as models into which continuing education could be cast.<sup>13</sup>

The community college is the proper agency to implement the community function of providing college level academic courses to adults in evening programs. A well planned and administered program does not compromise academic standards.<sup>14</sup>

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<sup>12</sup>Robert M. Smith, George F. Aker and J. R. Kidd, Handbook of Adult Education (New York: John Wiley & Sons, 1966), p. 3.

<sup>13</sup>Robert H. Finch, Secretary of Health, Education and Welfare Department, in an address ("Education For Tomorrow") at the Annual Conference of the National Industrial Conference Board, New York, New York, November, 1969.

<sup>14</sup>Louis Kahn, "An Appraisal of Practices of Adult Evening Programs of Community Colleges in Washington State" (unpublished Doctoral dissertation, Washington State University, 1966), p. 10.

A study by Leonard Schwartz evaluated the education of part-time students in community colleges. It was concluded that evening colleges were established to satisfy community needs and demands. The programs were not the results of conscientious study of continuing education for adults but were usually repetitious offerings of day courses plus a few non-credit courses.<sup>15</sup>

Kelly and Wilbur, in a study of community colleges, indicated the main purposes of a two-year college. A model based on current community college patterns would include (1) transfer function, (2) occupational education, (3) general education, (4) remedial education, (5) guidance and counseling, (6) community services, and (7) continuing education.<sup>16</sup>

James Murphy emphasized that education is not terminal but lifelong. The term "continuing education" is used more and more frequently to describe a continued pattern of education. Continuing education must be responsive to the needs of the community and must not be patterned to conform to some preconceived idea of what an evening college program

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<sup>15</sup> Leonard E. Schwartz, "Adult Education in Selected Community Colleges of the State University of New York, Its Support and Control According to the Records and As Reported by College Officials" (unpublished Doctoral dissertation, Syracuse University, 1966), p. 25.

<sup>16</sup> Win Kelly and Leslie Wilbur, Teaching in the Community-Junior College (New York: Appleton-Century Crofts, 1970), p. 14.

should be.<sup>17</sup>

In a report to the Department of Health, Education and Welfare, Murphy stated that the adult student has demonstrated, by his increased interest in continuing his education, that there exists a need for constantly updating professional and technical knowledge. The community colleges have the responsibility to aid these students in meeting these needs.<sup>18</sup>

Roueche indicated that the contemporary community college is a manifestation of the dream of offering post-secondary-school education to all. The strength of the community college, often called "democracy's college", lies in its ability to provide education that is responsive to local needs. Students of all races, ages, abilities, interests, and socio-economic backgrounds may choose from several educational objectives: college transfer work, occupational and technical training programs, or general interest courses. The community college offers something for everyone at minimum expense.<sup>19</sup>

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<sup>17</sup>James P. Murphy, "Alpha Community College: A Model to Demonstrate the Organization and Operation of a Continuing Education Program" (United States Office of Education, September, 1969), p. 60.

<sup>18</sup>James P. Murphy, "The Emergence of Continuing Education/Community Service/Adult Education" (United States Office of Education, September, 1969), p. 60.

<sup>19</sup>John E. Roueche and John C. Pitman, A Modest Proposal: Students Can Learn (San Francisco: Jossey-Bass, 1972), p. 1.

Snyder's study determined that continuing education was founded upon two premises: (1) the need for adults to renew skills and abilities several times throughout life; and (2) the need to develop continually awareness of environment in terms of society, culture, and natural and technological phenomena. Recommendations for reducing barriers for adults in continuing education programs are: off-campus centers, non-credit courses, financial aids, public information, and flexible admissions procedures and course scheduling.<sup>20</sup>

Knowles stated that continuing education is a means available to organizations for furthering both work and human purposes. Their work purpose is furthered to the extent that they use continuing education to develop the competencies of their personnel to do the work required to accomplish goals of the organization. Their human purpose is furthered to the extent that they use continuing education to help their personnel develop the competencies that will enable them to work up the ladder of Maslow's hierarchy of needs from survival through safety, affection, and esteem to self-actualization.<sup>21</sup>

McGrath reported that many more students are entering continuing education programs because of the rapid expansion of the community colleges. There is every indication that

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<sup>20</sup>Fred A. Snyder and Clyde E. Blocker, "The Adult Student Population of Harrisburg Area Community College" (report presented to the Harrisburg Area Community College, Harrisburg, Pennsylvania, 1971).

<sup>21</sup>Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1971), p. 59.

this movement will continue as additional states and local communities act to make community college education available to their students.<sup>22</sup>

A study by Basler discussed how adaptable the community colleges are to the needs of their adult students. He indicated that many community colleges have half of their enrollments in adult classes and that these same institutions have as many part-time as full-time faculty members.<sup>23</sup>

Blocker stated that one of the more evident needs of the elderly is for a more meaningful role in the community. There is also a need for a clearer concept of a useful social role for older persons. A challenge to our society is to develop for the aged activities which will provide them with satisfaction and a sense of participation. The continuing education programs through the community colleges must provide for these needs.<sup>24</sup>

Rivera indicated that as society becomes more mobile physically and professionally, periods of stress and transition will occur. These will require periodic resocialization. Continuing education can become a process whereby

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<sup>22</sup>Earl J. McGrath, Universal Higher Education (New York: McGraw-Hill, 1966), p. 20.

<sup>23</sup>Roosevelt Basler, "Consistent and Increasing Adaptability of Junior College," Junior College Journal XXV (April, 1955), 427-429.

<sup>24</sup>Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, The Two Year College: A Social Synthesis (Englewood Cliffs: Prentice-Hall, 1965), p. 277.

there is a revitalization of the concept of education. Recurrent socialization emphasizes the life-long education concept.<sup>25</sup>

Liveright stated that continuing education is no longer related to rehabilitation and remedial goals. It is used more in a kind of continuing role--but a continuation not in a sense of carrying one's formal education to even higher plateaus, but in the sense of transferring systematic learning processes themselves to the interests and demands of adult life. Continuing education must move from the traditional subject matter to programs for creating a more satisfactory life.<sup>26</sup>

A study by Levin indicated that the varying needs of adults are largely unmet in the adult education programs in Massachusetts. A policy declaration was suggested, followed by guidelines for program planning and student recruiting, administrative and organizational changes, steps to strengthen substantially the statewide continuing education system, a network of public relations officers, inservice and other training for state employees, and scholarships for continuing

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<sup>25</sup>William M. Rivera, "Recurrent Socialization: A New View of Adults and Education in the Lifelong Education Concept" (paper presented to the Educational Policy Research Center, Syracuse University Research Corporation, Syracuse, New York, June 1971).

<sup>26</sup>A. A. Liveright, A Study of Adult Education in the United States (Boston University, Center for the Study of Liberal Education for Adults, 1968), p. 77.

education students.<sup>27</sup>

Lauroesch discussed the proposal for a consortium of two-year colleges to perform the following functions: (1) disseminate information about continuing education activities, (2) tap regional resources that inform about continuing education problems, (3) provide technical assistance in the field, (4) organize short-term training programs for staff, and (5) research, develop, and evaluate new systems.<sup>28</sup>

Verner stated that the community colleges bridge the gap between public schools and institutions of higher education and display many of the best and worst features of both. Their role and responsibility as an educational force is neither clearly identified nor accepted by those involved; consequently, the adult programs they conduct tend to duplicate the day program and to be haphazard and indeterminate rather than clearly defined and systematically ordered.<sup>29</sup>

Shute, in his study of continuing education centers, indicated that these centers represent a significant agency

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<sup>27</sup>Melvin R. Levin and Joseph S. Slavet, "Continuing Education in Massachusetts: State Programs for the Seventies" (paper presented to Boston University, Boston, Massachusetts, January, 1970).

<sup>28</sup>William Lauroesch, "The Two-Year College--Its Role in Continuing Education" (paper presented to Massachusetts University, New England Center for Continuing Education, Durham, New Hampshire, May, 1971).

<sup>29</sup>Coolie A. Verner, A Conceptual Scheme for the Identification and Classification of Progress: Adult Education Theory and Method (Washington, D. C.: Adult Education Association, 1962), p. 28.



in American adult education. Continuing education centers have been defined as adult education with programming and teaching.<sup>30</sup>

The community junior college accepts the individualistic purposes of its part-time students as they request courses to satisfy their needs. In addition, it realizes its obligation to society to use educational resources in seeking solutions for social problems. The evening curriculum is therefore expanded to include activities that improve the life of the community. Among the social considerations that influence junior colleges to provide courses for continuing students may be listed the rapid increase of knowledge, the demands of enlightened citizenship and the fact of social lag.<sup>31</sup>

#### Administration in Continuing Education

Dynamic leadership will provide much of the impetus for the continued growth of adult education in community colleges as they attempt to assist in the education of the American citizenry. Tremendous insight into the present leadership patterns will be required.<sup>32</sup>

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<sup>30</sup>Reginald Wayne Shute, "Continuing Education Centers In American Universities" (unpublished Doctoral dissertation, University of Southern California, 1964), p. 55.

<sup>31</sup>Thornton, op. cit., p. 244.

<sup>32</sup>James T. Carey, The Development of the University Evening College (Berkeley: Center for the Study of Liberal Education For Adults, 1961), p. 10.

A major force for renewal among adults is education. More than ever before, the adult educator needs three gifts: (1) belief in his work, (2) competence in program development and (3) skills in reaching adults for life-long learning.<sup>33</sup>

Many forces that either favor or inhibit the growth of continuing education programs are evident. The strongest forces are: (1) the Dean, as the key administrative officer, his education, background, attitude and convictions; and (2) the community college's concept of continuing education, especially the President's outlook.<sup>34</sup>

Shaw feels that through carefully developed plans the continuing education administrator can keep abreast of new developments in the field. He can be one of the first to learn of new information and be a leader in disseminating this new information. It is his contention that the systematic study of research and periodic involvement in action-research by the continuing education administrator will enhance his skill and effectiveness as a planner, manager, and administrator. More importantly, the future quality of adult learning will be significantly related to his involvement in action research.<sup>35</sup>

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<sup>33</sup>Paisley, op. cit., p. 20.

<sup>34</sup>James R. Carey, Forms and Forces in University Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1961), p. 95.

<sup>35</sup>Nathan C. Shaw, Administration of Continuing Education (Washington, D. C.: National Association for Public School Adult Education, 1969), p. 366.

White maintains that university extension deans must have the following qualities; these qualities also apply to the role of the dean of continuing education in a community college:

1. General administrative skills, including those of personnel administration, which are in some ways as much related to the broad area of public administration as they are to educational administration;

2. A broad knowledge of the school and of continuing education;

3. A genuine understanding and sympathy for the continuing education role of the school;

4. Adeptness at creating the atmosphere and conditions that will enable his staff to perform successfully the work of the organization.<sup>36</sup>

O'Brian, in his study of student levels of satisfaction with community college and senior college instruction and services, found that the students who had attended both the junior college and senior college preferred the university's administration. The study indicated that at a large university special titles were assigned to heads of several services to give them status and that a similar position at

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<sup>36</sup>Thurman White, "The Professionalization of University Extension" (paper presented to the University Annual Workshop for Administration of University Adult Education, University of Chicago, Chicago, Illinois, July, 1966).

the junior college level was not taken as seriously. Thus the community college student would use the services of the four year institution much more than those of the two year community college.<sup>37</sup>

Because of the community college's emerging role in providing adult education, it is an ideal place for the professional adult educator to develop special programs. The community college is the most likely agency for innovative program development in adult education. Deans of continuing education who have not yet learned what "can't be done" may successfully attempt to develop programs which others who have tried the ideas unsuccessfully earlier would be unlikely to risk. Continuing education administrators need to take risks and be innovative.<sup>38</sup>

Watness conducted a study whose purposes were to (1) determine the current evening/adult education administration practices in the community colleges in Washington State as perceived by the presidents, deans of instruction, and directors of evening/adult education; (2) analyze selected administrative relationships between the full-time day programs and the part-time evening/adult programs as perceived

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<sup>37</sup>William E. O'Brian, "A Study of Student Levels of Satisfaction with Community College and Senior College Instruction and Services" (unpublished Doctoral dissertation, Northern Illinois University, 1967), p. 45.

<sup>38</sup>William S. Griffith, Administration of Continuing Education, ed. Nathan C. Shaw (Washington, D. C.: National Association for Public School Adult Education, 1969), p. 98.

by the three groups; and (3) develop a composite of recommended practices. The study showed that many college presidents were aware of the adult program, but did not know the ramifications of the program. It also showed that the day staff was not totally aware of the evening staff and the evening program. It was felt that the ideal "One College Concept" could be instituted over a period of time if total support and cooperation were given by both staff and administration.<sup>39</sup>

Roland Frank stated that in order to achieve educational improvement, educational leaders must change from being uninvolved and apathetic to being involved and concerned. They must also plan for the future as they work out the present. Continuous updating of programs and innovations must exist in the educational community. The community college has the flexibility to provide programs to meet the needs of a changing society. A council on the development of human qualities should be created within each community. This council would include all the behavioral, medical, public service, family agency, police and educational authorities concerned with life in that community. An improved educational program would involve the community as a learning laboratory, consider learning to be a lifetime activity and cooperate with the people to plan and develop

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<sup>39</sup>Calvin M. Watness, "Adult Education in Community Colleges in the State of Washington" (unpublished Doctoral dissertation, Arizona State University, 1969), p. 69.

a community-centered educational program.<sup>40</sup>

### Instruction in Continuing Education

Kemper states that the problem of determining the needs of the adult is probably the most difficult dilemma facing the adult educator. The difficulty is to agree on and to determine the characteristics of a good community and school program of continuing education.

The community college has to provide courses for adults who wish to obtain occupational, general, pre-professional and part-time education, as well as counseling and community services. Many community colleges are staffing their departments with these components in mind. These individuals will be called upon to determine and satisfy the needs of adults.<sup>41</sup>

Schrader's study indicates that teacher selection needs to be very rigorous. The selection of teachers should be based upon a desire to work with adults, an understanding of adults and their needs, and preparation for adult education. A careful selection of texts and materials geared to the adult learner must be made and a follow-up study of the students involved in the continuing education

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<sup>40</sup> Roland G. Frank, "Community-Centered Education--One Response to Critics of Education" (paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, February, 1971).

<sup>41</sup> Homer Kemper, Adult Education (New York: McGraw-Hill, 1955), p. 42.

programs should be conducted annually.<sup>42</sup>

Programs are often based on what an individual or small group thinks people ought to be interested in rather than on what they really want and need. Progress in the use of mass media to undergird face-to-face methods has been made and the limitations of the former more clearly described. Considerable optimism is reported as to the progress being made in narrowing the gap between vocational and liberal education for adults. Most hopeful is the evidence of growing public interest in the liberal arts, growing awareness of the superficiality of a predominantly work oriented culture.<sup>43</sup>

A study by Vollan regarding the learner in adult basic education classes revealed that these adults have to overcome overwhelming personal adjustments to programs, feelings of superiority or inadequacy, lack of self-motivation, lack of encouragement or discouragement from peers or spouse, low mentality, difficulty in learning, problems with employment before being able to function in a classroom. The study revealed therefore that instruction should be of high calibre to hold as many of these students as possible.<sup>44</sup>

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<sup>42</sup>Gene Schrader, "An Evaluation of the Adult Basic Education Programs in Wyoming: A Follow-Up Study" (Wyoming State Department of Education, Cheyenne, Wyoming, November, 1968).

<sup>43</sup>Malcolm S. Knowles, Informal Adult Education (New York: Association Press, 1951), p. 11.

<sup>44</sup>Vollan, op. cit., p. 40.

Brown indicates that teaching--once simply telling, drilling, or questioning--is now seen as a complicated use of motivation, reinforcement, role playing, and other little understood psychological processes. This new awareness of the variety which is teaching and learning has been partly provoked by a desire to understand the use of the new media. The increasing numbers and changing character of students in today's educational system clearly reveals a need to reconsider ways of teaching.<sup>45</sup>

Moore feels too many teachers consider the task of teaching the high-risk student in the community college to be academic social work. Making special remedial curricula available to these students is often thought to be academic welfare. Yet these students must be taught--and well. They must be exposed to a relevant curriculum. It is well documented that the two-year college has not generally succeeded in providing quality instruction or educational programs sufficiently potent to counteract the academic deprivations of the marginal student or to build on talents this student brings to the college with him.<sup>46</sup>

McGrath's study indicated that the adult population being served by innovations such as educational television

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<sup>45</sup>James W. Brown and James W. Thornton, Jr., New Media In Higher Education (Washington, D. C.: Association for Education and the Division of Audiovisual Instructional Services of the National Educational Association, January, 1970).

<sup>46</sup>William Moore, Jr., Against the Odds (San Francisco: Jossey-Bass, 1970), p. 63.



courses, university extension and independent study is reaching a figure five times as large as the full-time enrollments. Many students, after taking such courses, will be requesting more course offerings. These requests will provide the community college with more opportunity to serve the needs of the community. The result will be the rapid expansion of the public community college.<sup>47</sup>

Johnson states that we have scarcely scratched the surface of man's ability to learn. He emphasizes the importance of individual differences in learning ability. Individualized instruction, diagnostic teaching and the new value orientation in education demand quality as a companion for equality of opportunity. He points out that some of the new developments in education provide a clear indication that tomorrow's schools are taking shape today. He suggests, however, that although major attention is currently given to educational hardware and to the marvels of our new technology the principal hope for the future is the development of ideas or pieces of software which have liberated our attitudes towards innovation and experimentation.<sup>48</sup>

Laura Sarko reported in the *Journal of Higher Education* that community college teachers were subjected to pressures to relax the standards of excellence. In many

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<sup>47</sup> McGrath, op. cit., p. 38.

<sup>48</sup> Lamar B. Johnson, *Islands of Innovation Expanding: Changes in the Community College* (Beverly Hills: Glencoe Press, 1969), pp. 28-29.

small districts force was exerted to lower standards. She found that the junior college teacher was in the unenviable, ambivalent position of being directed at once to maintain a standard and to alter it.

As the enrollments of community colleges increase in size, so will the staffs. Standards will have to be maintained in order to meet the requirements of the transferring student and the student who enters the job market immediately upon completion of a vocational or certificated program. Sarko feels that continuous evaluation of the programs and of students who leave the school would be appropriate in order to maintain standards set by individual community colleges.<sup>49</sup>

When a comparison was made between junior college and university instructors, it was found that they were similar in most achievements; the outstanding single difference was that the junior college personnel had twenty percent fewer doctorates. It was found also, however, that few of the university doctorates were engaged in the first two years of college teaching. A community college should have a balance of instructors with B. A., M. A. and Doctorate degrees. There is a danger that university professors might merely repeat to a group of adults the lectures prepared for undergraduate students. The chances are very high that, if this

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<sup>49</sup>Laura Sarko, "The Problem of Teaching in Community Colleges," The Journal of Higher Education, XXXV (October, 1964), 384.

happened, the adults would soon stop attending.<sup>50</sup>

In a study of student levels of satisfaction with community college and senior college instruction and services William O'Brian stated that the data indicated that in the opinion of students the general instructional level, in a comparative sense, was better at the junior college than at the university level. The reason given was that most junior college instructors had formerly taught in high schools for several years. Their modes of teaching would be different from the instruction given at the university level. The class size would be smaller and there would be less straight lecture instruction.<sup>51</sup>

Although there is considerable difference of opinion regarding the excellence of junior college teaching, the most common conclusion is that the instruction is adequate to the demands of the task. Smith's study revealed that the adults believed the instruction given at the continuing education level was quite adequate for their needs and a strong asset to the evening program.<sup>52</sup>

Knowles feels that the director of continuing education should have a clearly stated set of criteria by which

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<sup>50</sup>Clyde E. Blocker, "Are Our Faculties Competent?" Junior College Journal, XXXVI (December, 1965), 12.

<sup>51</sup>O'Brian, op. cit., p. 60.

<sup>52</sup>James Alfred Smith, "Adult Evening Students' Evaluation of Glendale Community College Continuing Education" (unpublished Doctoral dissertation, Arizona State University, 1972), p. 74.

to judge the qualifications of candidates for teaching positions. The following set of criteria developed by one continuing education program will provide an example: (1) An instructor must not only have knowledge but also be a successful practitioner of his subject or skill. (2) He must be enthusiastic about his subject and about teaching it to others. (3) He must have--or be capable of learning--an attitude of understanding and permissiveness towards people. He must have other personality traits such as friendliness, humor, humility, and interest in people that make for effectiveness in leading adults. (4) He must be creative in his thinking about teaching methods. (5) He should be intrigued with the notion that adults are different from children as learners and express positive pleasure at the prospect of participating in an in-service training program on the teaching of adults.<sup>53</sup>

#### Student Personnel Services in Continuing Education

The counselor in adult education is a highly skilled professional who utilizes his competencies in an effort to assist the adult student in his quest for adequacy. He provides a relationship in which the individual can achieve reconciliation of self and universe of experience through counseling, and he is a source of personal social, educational, and occupational information for program personnel.

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<sup>53</sup> Knowles, op. cit., p. 163.

as well as the student population. Through a well organized testing program, the individual is afforded opportunities for self-appraisal, and educators are assisted in their efforts to provide appropriate learning experiences. Thus, the work of the counselor is consistent with the basic tenets of adult education.<sup>54</sup>

A study by Max Raines reported in the Junior College Journal concluded that three-fourths of the junior colleges in the country do not have adequate student personnel programs. Many junior colleges lacked planning and professional direction for the program, the counseling program had definite inadequacies, and little research was conducted on characteristics of their students and limited evaluation of the personnel program was undertaken.<sup>55</sup>

Johnson's study indicates that student personnel services are highly important at all levels and in all units of American education. In the community junior college, however, it is clear that counseling, guidance and out-of-class activities--all elements of student personnel services--are crucial. Student personnel services also make important contributions to other aspects of the educational programs. Many junior college students attend only for a short period and never transfer to a four-year institution. The student

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<sup>54</sup>Shaw, op. cit., p. 262.

<sup>55</sup>Max R. Raines, "The Student Personnel Situation," Junior College Journal XXXVI (February, 1966), 6-7.

personnel services must help the student quickly find his potentials and guide him into a vocational or occupational field immediately.<sup>56</sup>

Yoder did a study of six western states to determine the extent of personnel services and to recommend improvements. The areas of student personnel services investigated were: type of organization of selection and admission policy, counseling and advisement of students, provisions for physical and mental health, student discipline and control, testing program, student records, placement services, follow-up programs, and provisions for financial assistance. A well articulated program usually has a dean of students and counselors. The counseling program should contain elements of preregistration, orientation, guidance, instruction, vocational information, testing, job placement, vocational placement, referral service, follow-up service and record keeping.<sup>57</sup>

Gutsh completed a study from which he concluded that junior college students' services were lacking in record keeping, in-service training, research, testing, consistent admission policies, orientation, registration and securance

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<sup>56</sup>Lamar B. Johnson, Starting A Community Junior College (Washington, D. C.: American Association of Junior Colleges, 1964), p. 23.

<sup>57</sup>Marlen D. Yoder, "The Development of Guidelines for Student Personnel Services in the Two-Year Community College" (unpublished Doctoral dissertation, Oregon State University, 1965), p. 75.

of a professional counseling specialist.<sup>58</sup>

Mitchell studied evening community college student personnel services in the western United States. He found present student personnel practices in evening community colleges inadequate. A revision was needed and certain guidelines should be followed in order to develop a student personnel service that would be beneficial to the students. A dean of students should be at the administrative level with several counselors available for adults during the evening. The services should be accessible and convenient for the evening student.<sup>59</sup>

Smith, in his study of student personnel services, indicated that little has been done to implement adequate programs and services primarily because of the complexity of the adult student and the geographic areas from which the adults come. He found that the opportunity for testing and counseling to help adults determine their educational and vocational goals was lacking and needed improvements and also that many adults were not interested in these services. Regardless of the lack of interest by some adults,

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<sup>58</sup>Kenneth S. Gutsh, "A Survey of Student Personnel Services in Selected Florida Community Junior Colleges and the Attitudes of Presidents, Student Personnel Officers, Faculty Members, and Students Towards their Services" (unpublished Doctoral dissertation, Florida State University, 1961), p. 78.

<sup>59</sup>James G. Mitchell, "An Appraisal of Evening Community College Student Personnel Services in Western United States" (unpublished Doctoral dissertation, Oregon State University, 1969), p. 89.

he feels that more emphasis should be given to the area of student personnel services so that a greater number of students' needs can be met.<sup>60</sup>

#### SUMMARY

The literature revealed that the composition of the continuing education student body is very diverse ranging from the untrained and unskilled to the highly skilled and professional person. Continuing education students may be housewives, workers, high school "drop-outs", or retired persons. Many are part-time students with full-time employment. Continuing education students have many ability levels and often suffer from feelings of inadequacy. They may enroll in continuing education courses to obtain general information, to secure job advancement, to satisfy curiosity, to learn a new hobby, or for recreation.

Historically the community college's main purpose was to be a terminal or a transfer point for most students. The role has expanded in the last decade to meet the needs and objectives of different communities. The main purposes, as suggested by the review of the literature, are now the following: (1) to upgrade and improve skills, (2) to provide occupational and vocational-technical education, (3) to cope with changing conditions, (4) to offer lifetime and continuing education, (5) to satisfy community needs and demands

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<sup>60</sup>Smith, op. cit., p. 76.



by offering special interest courses, (6) to fulfill a transfer function and to bridge the gap between public schools and institutions of higher learning, and (7) to provide general and remedial education.

The review of the literature indicated that in order to meet the needs of the continuing education student the administration must have initiative, vision, flexibility, and courage to begin innovative programs. The literature stressed that the community college administration must be as flexible as possible to meet these needs. The administrator of the evening program must be highly qualified with a wide range of experience in order to direct the expansion of the evening program. He must be dynamic, aware of current trends, active in research, and have a broad knowledge of continuing education.

The literature revealed that the continuing education program cannot continue to satisfy the needs and goals of continuing education students unless the staff is highly qualified. The instructors must want to work with adults, must understand adults and be prepared for the teaching of these particular students. The instructors must be aware of the special problems adults face when they enter continuing education classes. Their attitude must be supportive. The teaching must be superior to hold these "risk" students. Innovative teaching techniques should be encouraged. Above all, continuing education instructors must be enthusiastic about their subjects and be able to adapt teaching methods

to suit adult learners.

Comprehensive student personnel services for the continuing education student are essential, but this review has shown that they are frequently inadequate. Studies have revealed that these services should be provided to the continuing education student by highly competent and skillful staff. The counselor must help the student with self-appraisal and give immediate vocational direction. The testing program is important as are orientation procedures, job placement facilities and follow-up services. Intensive student personnel services are basic to students and they are an indispensable precondition of effective continuing education.

This chapter has indicated that every community college must continually appraise its continuing education program to insure that the administration is flexible and meeting the needs of the community, that the instruction is relevant and effective, and that the student personnel services are adequate and available when needed.

## Chapter 3

### METHODOLOGY

Chapter 1 explained the reasons for undertaking this study related to the needs of adults in the Continuing Education Program at Modesto Junior College. A review of the relevant literature regarding the needs of adults in continuing education programs was presented in Chapter 2. Chapter 3 describes the methodology and the procedures of the study.

#### Setting of the Study

The setting of the study was at Modesto Junior College, one of two junior colleges in the Yosemite Junior College District. The Yosemite Junior College District covers Stanislaus and Tuolumne Counties, and parts of Merced, San Joaquin and Santa Clara Counties. Covering four thousand square miles, it is one of the largest junior college districts in the state. Modesto Junior College, established in 1921, is one of the oldest in California. The value in buildings, a fifty-four acre campus, equipment, and improvements is more than eighteen and a half million dollars. The West Campus site (one hundred and twenty acres) was acquired from the State of California in 1970. Its first construction phase, which included Trade and Technical buildings, was

completed in 1974; the second construction phase, begun in 1974, will include Home Economics and Vocational Education buildings. The staff consists of nearly two hundred and fifty day instructors and more than three hundred evening instructors. Increase in the number of students and staff has been consistent. In the early 1950's enrollment in the evening program was about one thousand students. In 1957-58 the enrollment climbed to approximately three thousand students and in 1965-66 the enrollment for both graded and non-graded classes for adults was six thousand six hundred. In the fall of 1974 the enrollment for regular day students was about five thousand and for evening students about ten thousand.<sup>1</sup>

Modesto, California is located in the Central Valley of California, approximately ninety miles southeast of San Francisco. It is the county seat of Stanislaus County and has a population of about eighty-five thousand.

#### Selection of the Population

The investigator presented this study for approval to Dr. J. Kenneth Rowland, Superintendent of the Yosemite Junior College District, and to Dr. Kenneth N. Griffin, President of the Modesto Junior College, in January, 1974. Permission was granted soon thereafter to conduct the study.

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<sup>1</sup>Annual Report On Adult Education Program, California State Department of Education, Sacramento, California, 1950, 1958, 1966, 1974.

The population for this study was one thousand adult students enrolled in the continuing education program during the spring semester of 1974-75 at Modesto Junior College, Modesto, California. A sample selection was taken from each department. A computer print-out produced the total number of weekly student contact hours for each department. Questionnaires were distributed to each department in relation to its percentage of the total evening student population.

#### Instrumentation

The investigator reviewed the related literature in order to become familiar with studies conducted in the area of community college evaluation. O'Brian and Smith conducted studies concerning the evaluation of higher education and community colleges, but the items in their questionnaires were not deemed sufficiently specific to determine the needs of adults in the continuing education program at Modesto Junior College.

The investigator reviewed materials by Cantril<sup>2</sup> and Oppenheim<sup>3</sup> to develop further the appropriate questionnaire content. He consulted with his Committee Chairman, Dr. Thomas C. Coleman, and his dissertation committee for input into the questionnaire. After several meetings and

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<sup>2</sup>Hadley Cantril, Gauging Public Opinion (Princeton: Princeton University Press, 1947), p. 230.

<sup>3</sup>A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, 1966), p. 49.

revisions, a questionnaire of forty items was developed and ready for pilot study.

Although many criteria were suggested in the literature and although all the criteria were adhered to in varying degrees, the following guidelines seemed to be most significant: the questionnaire should (1) be short enough so that it would not be rejected, (2) have sufficient interest to appeal to the respondent, (3) have depth in content, (4) elicit definite responses, and (5) not be embarrassing to the individual.

The questionnaire was developed with a rating scale from one to five for each item: (1) poor, (2) below average, (3) average, (4) good, and (5) excellent. Each item on the questionnaire required a response from the respondent. These responses were the evaluations by adults in the continuing education program at Modesto Junior College of the areas of administration, instruction, and student personnel services at that college.

A pilot study was conducted with two hundred students in the spring semester of 1974 at two community colleges near Modesto, California. The questionnaire was analyzed further by the deans of continuing education at Modesto Junior College and by the dissertation committee and chairman. After input from the students and suggestions from the committee, the questionnaire was ready for final presentation.

The final instrument, entitled Adult Evening Students' Evaluation of the Modesto Junior College Continuing Education

Program, consisted of forty items. The survey included specific instructions for the students. There were sixteen items in the area of administration, ten in the area of instruction, eight in the area of student personnel services, one general assessment statement of the Modesto Junior College Continuing Education Program, one separate statement regarding use of counseling services, one item asking for the students' last grade completed, one item regarding the number of units completed, and two open-ended items giving the students the opportunity to state their special areas of interest and additional courses they wished to have added to the continuing education program.

The final form of the questionnaire appears in Appendix A.

#### Procedure

Based on the experience of other researchers cited, it was deemed advisable to distribute all the questionnaires at the same time to avoid interaction among respondents; therefore, the investigator distributed the questionnaires simultaneously to thirty-five instructors on February 17, 1975. The questionnaires were prorated to each department on the basis of the total number of evening students. Thirty-five instructors were selected to distribute them. A number was assigned to each evening instructor's name and placed on a slip of paper. The slips were placed in a box by departments and selected according to the number of

questionnaires needed for distribution in that department. The spring enrollment print-out revealed that the average class size was about thirty students; therefore, thirty-five instructors were selected to make the total of one thousand questionnaires. Their mail boxes were used as the distribution point. The questionnaires were placed in an envelope with specific instructions for administering. A copy of the instructions appears in Appendix B. The instructors were to pass out the questionnaires to the students at the beginning of the class period and to let them take about fifteen minutes to complete all the items. A pilot study during the spring semester of 1974 indicated that fifteen minutes were sufficient to complete the questionnaire.

#### Collection and Scoring of Data

The study was conducted in February, 1975, when the questionnaires were distributed to the thirty-five classes. After the questionnaires were filled out, they were returned to the Continuing Education Office. At the end of the third week, the one thousand questionnaires had been returned. At this time, tabulation and analysis of the returned questionnaires began.

Questionnaires were not signed so that students would be free of anxiety about responses. The directions emphasized that the students were evaluating the entire Continuing Education Program and not one specific instructor or course offering. For this reason, it was believed that



the classroom teacher would be suited to administering the instrument.

The rating procedure was structured with the intent of providing terms characterized by brevity and simplicity to encourage the students to undertake and complete the questionnaire. It was assumed that five categories (Poor, Below Average, Average, Good, Excellent) would give a broad and varied response without jeopardizing the willingness to reply.

The number one (1) indicated that the condition or service under examination was poor; the institution, in the opinion of the adult student, was in need of broad and deep reorganization and/or in need of more or different personnel and facilities if the service was to be made effective and acceptable to the student. The number two (2) indicated that the adult felt the services under consideration were below average. The number three (3) indicated that the services or conditions were average or reasonably acceptable. The number four (4) indicated a good reaction to the services or statement in question. The number five (5) indicated an excellent evaluation of the statement or services.

#### Statistical Analysis

The data from the one thousand questionnaires were analyzed by the descriptive and inferential statistical techniques. Before the data could be analyzed statistically, it was necessary to transfer the evaluations for each

statement by key punch to computer cards. The statistical techniques consisted of intercorrelation, measure of central tendency and variability.<sup>4</sup> The ratings for each item by the students were totalled. In addition, the total sums of each students's responses to the three sections (administration, instruction, and student personnel services) were obtained. Thus a score for each item plus three subtotal scores were made available by a computer programmer at the University of the Pacific.

The data were further communicated by way of frequency polygons. Three graphs were constructed to indicate the percentages of the responses in each of the five rating categories (Poor, Below Average, Average, Good, and Excellent) for each item in the questionnaire subtests concerning the areas of Administration, Instruction and Student Personnel Services. These graphs, together with tables showing the total number and percentage of responses for each questionnaire item in each of the five rating categories, were used to assess the degree of satisfaction with the Modesto Junior College Continuing Education Program by the adult students.

The investigator classified the open-ended item number thirty-nine (39), which dealt with special interests, into eighteen major groups.<sup>5</sup> These groups were numbered

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<sup>4</sup>Debold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill, 1971), p. 330.

<sup>5</sup>Oppenheim, op. cit., p. 263.

from one through eighteen (Appendix C). Each area of interest was correlated with each item one through thirty-eight (1-38).

The responses for item number forty (40) were classified into departments that existed at Modesto Junior College (Appendix D). The courses the respondents would like to have added to the Continuing Education Program were listed under the departments of Modesto Junior College (Appendix E).

#### SUMMARY

Chapter 3 has delineated: (1) the setting of the study, (2) the selection of the population, (3) the instrumentation, (4) the procedures, (5) the collection of data and scoring, and (6) the process to be used for the statistical analysis.

Chapter 4 will present an analysis of statistical data drawn from this study. Chapter 5 will be a summary of results, conclusions and recommendations.

## Chapter 4

### FINDINGS OF THE STUDY

Data collected with the questionnaire (Appendix A) were analyzed to determine the evaluation by the adult students of the Modesto Junior College Continuing Education Program. The total population of the study consisted of nine hundred and ninety-nine students who completed the questionnaire. Chapter 4 presents the findings of the study in the following categories: (1) presentation of the data, (2) summarization of the data, (3) item analysis, (4) relationship of the overall program by special areas of interest, (5) subgroup relationships, (6) comparison and general assessment of the subgroups, and (7) a summary.

#### Presentation of the Data

Table 1 indicates the ratings for Items 1 to 35 on the questionnaire by the total population of nine hundred and ninety-nine adult students who evaluated the Continuing Education Program of Modesto Junior College. Table 2 presents the same information in percentage form.

Items which elicited the largest "Poor" response were Item 1 (registration procedures--107 or 11 percent), Item 7 (adequacy of classrooms and equipment--64 or 6 percent), and Item 9 (service of faculty advisor--45 or 5 percent). The

smallest "Poor" response was received by Item 23 (punctuality of instructors), Item 26 (general teaching ability of instructors), and Item 35 (general assessment of the Continuing Education Program). These three items had a percentage response of zero.

The largest numbers and percentage of "Below Average" ratings were given by the students to Item 19 (assistance from instructors on "how to study" techniques--116 or 12 percent), Item 7 (adequacy of classrooms and equipment--108 or 11 percent), and Item 33 (services of the counseling office--86 or 9 percent). The fewest "Below Average" responses were amassed by Item 26 (general teaching ability of instructors--18 or 2 percent), Item 35 (general assessment of the Continuing Education Program--18 or 2 percent), Item 23 (punctuality of instructors--19 or 2 percent) and Item 5 (services of the library--19 or 2 percent).

The largest number and percentage of "Average" ratings were given to Item 34 (services of the placement office--462 or 46 percent), and Item 27 (availability of recreational facilities on campus--450 or 45 percent). The smallest number and percentage of "Average" responses were received by Item 23 (punctuality of instructors--180 or 18 percent), Item 4 (availability of financial aid and veteran's services--214 or 22 percent), and Item 26 (general teaching ability of instructors--231 or 23 percent).

Items which gathered the largest number and percentage of "Good" ratings were Item 26 (general teaching ability

of instructors--474 or 47 percent), Item 2 (services of the registrar's office--472 or 47 percent), and Item 21 (instructors' ability to keep the discussion relevant--462 or 46 percent). The smallest number and percentage of "Good" ratings were received by Item 34 (services of the placement office--277 or 28 percent), Item 33 (services of the counseling office--307 or 30 percent) and Item 32 (availability of occupational information--323 or 32 percent).

The highest "Excellent" ratings were achieved by Item 23 (punctuality of instructors--413 or 41 percent), Item 4 (availability of financial aid and veteran's services--272 or 27 percent), and Item 26 (general teaching ability of instructors--270 or 27 percent). The smallest number and percentage of "Excellent" ratings were given to Item 8 (introductory orientation programs--71 or 7 percent), and Item 34 (services of the placement office--71 or 7 percent).

Tables 1 and 2 indicate the total number and percentage of the responses of the nine hundred and ninety-nine students to the items concerning the specific areas of Administration, Instruction, and Student Personnel Services and to the item asking for a general assessment of the Continuing Education Program at Modesto Junior College. The largest numbers of responses to individual items in the "Average" column relate to the Student Personnel Services area. The largest numbers of responses to individual items in the "Good" column relate to the Administration and Instruction areas.

Table 1

Total Population Rating of Adult Students' Evaluation  
of the Continuing Education Program

Item	0	1	2	3	4	5
	No Response	Poor	Below Average	Average	Good	Excellent
<b>Administration</b>						
1	2	107	59	251	431	149
2	6	35	53	312	472	120
3	18	27	40	336	461	116
4	63	29	34	214	386	272
5	27	12	19	250	459	232
6	43	9	32	307	448	160
7	4	64	108	277	418	128
8	44	42	54	388	400	71
9	36	45	55	360	400	103
10	18	36	58	376	409	102
11	6	36	68	248	373	268
12	5	34	74	263	424	199
13	21	33	66	396	394	89
14	2	40	69	259	415	214
15	21	41	61	367	383	126
16	8	42	60	298	419	172
<b>Instruction</b>						
17	10	20	33	329	448	159
18	2	9	35	287	441	225
19	16	42	116	363	335	127
20	12	22	64	297	415	189
21	7	18	32	279	462	201
22	9	12	20	276	460	222
23	9	3	19	180	375	413
24	7	17	42	287	416	230
25	6	10	32	307	424	220
26	2	4	18	231	474	270
<b>Student Services</b>						
27	51	37	64	450	324	73
28	30	28	70	442	343	86
29	23	36	71	398	364	107
30	47	35	73	444	326	74
31	29	36	75	443	338	78
32	27	31	85	443	323	90
33	38	37	86	442	307	89
34	64	42	83	462	277	71
<b>General Assessment</b>						
35	7	4	18	250	458	262
<b>Total Population - 999</b>						

Table 2

Total Percentage of Frequencies of Adult Students'  
Evaluation of the Continuing Education Program

Item	0	1	2	3	4	5
	No Response	Poor	Below Average	Average	Good	Excellent
<b>Administration</b>						
1	.00	.11	.06	.25	.43	.15
2	.01	.04	.05	.31	.47	.12
3	.02	.02	.04	.34	.46	.12
4	.06	.03	.03	.22	.39	.27
5	.03	.01	.02	.25	.46	.23
6	.04	.01	.03	.31	.45	.16
7	.00	.06	.11	.28	.42	.13
8	.04	.04	.05	.39	.40	.07
9	.03	.05	.06	.36	.40	.10
10	.01	.04	.06	.38	.41	.10
11	.01	.03	.07	.25	.37	.27
12	.01	.03	.08	.26	.42	.20
13	.02	.03	.07	.40	.39	.09
14	.00	.04	.07	.26	.42	.21
15	.02	.04	.06	.37	.38	.13
16	.01	.04	.06	.30	.42	.17
<b>Instruction</b>						
17	.01	.02	.03	.33	.45	.16
18	.00	.01	.03	.29	.44	.23
19	.02	.04	.12	.36	.33	.13
20	.01	.02	.06	.30	.42	.19
21	.01	.02	.03	.28	.46	.20
22	.01	.01	.02	.28	.46	.22
23	.01	.00	.02	.18	.38	.41
24	.00	.02	.04	.29	.42	.23
25	.01	.01	.03	.31	.42	.22
26	.00	.01	.02	.23	.47	.27
<b>Student Services</b>						
27	.05	.04	.07	.45	.32	.07
28	.03	.03	.07	.44	.34	.09
29	.02	.04	.07	.40	.36	.11
30	.05	.04	.07	.44	.33	.07
31	.03	.04	.08	.44	.34	.07
32	.03	.03	.09	.44	.32	.09
33	.04	.04	.09	.44	.30	.09
34	.07	.04	.08	.46	.28	.07
<b>General Assessment</b>						
35	.01	.00	.02	.25	.46	.26
<b>Total Population - 999</b>						



To examine further the responses of the students in the areas of Administration, Instruction, and Student Personnel Services, three polygons were developed. Figure 1, a frequency polygon based upon students' evaluation regarding Administration, presents the percentage of responses for each of the sixteen items in this section of the questionnaire. Figure 2, a frequency polygon based upon students' evaluation regarding Instruction, reveals the percentage of responses for each of the ten items in this section of the questionnaire (Items 17 to 26). Figure 3, a frequency polygon based upon students' evaluation of the Student Personnel Services area, indicates the percentage of responses for each of the eight items in this section of the questionnaire (Items 27 to 34).

These polygons portray graphically the material in Table 2; that is, they indicate the percentages of ratings in the five categories (Poor, Below Average, Average, Good, Excellent) in each of the sections of the questionnaire entitled respectively Administration, Instruction, and Student Personnel Services.

#### Summarization of the Data

The responses for Item 35, the item which asked for a general assessment of the Modesto Junior College Continuing Education Program, shown in Table 2, were: Poor--0 percent, Below Average--2 percent, Average--25 percent, Good--46 percent, and Excellent--26 percent. Seventy-two percent of the

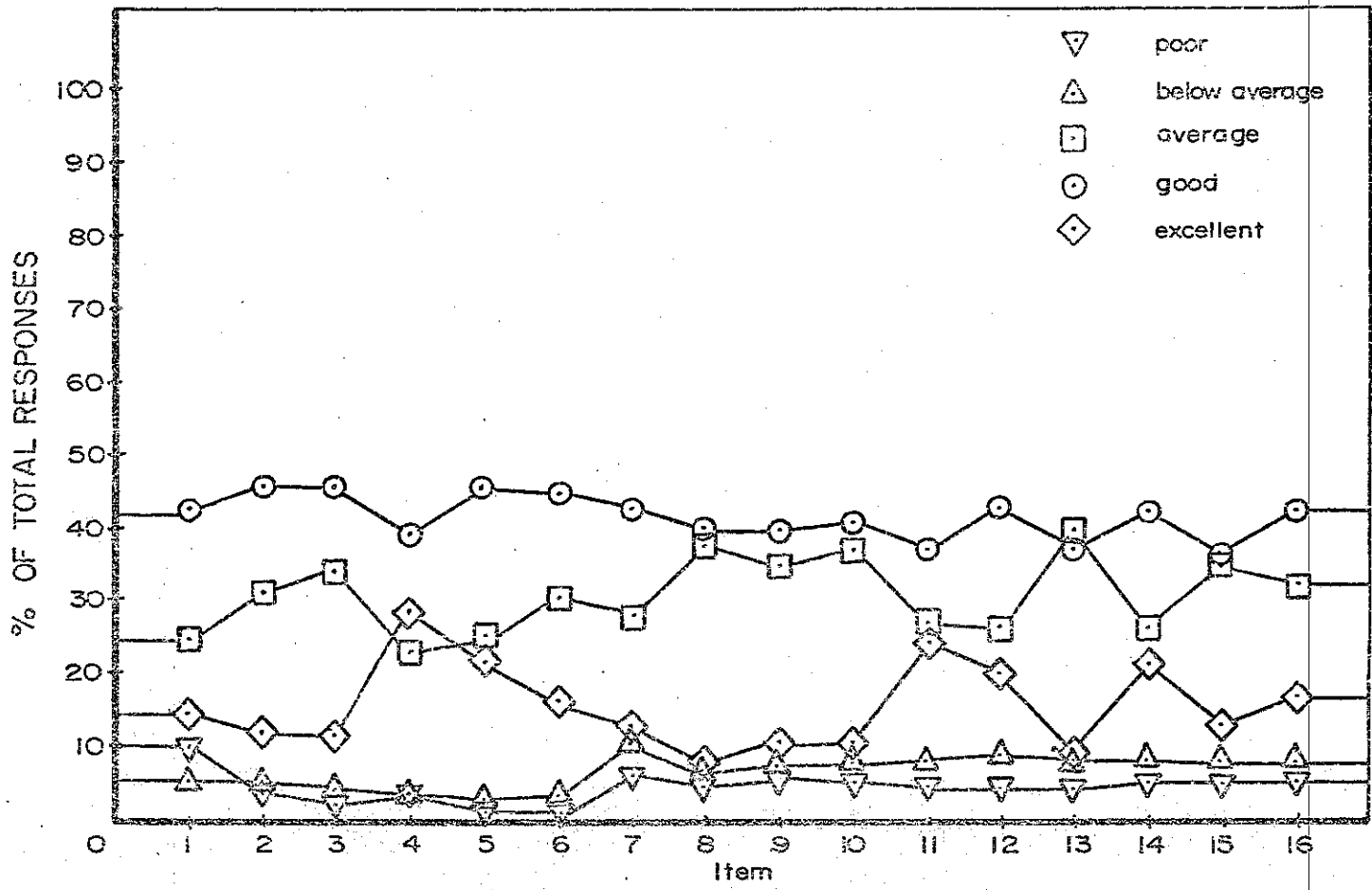


Figure 1. FREQUENCY POLYGON BASED UPON STUDENTS' EVALUATION REGARDING ADMINISTRATION

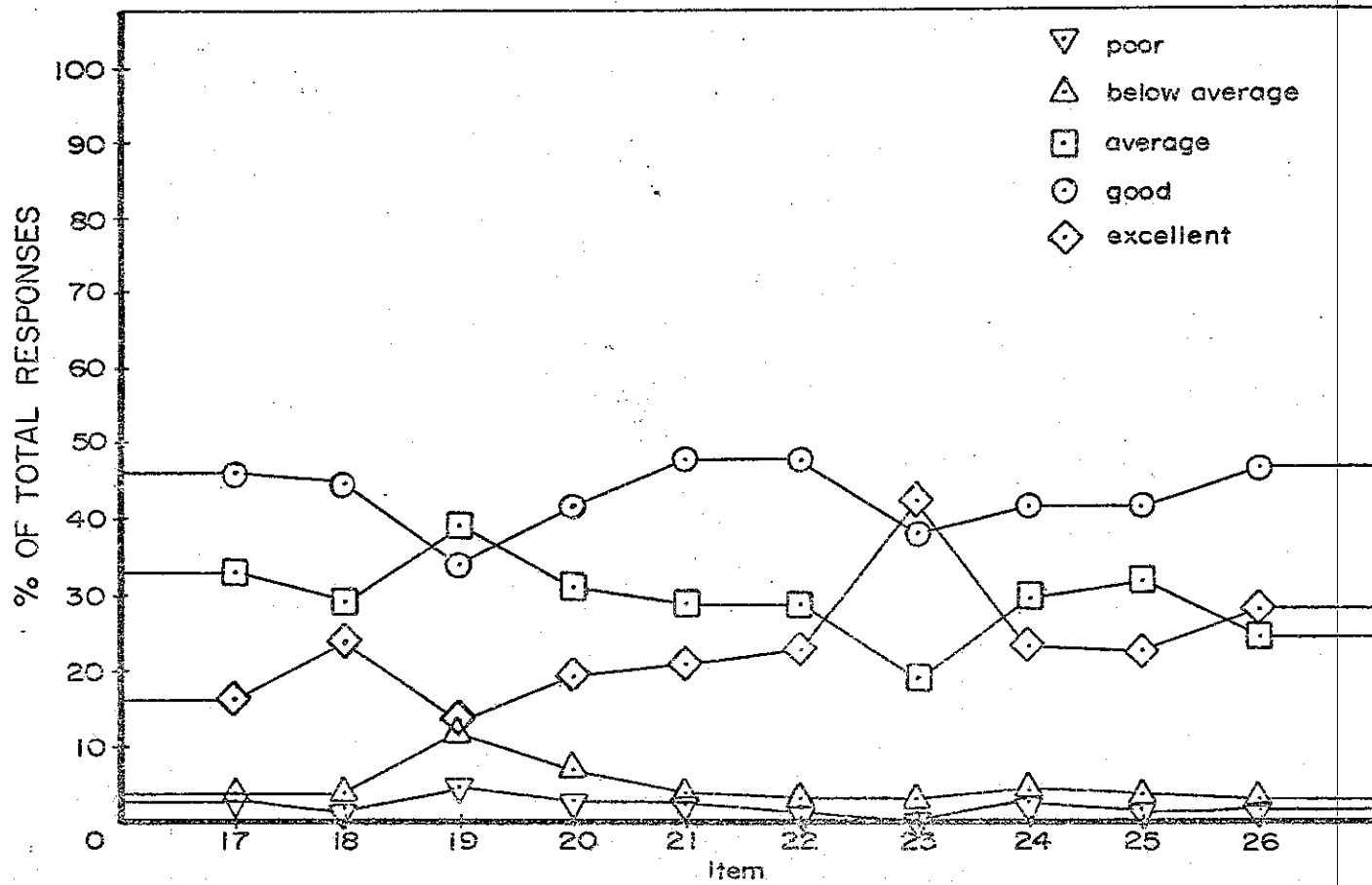


Figure 2. FREQUENCY POLYGON BASED UPON STUDENTS' EVALUATION REGARDING INSTRUCTION

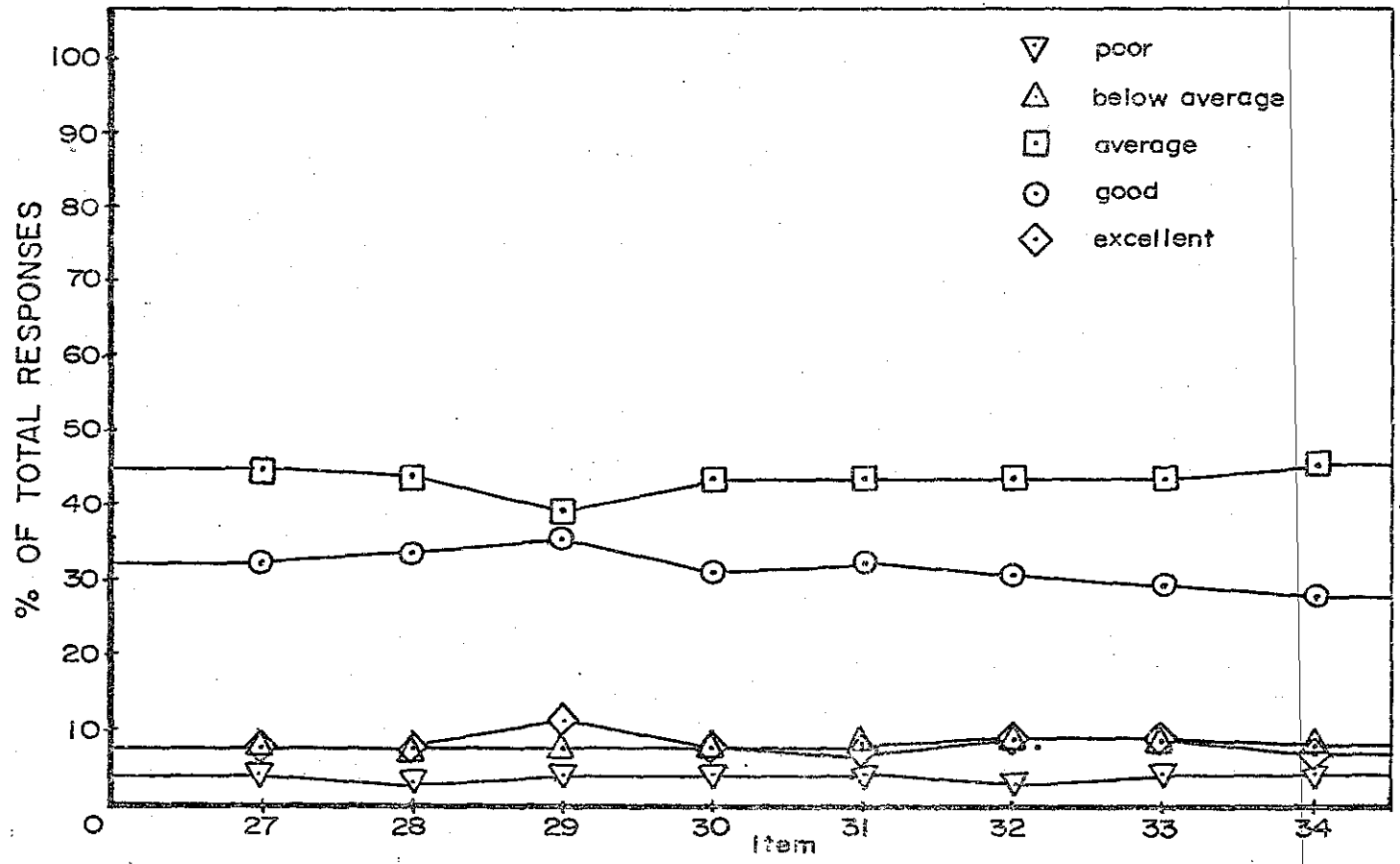


Figure 3. FREQUENCY POLYGON, BASED UPON STUDENTS' EVALUATION REGARDING STUDENT PERSONNEL SERVICES

respondents, therefore, gave the Continuing Education Program an above average rating.

Table 3 presents descriptive statistics of the questionnaire items comprising the Administration subtest. Item 1 (registration procedures) and Item 14 (opportunities to take courses in line with future goals) both received the largest number of responses (997) and the fewest number of "no responses" (2). Item 4 (financial aid and veteran's services) received the smallest number of responses (936) and the largest number of "no responses" (63). Item 5 (service of library) received a high mean score of 3.91, and Item 4 (financial aid and veteran's services) received a high mean score of 3.90. Item 8 (introductory orientation programs) received a low mean score of 3.42, and Item 13 (consideration and implementation of students' suggestions) received a low mean score of 3.45. Item 1 (registration procedures) received a high standard deviation score of 1.15, and Item 7 (adequacy of classrooms and equipment) received a high standard deviation score of 1.05. These two high standard deviation scores indicated that the responses were not consistent and deviated from the mean. Item 5 (services of the library) received a low standard deviation score of .82, and Item 6 (study conditions in the library) received a low standard deviation score of .80. These low standard deviation scores indicated that the student responses were very consistent. The overall mean for the Administration subtest was 3.61 with the total population of nine hundred

Table 3

Descriptive Statistics of the Questionnaire Items  
Comprising the Administration Subtest

Item	Number Responding	No Response	Mean	Standard Deviation
1. Registration procedures	997	2	3.46	1.15
2. Services of registrar	993	6	3.60	.90
3. Services of business office	981	18	3.62	.86
4. Financial aid and veteran's services	936	63	3.90	.97
5. Services of library	972	27	3.91	.82
6. Study conditions in library	956	43	3.75	.80
7. Adequacy of classrooms and equipment	995	4	3.44	1.05
8. Introductory orientation programs	955	44	3.42	.88
9. Service of faculty advisor	963	36	3.48	.93
10. Clarity and suitability of college rules	981	19	3.49	.89
11. Opportunities to take elective courses	993	6	3.77	1.03
12. Course offerings relative to needs	994	5	3.68	.99
13. Consideration and implementation of students' suggestions	978	21	3.45	.87
14. Opportunities to take courses in line with future goals	997	2	3.70	1.01
15. Assistance from administrators	978	21	3.50	.94
16. Availability of courses leading to definite job possibilities	991	8	3.63	.98
Administration Subtest Mean			3.61	
Total Population - 999				

and ninety-nine.

Table 4 presents descriptive statistics of the questionnaire items comprising the Instruction subtest. The largest number of responses were for Item 18 (ability of instructors to present course concepts in a clear, interesting manner) and Item 26 (general teaching ability of instructors) both with a total of 997 responses. These same items, numbers 18 and 26, also received the fewest "no responses". Item 19 (assistance from instructors on "how to study" techniques) received 983 responses, and Item 20 (instructors' use of teaching aids: maps, films, pictures, etc.) received 987 responses, the lowest responses in this subtest. These same two items, numbers 19 and 20, received the largest number of "no responses", 16 and 12 respectively. Item 23 (punctuality of instructors) received a high mean score of 4.19, and Item 26 (general teaching ability of instructors) received a high mean score of 3.99. The low mean scores were obtained by Item 20 (instructors' use of teaching aids: maps, films, pictures, etc.), 3.69, and Item 19 (assistance from instructors on "how to study" techniques), 3.40. The overall mean for the Instruction subtest was 3.81. Item 19 (assistance from the instructors on "how to study" techniques) received a high standard deviation score of .99 and Item 20 (instructors' use of teaching aids: maps, films, pictures, etc.) received a high standard deviation score of .93. These scores indicated that there was much variation in the responses for these two items.

Table 4

Descriptive Statistics of the Questionnaire Items  
Comprising the Instruction Subtest

Item	Number Responding	No Response	Mean	Standard Deviation
17. Individual assistance with course related problems	989	10	3.70	.85
18. Ability of instructors to present course concepts in a clear, interesting manner	997	2	3.84	.84
19. Assistance from instructors on "how to study" techniques	983	16	3.40	.99
20. Instructors' use of teaching aids: maps, films, pictures, etc.	987	12	3.69	.93
21. Instructors' ability to keep discussion relevant	992	7	3.80	.86
22. Instructors' use of experience and special interests of class members	990	9	3.87	.82
23. Punctuality of instructors	990	9	4.19	.82
24. Instructors' flexibility and understanding of student problems and needs	992	7	3.81	.90
25. Instructors' clear definition of course objectives	993	6	3.82	.85
26. General teaching ability of instructors	997	2	3.99	.84
Instruction Subtest Mean			3.81	
Total Population - 999				



Items 22 (instructors' use of professional experience and special interests of class members) and 23 (punctuality of instructors) received identical low standard deviation scores of .82. This score indicated that there was little variation in the responses by the students.

Table 5 presents descriptive statistics of the questionnaire items comprising the Student Personnel Services subtest. Items 29 (availability of information regarding college activities and programs) and 32 (availability of occupational information) received the largest number of responses, 976 and 972 respectively. The two items also received the fewest "no responses", 23 and 29 respectively. Item 27 (availability of recreational facilities on campus) received 948 responses and Item 34 (services of the placement office) received 935 responses, the lowest numbers of responses in this group. These two items also received the largest number of "no responses", 51 and 64 respectively. The high mean score was Item 29 (availability of information regarding college activities and programs) at 3.45 and Item 28 (opportunities for informal contacts with other students) at 3.40. The low mean scores were for Item 34 (services of the placement office) at 3.27 and Item 33 (services of the counseling office) at 3.34. The overall mean for the Student Personnel Services subtest was 3.36. The highest standard deviation scores were for Items 29 (availability of information regarding college activities and programs) and Item 33 (services of the counseling office)

Table 5

Descriptive Statistics of the Questionnaire Items  
of the Student Personnel Services Subtest

Item	Number Responding	No Response	Mean	Standard Deviation
27. Availability of recreation facilities on campus	948	51	3.35	.87
28. Opportunities for informal contacts with other students	969	30	3.40	.86
29. Availability of information regarding college activities and programs	976	23	3.45	.91
30. Assistance from secretarial staff	952	47	3.35	.87
31. Opportunity for vocational guidance	970	29	3.36	.88
32. Availability of occupational information	972	29	3.37	.89
33. Services of the counseling office	961	38	3.34	.91
34. Services of the placement office	935	64	3.27	.89
Instruction Subtest Mean			3.36	

Total Population - 999

both at .91. The lowest standard deviation scores were for Item 28 (opportunity for informal contacts with other students) at .86 and Item 27 (availability of recreational facilities on campus) and Item 30 (assistance from secretarial staff) both at .87.

### Item Analysis

Table 6 presents an intercorrelational analysis of items in relation to area subtotals (Administration, Instruction, and Student Personnel Services) and the grand total. The sums of items 1-16 comprise the Administration subtotal. The sums of items 17-26 comprise the Instruction subtotal. The sums of items 27-34 comprise the Student Personnel Services subtotal. This table shows how each item correlates positively and substantively with the respective subtests. Items 1-16 (Administration subtest) correlate from a low of .43 for Item 4 (availability of financial aid and veteran's services) to a high of .69 for Item 3 (services of the business office). Items 17-26 (Instruction subtest) correlate very closely from a low of .63 for Item 23 (punctuality of instructors) to a high of .81 for Items 18 (ability of instructors to present course concepts in a clear, interesting manner) and 21 (instructors' ability to keep the discussion relevant). Items 27-34 (Student Personnel Services subtest) have a low of .70 for Item 28 (opportunities for informal social contacts with other students) to a high of .83 for Item 34 (services of the

Table 6

Intercorrelational Analysis of Items in Relation to  
Area Subtotals and Grand Total

Item	Administration	Instruction	Personnel Services	Grand Total
1	.53	.36	.25	.46
2	.67	.37	.40	.59
3	.69	.38	.44	.62
4	.43	.17	.24	.35
5	.47	.28	.27	.42
6	.50	.31	.27	.45
7	.54	.40	.29	.51
8	.63	.44	.40	.61
9	.66	.45	.44	.63
10	.63	.38	.40	.58
11	.55	.33	.24	.47
12	.59	.41	.23	.52
13	.66	.42	.35	.59
14	.61	.35	.30	.54
15	.65	.41	.49	.63
16	.60	.40	.33	.56
17	.47	.71	.35	.60
18	.43	.81	.28	.60
19	.44	.73	.34	.59
20	.44	.73	.35	.59
21	.45	.81	.32	.61
22	.42	.76	.29	.58
23	.29	.63	.18	.41
24	.40	.78	.27	.57
25	.41	.79	.30	.58
26	.42	.80	.30	.59
27	.46	.36	.71	.59
28	.41	.38	.70	.57
29	.43	.40	.71	.59
30	.49	.37	.79	.64
31	.52	.41	.80	.67
32	.51	.37	.79	.65
33	.50	.38	.78	.65
34	.52	.39	.83	.67
35	.53	.49	.39	.57

Total Population - 999

placement office).

Item 4 (availability of financial aid and veteran's services) had a low of .35 in the grand total column; this score indicated that there was little correlation. Items 31 (opportunity for vocational guidance) and 34 (services of the counseling office) received a high score of .67. These indicated a high level of correlation with the grand total.

Table 7 presents an intercorrelational analysis of each item (numbers 1-34) and their relationship to Items 35 (general assessment), 36 (use of counseling services), 37 (last grade completed) and 38 (number of units completed). The relationship between the questionnaire items and Item 35 (general assessment) conveyed a positive attitude by the students towards the continuing education program. There was no or little relationship between the responses of the students to the use of counseling, last grade completed and number of units completed with the other items on the questionnaire.

#### Relationship of the Overall Program to Special Areas of Interest

Table 8 presents the number and percentage of responses to the "General Assessment of the Continuing Education Program" item, number 35 by Areas of Special Interest. This table indicates the assessment of the program in relation to the areas of special interest revealed by the responses to Item 39. A total of 4 or .004 percent assessed the program as "Poor"; 18 or 2 percent rated the program

Table 7  
Intercorrelational Analysis

Item	Relationship with Item Number			
	35 General Assessment	36 Use of Counseling Services	37 Last Grade Completed	38 Number of Units Completed
1	.33	.08	.02	.08
2	.39	-.01	-.03	.03
3	.41	.01	-.04	.02
4	.23	.02	-.03	-.02
5	.29	.16	.04	.02
6	.27	.15	-.03	-.03
7	.40	.02	-.05	-.01
8	.38	-.01	-.05	-.01
9	.36	-.01	-.06	-.02
10	.36	.04	-.06	-.03
11	.36	-.07	.04	.10
12	.42	-.04	-.02	-.05
13	.37	-.07	-.08	-.04
14	.42	-.01	.01	.05
15	.40	.03	-.05	.01
16	.43	.01	-.06	-.01
17	.37	-.01	.02	.06
18	.40	-.06	-.03	-.01
19	.31	-.16	-.06	.01
20	.34	.04	-.08	.02
21	.36	-.06	.01	.05
22	.40	-.02	-.01	.06
23	.34	-.01	-.02	.04
24	.42	-.03	-.02	.05
25	.42	-.05	-.04	.01
26	.45	.02	-.07	.01
27	.35	.01	-.05	.01
28	.35	.03	-.03	.02
29	.40	.06	-.05	.02
30	.38	.03	-.08	.01
31	.40	.11	-.02	.04
32	.40	.08	-.05	.01
33	.40	.15	-.04	.01
34	.38	.08	-.06	.01

Total Population - 999

Table 8

Number and Percentage of Responses to "General  
Assessment of Continuing Education Program"  
by Areas of Special Interest

General Assessment of Continuing Education Program					
Areas of Interest	Poor	Below Average	Average	Good	Excellent
Agriculture	0 (.00)	0 (.00)	6 (.17)	22 (.61)	8 (.22)
Applied Arts	0 (.00)	3 (.04)	14 (.19)	28 (.38)	29 (.39)
Behavioral Sciences	1 (.04)	0 (.00)	5 (.20)	10 (.40)	9 (.36)
Biological Sciences	0 (.00)	0 (.00)	3 (.44)	2 (.28)	2 (.28)
Business	2 (.01)	6 (.03)	35 (.16)	121 (.55)	55 (.25)
Communication	0 (.00)	0 (.00)	0 (.00)	2 (1.00)	0 (.00)
Education	0 (.00)	1 (.02)	7 (.16)	19 (.42)	18 (.40)
Engineering	0 (.00)	0 (.00)	4 (.25)	8 (.50)	4 (.25)
Fine Arts	0 (.00)	0 (.00)	6 (.27)	10 (.46)	6 (.27)
Health Services	0 (.00)	2 (.03)	17 (.28)	23 (.37)	20 (.32)
Home Economics	0 (.00)	0 (.00)	5 (.18)	16 (.49)	11 (.33)
Liberal Arts	0 (.00)	0 (.00)	9 (.28)	12 (.36)	12 (.36)
Physical Sciences	0 (.00)	0 (.00)	3 (.22)	10 (.71)	1 (.07)
Public Services	1 (.02)	1 (.02)	20 (.39)	21 (.41)	8 (.16)
Social Sciences	0 (.00)	0 (.00)	0 (.00)	12 (.57)	9 (.43)
Technology	0 (.00)	0 (.00)	4 (.15)	15 (.56)	8 (.29)
Trade and Industry	0 (.00)	2 (.03)	16 (.26)	30 (.49)	13 (.22)
No Special Interest	0 (.00)	3 (.01)	98 (.40)	99 (.43)	52 (.16)
Totals	4 (.004)	18 (.02)	252 (.25)	460 (.46)	265 (.26)
Total Population - 999					

"Below Average"; 252 or 25 percent rated the program "Average"; 460 or 46 percent rated the program "Good"; and 265 or 26 percent gave the program an "Excellent" rating.

Table 9 presents the number and percentage of responses to the "Usage of Counseling Services", Item 36, by Areas of Special Interest. Both those who professed "No Special Interest" and those who indicated an interest in Applied Arts comprised the largest percentage of those who never used the counseling services--73 percent. The areas of interest with the largest percentage of students who sometimes used the counseling services were Engineering (69 percent) and Public Services (55 percent). The area of Physical Sciences had the largest percentage of students who indicated that they used the counseling services often--14 percent. Of the total population of 999, 605 or 60 percent indicated that they never used the counseling services; 366 or 37 percent indicated that they used the counseling services sometimes; and 28 or 3 percent indicated that they used the counseling services often.

Table 10 presents the number and percentage of responses to Item 37, Last Grade Completed, by Areas of Special Interest. Thirteen percent of those whose special area of interest was Applied Arts indicated that they had completed Grade 8. Nine percent of the respondents in this group had completed Grades 9 or 10. Home Economics and Trade and Industry were the areas of special interest with the largest percentages of students who had completed Grades 11



Table 9  
 Number and Percentage of Responses to  
 "Usage of Counseling Services" by  
 Areas of Special Interest

Usage of Counseling Services					
Areas of Interest	Never		Sometimes		Often
Agriculture	19	(.53)	16	(.44)	1 (.03)
Applied Arts	54	(.73)	20	(.27)	0 (.00)
Behavioral Sciences	15	(.60)	9	(.36)	1 (.04)
Biological Sciences	3	(.43)	4	(.57)	0 (.00)
Business	127	(.57)	88	(.40)	6 (.03)
Communication	0	(.00)	2	(1.00)	0 (.00)
Education	25	(.56)	20	(.44)	0 (.00)
Engineering	5	(.31)	11	(.69)	0 (.00)
Fine Arts	11	(.50)	11	(.50)	0 (.00)
Health Services	34	(.54)	23	(.36)	6 (.10)
Home Economics	22	(.67)	10	(.30)	1 (.03)
Liberal Arts	23	(.70)	9	(.29)	1 (.01)
Physical Sciences	5	(.36)	7	(.50)	2 (.14)
Public Services	22	(.43)	28	(.55)	1 (.02)
Social Sciences	8	(.38)	11	(.52)	2 (.10)
Technology	13	(.48)	14	(.52)	0 (.00)
Trade and Industry	35	(.38)	25	(.41)	1 (.01)
No Special Interest	184	(.73)	58	(.20)	6 (.03)
Totals	605	(.60)	366	(.37)	28 (.03)

Total Population - 999

Table 10

Number and Percentage of Responses to  
"Last Grade Completed" by  
Areas of Special Interest

Areas of Interest	Last Grade Completed				
	8	9-10	11-12	13-14	15-16
Agriculture	1 (.02)	2 (.07)	19 (.53)	13 (.36)	1 (.02)
Applied Arts	9 (.13)	7 (.09)	38 (.51)	13 (.18)	7 (.09)
Behavioral Sciences	0 (.00)	1 (.04)	13 (.52)	5 (.20)	6 (.24)
Biological Sciences	0 (.00)	0 (.00)	1 (.14)	5 (.72)	1 (.14)
Business	2 (.01)	4 (.02)	110 (.49)	80 (.36)	26 (.12)
Communication	0 (.00)	0 (.00)	0 (.00)	2 (1.00)	0 (.00)
Education	0 (.00)	3 (.07)	22 (.49)	6 (.13)	14 (.31)
Engineering	0 (.00)	0 (.00)	8 (.50)	8 (.50)	0 (.00)
Fine Arts	1 (.04)	1 (.04)	6 (.28)	9 (.41)	5 (.23)
Health Services	0 (.00)	1 (.02)	34 (.54)	22 (.35)	6 (.09)
Home Economics	0 (.00)	1 (.03)	23 (.70)	6 (.18)	3 (.09)
Liberal Arts	1 (.03)	0 (.00)	9 (.27)	9 (.27)	14 (.43)
Physical Sciences	0 (.00)	0 (.00)	3 (.21)	3 (.21)	8 (.58)
Public Services	0 (.00)	2 (.04)	18 (.35)	20 (.39)	11 (.22)
Social Sciences	0 (.00)	0 (.00)	11 (.52)	4 (.19)	6 (.29)
Technology	0 (.00)	1 (.04)	17 (.63)	7 (.26)	2 (.07)
Trade and Industry	1 (.01)	3 (.05)	42 (.69)	14 (.24)	1 (.01)
No Special Interest	6 (.02)	19 (.08)	139 (.56)	61 (.25)	22 (.09)
Totals	21 (.02)	45 (.05)	513 (.51)	287 (.29)	133(.13)

Total Population - 999

or 12, 70 and 69 respectively. Seventy-two percent of the students whose special area of interest was Biological Sciences had completed Grades 13 or 14. Fifty-eight percent of the students whose special area of interest was Physical Sciences had completed Grades 15-16. Forty-three percent of the students whose special area of interest was Liberal Arts had also completed Grades 15-16. Of the total population of 999, 21 or 2 percent were at the eighth grade level; 45 or 5 percent were at the 9-10 grade level; 513 or 51 percent were at the 11-12 grade level; 287 or 29 percent were at the 13-14 grade level; and 133 or 13 percent were at the 15-16 grade level.

Table 11 presents the number and percentage of responses to Item 38, Number of Units Completed, by Areas of Special Interest. The largest percentage of students who had completed 0-30 units were in these areas of special interest: Applied Arts (73 percent), Agriculture (72 percent) and Trade and Industry (71 percent). The largest percentage of students who had completed 31-60 units were in the areas of special interest of Biological Sciences (29 percent) and Engineering (25 percent). Of those who had completed 61-90 units, the largest percentage were in the area of Biological Sciences (29 percent). Of those whose special interest was Social Sciences, 19 percent had completed 91-120 units. Of those who had completed 121 units or more, the largest percentage were in the area of Liberal Arts (40 percent). This table shows that 599 or 60 percent of the students had

Table 11  
 Number and Percentage of Responses to  
 "Number of Units Completed" by  
 Areas of Special Interest

Areas of Interest	Number of Units Completed				
	0-30	31-60	61-90	91-120	121+
Agriculture	26 (.72)	3 (.08)	6 (.17)	0 (.00)	1 (.03)
Applied Arts	54 (.73)	5 (.07)	8 (.11)	1 (.01)	6 (.08)
Behavioral Sciences	11 (.44)	5 (.20)	3 (.12)	1 (.04)	5 (.20)
Biological Sciences	1 (.14)	2 (.29)	2 (.29)	1 (.14)	1 (.14)
Business	123 (.55)	42 (.19)	33 (.15)	6 (.03)	18 (.08)
Communication	0 (.00)	2 (1.00)	0 (.00)	0 (.00)	0 (.00)
Education	26 (.58)	4 (.09)	2 (.04)	2 (.04)	11 (.25)
Engineering	11 (.69)	4 (.25)	1 (.06)	0 (.00)	0 (.00)
Fine Arts	12 (.54)	4 (.18)	3 (.14)	1 (.05)	2 (.09)
Health Services	36 (.57)	12 (.19)	9 (.14)	1 (.02)	5 (.08)
Home Economics	21 (.64)	5 (.15)	6 (.18)	0 (.00)	1 (.03)
Liberal Arts	11 (.33)	1 (.03)	6 (.18)	2 (.06)	13 (.40)
Physical Sciences	6 (.43)	0 (.00)	1 (.07)	2 (.14)	5 (.36)
Public Services	22 (.43)	10 (.19)	9 (.18)	2 (.04)	8 (.16)
Social Sciences	11 (.52)	3 (.14)	1 (.05)	4 (.19)	2 (.10)
Technology	17 (.63)	5 (.18)	4 (.15)	0 (.00)	1 (.04)
Trade and Industry	43 (.71)	12 (.20)	4 (.07)	1 (.01)	1 (.01)
No Special Interest	168 (.68)	29 (.12)	26 (.11)	8 (.03)	16 (.06)
Totals	599 (.60)	148 (.15)	124 (.12)	32 (.03)	96 (.10)

Total Population - 999

completed 0-30 units, 148 or 15 percent had completed 31-60 units, 124 or 12 percent had completed 61-90 units, 32 or 3 percent had completed 91-120 units, and 96 or 10 percent had completed 121 or more units.

#### Subgroup Relationships

Table 12 presents the one way analysis of variance for Special Interest Subgroups and the General Assessment item, number 35. The highest mean scores were for the Social Sciences subgroup (4.42) and the Education subgroup (4.20). The Public Services subgroup had the lowest mean score of 3.66; Trade and Industry had a score of 3.88. The lowest standard deviations were Physical Sciences (.53) and Social Sciences (.50). These figures indicated that there was little disagreement among the individuals who responded in these two areas of special interest about the general assessment item. The areas of Behavioral Sciences and Biological Sciences had standard deviations of .97 and .89 respectively. These figures show a high level of deviation from the mean and indicate that there was a variation of responses from individuals in these areas. Most mean scores clustered around the "Good" rating of 4.00. This table indicated significance at the .01 level.

Table 13 presents a one way analysis of variance for Special Interest Subgroups and the Use of Counseling Services item, number 36. Physical Sciences (1.78) and Social Sciences (1.71) had the highest mean scores and Applied Arts

Table 12  
 One Way Analysis of Variance for Special Interest  
 Subgroups and General Assessment Item

Subgroup	Mean	S	N
Agriculture	4.05	.62	36
Applied Arts	4.12	.85	74
Behavioral Sciences	4.04	.97	25
Biological Sciences	3.85	.89	7
Business	4.00	.77	219
Communication	4.00	.00	2
Education	4.20	.78	45
Engineering	4.00	.73	16
Fine Arts	4.00	.75	22
Health Services	3.98	.85	62
Home Economics	4.18	.69	32
Liberal Arts	4.09	.80	33
Physical Sciences	3.85	.53	14
Public Services	3.66	.84	51
Social Sciences	4.42	.50	21
Technology	4.14	.66	27
Trade and Industry	3.88	.77	61
None	3.78	.77	245

Source	SS	DF	MS	F
Between Groups	25.98	17	1.52	2.51 <sup>a</sup>
Within Groups	592.70	974	.60	
Total	619.	991		

<sup>a</sup>F value of 2.01 is required at the .01 level.

F value of 1.65 is required at the .05 level.

Table 13

One Way Analysis of Variance for Special Interest  
Subgroups and Use of Counseling Services Item

Subgroup	Mean	S	N
Agriculture	1.50	.56	36
Applied Arts	1.27	.44	74
Behavioral Sciences	1.44	.58	25
Biological Sciences	1.57	.53	7
Business	1.47	.66	222
Communication	2.00	.00	2
Education	1.44	.50	45
Engineering	1.68	.47	16
Fine Arts	1.50	.51	22
Health Services	1.55	.66	63
Home Economics	1.36	.54	33
Liberal Arts	1.45	1.09	33
Physical Sciences	1.78	.69	14
Public Services	1.58	.53	51
Social Sciences	1.71	.64	21
Technology	1.51	.50	27
Trade and Industry	1.41	.49	61
No Special Interest	1.26	.47	246

Source	SS	DF	MS	F
Between Groups	17.08	17	1.00	2.94 <sup>a</sup>
Within Groups	334.89	979	.34	
Total	352.	996		

<sup>a</sup>F value of 2.01 is required at the .01 level.

F value of 1.65 is required at the .05 level.

had the low mean score of 1.27. The score for those who had no special interest was 1.26. The low mean score indicated that the students rated the "Never" (1.00) column more than the "Sometimes" (2.00) or the "Often" (3.00) columns. The highest standard deviation was posted by the Liberal Arts and the Physical Sciences groups with 1.09 and .69 respectively. These figures indicated that there was much variation in the responses by individuals in these subgroups. The subgroups of Applied Arts and Engineering had standard deviations of .44 and .47 respectively. The standard deviation for those who had no special interest was .47. These figures indicated that there was little variation in the responses from individuals in these subgroups. There was enough variation to make these responses significant at the .01 level.

Table 14 consists of a one way analysis of variance for Special Interest Subgroups and the Number of Units Completed item, number 37. The areas of Physical Sciences and Liberal Arts received high mean scores of 3.00 and 3.15 respectively. Engineering and Trade and Industry received low mean scores of 1.37 and 1.44 respectively. The Item 37, Number of Units Completed, had five categories: 0-30 (1.00), 31-60 (2.00), 61-90 (3.00), 91-120 (4.00) and 120 plus (5.00). The two high mean scores fell within the 61-90 category and the two low mean scores fell within the 31-60 category. The groups with the highest standard deviation scores were Physical Sciences and Liberal Arts with 1.88 and 1.75



Table 14  
 One Way Analysis of Variance for Special Interest  
 Subgroups and Number of Units Completed Item

Subgroup	Mean	S	N
Agriculture	1.52	.97	36
Applied Arts	1.64	1.23	74
Behavioral Sciences	2.36	1.57	25
Biological Sciences	2.85	1.34	7
Business	1.89	1.23	222
Communication	2.00	.00	2
Education	2.28	1.72	45
Engineering	1.37	.61	16
Fine Arts	1.95	1.32	22
Health Services	1.84	1.22	63
Home Economics	1.63	.99	33
Liberal Arts	3.15	1.75	33
Physical Sciences	3.00	1.88	14
Public Services	2.29	1.46	51
Social Sciences	2.19	1.50	21
Technology	1.62	1.00	27
Trade and Industry	1.44	.82	61
No Special Interest	1.65	1.15	245

Source	SS	DF	MS	F
Between Groups	141.83	17	8.34	5.30 <sup>a</sup>
Within Groups	1538.47	979	1.57	
Total	1680.	996		

<sup>a</sup>F value of 2.01 is required at the .01 level.

F value of 1.65 is required at the .05 level.

respectively. The areas of Engineering and Trade and Industry received low standard deviation scores of .61 and .82 respectively. The low deviation scores indicated little variation of the responses to the items on the questionnaire while a higher standard deviation score indicated more variation in the responses. There was enough variation to indicate that the comparison was significant at the .01 level.

Table 15 presents a one way analysis of variance for Special Interest, Subgroups and Item 38, Last Grade Completed. The two high mean scores were Liberal Arts and Physical Sciences with 4.06 and 4.35 respectively, and the two low mean scores were Applied Arts and Trade and Industry with 3.02 and 3.18 respectively. The Last Grade Completed categories were as follows: 8th (1.00), 9-10 (2.00), 11-12 (3.00), 13-14 (4.00) and 15-16 (5.00). The two high mean scores fell into the 13-14 category and the two low mean scores fell into the 11-12 category. The two high standard deviation scores were Applied Arts and Fine Arts with 1.07 and 1.03 respectively. The larger the standard deviation, the greater was the disagreement of the responses from the group regarding last grade completed; the smaller the standard deviation, the less was the variation among the responses. This analysis was significant at the .01 level.

Table 16 presents a one way analysis of variance of Special Interest Subgroups and the Administration subtotal. The two subgroups which received the high mean scores were Agriculture (60.19) and Fine Arts (59.27); the two subgroups

Table 15

One Way Analysis of Variance for Special Interest  
Subgroups and Last Grade Completed Item

Subgroup	Mean	S	N
Agriculture	3.30	.74	36
Applied Arts	3.02	1.07	74
Behavioral Sciences	3.64	.90	25
Biological Sciences	4.00	.57	7
Business	3.55	.75	222
Communication	4.00	.00	2
Education	3.68	.99	45
Engineering	3.50	.51	16
Fine Arts	3.72	1.03	22
Health Services	3.52	.69	63
Home Economics	3.33	.69	33
Liberal Arts	4.06	.99	33
Physical Sciences	4.35	.84	14
Public Services	3.78	.83	51
Social Sciences	3.76	.88	21
Technology	3.37	.68	27
Trade and Industry	3.18	.61	61
No Special Interest	3.32	.80	246

Source	SS	DF	MS	F
Between Groups	65.10	17	3.83	5.74 <sup>a</sup>
Within Groups	653.61	980	.66	
Total	719.	997		

<sup>a</sup>F value of 2.01 is required at the .01 level.

F value of 1.65 is required at the .05 level.

Table 16  
 One Way Analysis of Variance for Special Interest  
 Subgroups and Administration Subtotal

Subgroup	Mean	S	N
Agriculture	60.19	9.18	36
Applied Arts	57.41	9.85	74
Behavioral Sciences	56.96	8.66	25
Biological Sciences	56.42	7.63	7
Business	57.45	9.46	222
Communication	55.00	8.48	2
Education	56.24	10.58	45
Engineering	54.18	8.10	16
Fine Arts	59.27	7.29	22
Health Services	54.53	9.68	63
Home Economics	58.84	6.00	33
Liberal Arts	57.48	11.12	33
Physical Sciences	56.85	7.02	14
Public Services	52.45	9.54	51
Social Sciences	57.71	10.89	21
Technology	59.18	7.84	27
Trade and Industry	56.78	10.06	61
No Special Interest	55.58	9.87	247

Source	SS	DF	MS	F
Between Groups	2746.27	17	161.54	1.78 <sup>a</sup>
Within Groups	89261.68	981	90.99	
Total	92008.	998		

<sup>a</sup>F value of 1.65 is required at the .05 level.

F value of 2.01 is required at the .01 level.

which received the low mean scores were Engineering (54.18) and Public Services (52.45). The higher the mean score, the closer was the relationship of the responses to the administration subtotal; the lower the mean score, the less it related to the administration subtotal. The high standard deviation scores were received by Liberal Arts (11.12) and Education (10.58). These scores indicated that those who responded from these two subgroups differed greatly, while the ones whose special interests were Home Economics and Physical Sciences responded so that the standard deviation scores were low, 6.00 and 7.02 respectively; their responses did not differ as much. The relationship of the special interest subgroups and the administration subtotal varied enough to make this analysis significant at the .05 level.

Table 17 presents a one way analysis of variance for Special Interest Subgroups and the Instruction subtotal. The two high mean scores were Home Economics (41.30) and Agriculture (40.11). The two low mean scores were Public Services (36.19) and Technology (36.88). The higher scores indicated a rating closer to the "Good" category. The high standard deviation scores were found with Biological Sciences (8.32) and Trade and Industry (7.31). The two low scores were from Engineering (4.94) and Home Economics (4.88). The higher standard deviation scores indicated more disagreement in the responses with the subtotal for instruction. There was enough variation among the responses in these subgroups to make this analysis significant at the .05 level.

Table 17  
One Way Analysis of Variance for Special Interest  
Subgroups and Instruction Subtotal

Subgroup	Mean	S	N
Agriculture	40.11	5.90	36
Applied Arts	39.93	6.51	74
Behavioral Sciences	37.28	6.77	25
Biological Sciences	38.71	8.32	7
Business	36.94	5.91	222
Communication	37.50	6.36	2
Education	38.51	6.21	45
Engineering	37.18	4.94	16
Fine Arts	38.13	5.23	22
Health Services	37.49	7.09	63
Home Economics	41.30	4.88	33
Liberal Arts	38.90	7.13	33
Physical Sciences	40.07	5.64	14
Public Services	36.19	6.68	51
Social Sciences	38.57	6.29	21
Technology	36.88	6.08	27
Trade and Industry	37.95	7.31	61
No Special Interest	37.33	7.10	246

Source	SS	DF	MS	F
Between Groups	1478.53	17	86.97	2.04 <sup>a</sup>
Within Groups	41723.76	980	42.57	
Total	43202.	997		

<sup>a</sup>F value of 1.65 is required at the .05 level.

F value of 2.01 is required at the .01 level.

Table 18 presents a one way analysis of variance for Special Interest Subgroups and Student Personnel Services subtotal. Biological Sciences and Social Sciences received the high mean scores of 27.71 and 27.61 respectively. Public Services and Engineering received the low mean scores of 24.35 and 25.06 respectively. The high mean scores fell within the "Average" rating category. The mean scores on this table did not vary significantly. The high standard deviation scores were from Engineering and Technology subgroups, 7.68 and 7.44 respectively. The low standard deviation scores were from Physical Sciences and Behavioral Sciences, 4.71 and 5.07 respectively. The high deviation scores indicated that there was some disagreement in the responses within the various subgroups; the lower deviation scores indicated that there was very little disagreement. There was little variance indicated by these scores; therefore, this analysis was not significant at the .05 level.

Table 19 presents a one way analysis of variance for Special Interest Subgroups and the Grand Total score of the questionnaire. Each subgroup was analyzed for significance with the grand total. The mean scores were similar and the standard deviations were fairly consistent. An F value of 1.65 was required for significance at the .05 level and this analysis indicated that there was little difference in the way subgroups responded in relation to the grand total.

It should be noted that consideration of the subgroup relationships to the various items studied in these

Table 18

One Way Analysis of Variance for Special Interest  
Subgroups and Student Personnel Services Subtotal

Subgroup	Mean	S	N
Agriculture	26.22	7.01	36
Applied Arts	25.67	6.68	73
Behavioral Sciences	27.08	5.07	25
Biological Sciences	27.71	6.60	7
Business	26.50	6.22	219
Communication	30.50	7.77	2
Education	26.64	6.62	45
Engineering	25.06	7.68	16
Fine Arts	27.36	7.19	22
Health Services	26.29	6.03	61
Home Economics	26.36	6.42	33
Liberal Arts	26.18	5.62	32
Physical Sciences	25.23	4.71	13
Public Services	24.35	6.16	51
Social Sciences	27.61	6.05	21
Technology	25.53	7.44	26
Trade and Industry	26.10	6.46	59
No Special Interest	26.09	5.88	245

Source	SS	DF	MS	F
Between Groups	417.16	17	24.53	.63 <sup>a</sup>
Within Groups	37877.97	968	39.13	
Total	38295.	985		

<sup>a</sup>F value of 1.65 is required at the .05 level.

F value of 2.01 is required at the .01 level.



Table 19  
One Way Analysis of Variance for Special Interest  
Subgroups and Grand Total

Subgroup	Mean	S	N
Agriculture	126.52	17.65	36
Applied Arts	122.67	18.13	74
Behavioral Sciences	121.32	18.18	25
Biological Sciences	122.85	19.28	7
Business	120.54	18.71	222
Communication	123.00	22.62	2
Education	121.40	20.56	45
Engineering	116.43	17.88	16
Fine Arts	124.77	14.88	22
Health Services	117.49	20.53	63
Home Economics	126.51	11.97	33
Liberal Arts	121.78	18.24	33
Physical Sciences	120.35	12.13	14
Public Services	113.60	20.07	51
Social Sciences	123.90	18.85	21
Technology	120.66	17.87	27
Trade and Industry	119.98	21.50	61
No Special Interest	118.65	19.50	247

Source	SS	DF	MS	F
Between Groups	8161.30	17	480.07	1.34 <sup>a</sup>
Within Groups	351291.60	981	358.09	
Total	359454.	998		

<sup>a</sup>F value of 1.65 is required at the .05 level.

F value of 2.01 is required at the .01 level.

analyses did not take into account the responses in the special interest area of Communication. Since only two respondents mentioned this area as their special interest, the scores were often sharply out of line with the scores of the other subgroups. To have mentioned them would have greatly distorted the picture.

#### Comparison and General Assessment of the Subgroups

Table 20 presents descriptive statistics for the Administration, Instruction, Student Personnel Services and General Assessment subgroups and the Last Grade Completed. This analysis indicated the mean and standard deviation according to the last grade completed. The students at all grade levels gave Instruction the high mean scores of 4.08, 3.92, 3.78, 3.67 and 3.89 for the five grade categories of 8, 9-10, 11-12, 13-14, 15-16 respectively. Student Personnel Services received the low mean scores of 3.21, 3.62, 3.22, 3.26 and 3.29. The students at the eighth grade level gave the Administration subgroup a .35 standard deviation, but all other grade levels gave the General Assessment subgroup the low standard deviation scores. These scores indicated consistent agreement of responses for these subgroups. The high Student Personnel Services standard deviation scores (.85, .77, .91, .88 and .78 for the five grade categories) suggested inconsistent agreement by the students regarding Student Personnel Services.

Table 21 presents descriptive statistics for the Administration, Instruction, Student Personnel Services and

Table 20

Descriptive Statistics for Administration, Instruction,  
Student Personnel Services, General Assessment  
Subgroups and Last Grade Completed

Subgroup	Statistics	8	9-10	11-12	13-14	15-16
Administration	Mean	3.66	3.79	3.51	3.51	3.57
	S	.35	.52	.62	.56	.59
	N	19	45	513	288	133
Instruction	Mean	4.08	3.92	3.78	3.67	3.89
	S	.51	.67	.66	.65	.68
	N	19	45	513	288	133
Student Personnel Services	Mean	3.21	3.62	3.22	3.26	3.29
	S	.85	.77	.91	.88	.78
	N	19	45	513	288	133
General Assessment	Mean	3.68	3.79	3.52	3.50	3.60
	S	.50	.51	.56	.55	.53
	N	19	45	513	288	133
Total Population - 999						

Table 21

Descriptive Statistics for Administration, Instruction,  
Student Personnel Services, General Assessment  
Subgroups and Number of Units Completed

Subgroup	Statistics	0-30	31-60	61-90	91-120	121+
Administration	Mean	3.53	3.54	3.48	3.67	3.59
	S	.61	.57	.55	.67	.60
	N	599	148	124	32	94
Instruction	Mean	3.77	3.72	3.71	3.98	3.87
	S	.65	.70	.63	.65	.71
	N	599	148	124	32	94
Student Personnel Services	Mean	3.23	3.35	3.25	3.40	3.25
	S	.89	.97	.73	.83	.85
	N	599	148	124	32	94
General Assessment	Mean	3.53	3.55	3.49	3.70	3.59
	S	.56	.59	.51	.59	.53
	N	599	148	124	32	94
Total Population - 999						

General Assessment subgroups and Number of Units Completed. The subgroup of Instruction achieved the high mean consistently from all unit categories: 0-30 (3.77), 31-60 (3.72), 61-90 (3.71), 91-120 (3.98) and 121 plus (3.87). Student Personnel Services received the low mean scores in all categories: 0-30 (3.23), 31-60 (3.35), 61-90 (3.25), 90-120 (3.40), and 121 plus (3.25). The subgroup General Assessment received the low standard deviation scores of .56, .59, .51, .59 and .53 for the five unit categories. The Administration subgroup received a low standard deviation score of .57 from the 31-60 unit category. These subgroup scores showed little disagreement by the respondents. The Student Personnel Services subgroup received the high standard deviation scores from all categories: .89, .97, .73, .83 and .85. These scores indicated a varied response from students regarding this subgroup.

#### SUMMARY

The adult evening students were consistent in their responses for each of the subtests, Administration, Instruction, and Student Personnel Services. The Administration subtest obtained a mean score of 3.61; the Instruction subtest, 3.81; and the Student Personnel Services subtest, 3.36.

The intercorrelation analyses indicated little relationship between the items and the General Assessment, Use of Counseling, Grade Completed and Units Completed items.

There was a high correlation with the questionnaire items for the three subtests (Administration, Instruction, and Student Personnel Services). The questionnaire items pertaining to each group correlated with their respective subtest total, but there was little correlation with the items in the other subtests.

The relationship between the Special Interest subgroups and the General Assessment, Use of Counseling, Grade Completed and Number of Units Completed items was slight. Although some of the analyses of variance with the special interest subgroups proved significant, the overall analysis with the grand total was not significant.

The responses indicated an overall positive attitude towards the evening program by the adult students. There were small differences of numbers and percentages within the various subgroups.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter 5 is divided into three sections. The first reviews the problem studied and the procedure followed in the study. The second presents the conclusions drawn from the review of the literature and the findings of the study. The third presents the recommendations of the study and suggests further avenues of research.

#### The Purpose and Procedure of the Study

The purpose of this study was to identify how well Modesto Junior College was meeting specific needs of its continuing education students. This study was organized to develop an evaluation system for the Modesto Junior College which would provide information for the administration and the community on which decisions could be based for changing or continuing present policies and courses. A questionnaire was developed to gather data on the effectiveness of the various components of the school, including the administration, instruction, and the student personnel services.

The method used to collect the data was a questionnaire which was composed of sixteen items concerning administration, ten items concerning instruction, eight items concerning the student personnel services, one for general

assessment of the continuing education program, one for usage of counseling services, one for last grade completed, one for number of units completed, one for special area of interest, and one open-ended question permitting the respondents to suggest the kinds of courses they would like to have added to the continuing education program.

The data from the nine hundred and ninety-nine questionnaires were analyzed by the descriptive and inferential statistical techniques. The data were further communicated by way of frequency polygons. Three graphs were constructed to indicate the percentages of the responses in each of the five rating categories (Poor, Below Average, Average, Good, Excellent) for each item in the questionnaire areas of Administration, Instruction, and Student Personnel Services. These graphs together with tables showing the total number and percentage of responses for each item in each rating category were used to assess the degree of satisfaction with the Modesto Junior College Continuing Education Program by the adult students.

An intercorrelational analysis of the items in relation to the area subtotals (Administration, Instruction, Student Personnel Services) and Grand Total was conducted to explore the possibility of any relationship between the groups. An intercorrelational analysis was also conducted to see if any relationship existed between Items 35 (General Assessment), 36 (Usage of Counseling Services), 37 (Last Grade Completed), and 38 (Number of Units Completed).

To analyze further the data the researcher ran an analysis of variance with the special interest areas (Appendix C) and the general assessment of the college program, usage of counseling services, last grade completed, total number of units completed, and subtotals for the sections Administration, Instruction, Student Personnel Services and the Grand Total to explore the possibility of significance.

Finally a comparison of the subgroups (Administration, Instruction, Student Personnel Services and the General Assessment item) with the last grade completed and the number of units completed was made. Replies to the open-ended Item 40 (What courses would you like to have added to the Continuing Education Program?) were organized according to existing Modesto Junior College Departments and placed into Appendix E to be further analyzed by the administration, departments, and students for possible new curricula development at Modesto Junior College.

#### Conclusions of the Study

The findings of the study indicated that:

1. The Continuing Education students of Modesto Junior College gave the program a generally good evaluation.
2. The Continuing Education students rated the instruction most highly.
3. The Continuing Education students made use of the Student Personnel Services infrequently.



4. The Continuing Education students found deficiencies in classrooms and equipment.
5. The Continuing Education students were satisfied with elective course offerings and courses relating to their present needs.
6. The Continuing Education students indicated need for more help with "how to study" techniques.
7. The Continuing Education students would like more use of teaching aids (maps, films, pictures, etc.) in classes.
8. The Continuing Education students wanted more vocational guidance and occupational information.
9. The majority of the Continuing Education students had the educational background of a high school junior or senior.
10. The majority of the Continuing Education students have just begun continuing education studies (60 percent had completed only 0-30 units). Therefore, the Continuing Education Program will probably continue to experience steady growth.
11. Students with special interest in the areas of Applied Arts, Agriculture, Home Economics and Trade and Industry often had a more limited educational background.
12. The Continuing Education students rated the study conditions and services in the library satisfactory.
13. The Continuing Education students indicated that they were able to take courses relative to their needs.

14. The students in the Continuing Education Program felt that they were taking courses in line with future goals.

Recommendations for Modesto Junior College

1. Continuing Education instructors need to provide more "how to study" guidance to students.
2. Continuing Education instructors need to make more use of visual aids; innovation and experimentation in classroom procedure is suggested.
3. The counseling office should seek out students (particularly new students, those with little educational background, those who have no specific special interest) by providing counseling opportunities in various locations and at various times, perhaps using roving mobile vans as offices.
4. The administrators need to provide more opportunities for students to submit their criticisms and suggestions for careful consideration by college personnel.
5. Registration procedures need improvement. Increased registration by mail (currently about 60 percent) by Continuing Education students should be encouraged.
6. Orientation programs need improvement. Weekend introductory orientation sessions to inform the Continuing Education students of services and courses available, of college rules and regulations, of recreational and social opportunities, etc. should be conducted.
7. Periodically the college should survey the needs and

interests of the community to assess how well the Continuing Education Program is meeting them.

Recommendations for Further Research

Future research possibilities are:

1. Exploration of reasons why continuing education students do not generally make use of the counseling services provided by community colleges.
2. Evaluation of continuing education programs to find out how individual departments are meeting students' needs.
3. Study of course offerings to determine their validity in the present job market.
4. Examination of effective techniques of teaching and counseling for the many continuing education students who have less than a high school education.
5. Exploration of the need for and means of reaching potential continuing education students.
6. Study of the curricula and teaching methods in relation to the continuing education instructors' perceptions.
7. Study of curricula in relation to specific needs of the local community.

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APPENDIX A  
ADULT EVENING STUDENTS' EVALUATION  
OF THE  
MODESTO JUNIOR COLLEGE CONTINUING EDUCATION PROGRAM

ADULT EVENING STUDENTS' EVALUATION  
OF THE  
MODESTO JUNIOR COLLEGE CONTINUING EDUCATION PROGRAM

This questionnaire gives adult evening students the opportunity of stating their views about the Continuing Education Program of Modesto Junior College. The results will help instructors, administrators and students involved in the evening program to determine what is going well and what needs changing. Thank you for your cooperation.

DIRECTIONS

PLEASE USE THE FOLLOWING NUMBERS IN RECORDING YOUR EVALUATIONS:

- (1) POOR
- (2) BELOW AVERAGE
- (3) AVERAGE
- (4) GOOD
- (5) EXCELLENT

PLACE YOUR EVALUATION NUMBER ON THE LINE TO THE RIGHT OF EACH STATEMENT.

ADMINISTRATION

- |   |           |
|---|-----------|
| 1. Registration procedures for continuing education students                  | 1. _____  |
| 2. Services of the registrar's office   | 2. _____  |
| 3. Services of the business office  | 3. _____  |
| 4. Availability of financial aid and veteran's services                       | 4. _____  |
| 5. Services of the library  | 5. _____  |
| 6. Study conditions in the library  | 6. _____  |
| 7. Adequacy of classrooms and equipment                                       | 7. _____  |
| 8. Introductory orientation programs  | 8. _____  |
| 9. Service of faculty advisor   | 9. _____  |
| 10. Clarity and suitability of college rules and regulations                  | 10. _____ |
| 11. Opportunities to take elective courses                                    | 11. _____ |
| 12. Course offerings relative to present needs                                | 12. _____ |
| 13. Consideration and implementation of suggestions of evening students       | 13. _____ |
| 14. Opportunities to take courses in line with future goals                   | 14. _____ |
| 15. Assistance from administrators  | 15. _____ |
| 16. Availability of courses that will lead towards definite job possibilities | 16. _____ |

## INSTRUCTION

NOTE: Rate instruction generally, not one particular instructor.

17. Individual assistance with course related problems. 17. \_\_\_\_\_
18. Ability of instructors to present course concepts in a clear and interesting manner 18. \_\_\_\_\_
19. Assistance from instructors on "how to study" techniques 19. \_\_\_\_\_
20. Instructors' use of teaching aids: maps, films, pictures, etc. 20. \_\_\_\_\_
21. Instructors' ability to keep the discussion relevant 21. \_\_\_\_\_
22. Instructors' use of the professional experience and special interests of class members 22. \_\_\_\_\_
23. Punctuality of instructors 23. \_\_\_\_\_
24. Instructors' flexibility and understanding of student problems and needs 24. \_\_\_\_\_
25. Instructors' clear definitions of course objectives 25. \_\_\_\_\_
26. General teaching ability of instructors 26. \_\_\_\_\_

## STUDENT PERSONNEL SERVICES

27. Availability of recreational facilities on campus 27. \_\_\_\_\_
28. Opportunities for informal social contacts with other students 28. \_\_\_\_\_
29. Availability of information regarding college activities and programs 29. \_\_\_\_\_
30. Assistance from secretarial staff 30. \_\_\_\_\_
31. Opportunity for vocational guidance 31. \_\_\_\_\_
32. Availability of occupational information 32. \_\_\_\_\_
33. Services of the counseling office 33. \_\_\_\_\_
34. Services of the placement office 34. \_\_\_\_\_

35. General assessment of the Modesto Junior College Continuing Education Program 35. \_\_\_\_\_

36. I have used the counseling services provided by the college NEVER SOMETIMES OFTEN. Circle ONE response.
37. Circle the last grade completed: 8 9-10 11-12 13-14 15-16
38. Circle the number of units completed: 0-30 31-60 61-90 91-120 121+
39. Indicate your area of special interest \_\_\_\_\_
40. What courses would you like to have added to the Continuing Education Program? \_\_\_\_\_

APPENDIX B

FACSIMILE OF LETTER FROM PRESIDENT, MODESTO JUNIOR COLLEGE  
AND DIRECTIONS FOR ADMINISTRATION OF QUESTIONNAIRE

February 10, 1975

110

TO: Continuing Education Staff  
FROM: Dr. Kenneth N. Griffin, President, Modesto Junior College

The following questionnaire has been cleared by Dr. Gerald Angove, Mr. Carl Hofmann and myself as something very worthwhile for the Continuing Education Program. Mr. Julius Manrique is conducting this survey as part of his doctoral dissertation.

Please have your students complete these questionnaires at your next class meeting and return them to my secretary, Mrs. Lannis Thomas, or to Mrs. Doris Kienitz in the Continuing Education Office within two weeks.

We appreciate your cooperation with this request.

---

TO: Continuing Education Staff  
FROM: Julius Manrique, Assistant Dean of Continuing Education  
RE: DIRECTIONS FOR CONTINUING EDUCATION QUESTIONNAIRE

1. At the beginning of the class period, please hand out this questionnaire to all your students who are twenty-one years of age or older.
2. It should take about 15 minutes of class time to complete the questionnaire.
3. Do not have the students sign the questionnaire.
4. Return the questionnaires immediately after completion in the envelope provided.
5. Return all completed and unused questionnaires to Mrs. Thomas (President's Office) or Mrs. Kienitz (Continuing Education Office) within two weeks.

PLEASE READ TO THE STUDENTS:

1. Only students twenty-one years of age or older may complete the questionnaire.
2. This is an evaluation study of the Continuing Education Program and not of a particular teacher or class.
3. Fill out the questionnaire only once. If you completed it in another class, DO NOT fill out another questionnaire.

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX C

STUDENTS' AREAS OF SPECIAL INTEREST

## STUDENTS' AREAS OF SPECIAL INTEREST

1. Agriculture and Natural Resources (ecology, forestry, landscape technology, wildlife management)
2. Applied Arts (photography, fashion, interior design, commercial art)
3. Behavioral Sciences (psychology, sociology, anthropology)
4. Biological Sciences (biology, botany, physiology)
5. Business (accounting, marketing, secretarial, hotel and restaurant services)
6. Communication (broadcasting, journalism, public relations, advertising, film making)
7. Education, (elementary, secondary, special education, administration, supervision, research)
8. Engineering and Architecture (mechanical, agricultural technology, water resources)
9. Fine Arts (painting, theater, music, dance, drama, speech)
10. Health Services (medical technician, nursing, physical therapy, occupational therapy, speech therapy, dentistry, medicine)
11. Home Economics (clothing, textiles, dietetics, home management, child care)
12. Liberal Arts and Humanities (language, literature, ethnic studies, philosophy, religion)
13. Personal Services (cosmetology, cook, housekeeper, janitor, porter, waitress)
14. Physical Sciences and Mathematics (physics, chemistry, astronomy, geology, statistics)
15. Public Services (police science, public administration, social welfare, transportation, planning, fire science, law)
16. Social Sciences (economics, history, political science)
17. Technology (data processing, engineering, drafting, optics, electronics)
18. Trade and Industry (auto mechanics, plumbing, carpentry, electrician, machinist)



APPENDIX D

DEPARTMENTS OF MODESTO JUNIOR COLLEGE

## DEPARTMENTS OF MODESTO JUNIOR COLLEGE

1. Administration of Justice
2. Agriculture
3. Art
4. Behavioral and Social Sciences
5. Biological Sciences
6. Business
7. Engineering and Physical Sciences
8. Health Occupations
9. Home Economics
10. Literature and Language Arts
11. Mathematics
12. Music
13. Physical Education, Recreation and Health Education
14. Reading and Study Skills
15. Speech
16. Trade and Technical Education

APPENDIX E

ADDITIONAL CONTINUING EDUCATION COURSES REQUESTED

## ADDITIONAL CONTINUING EDUCATION COURSES REQUESTED

Item forty was open ended and provided the students the opportunity to indicate what other courses should be added to the Continuing Education Program at Modesto Junior College. These responses were listed under the sixteen departments which are in existence at Modesto Junior College for categorization only.

1. Administration of Justice
  - a. Industrial security
  
2. Agriculture
  - a. Agriculture science
  
3. Art
  - a. Silk screen
  - b. Textile design
  - c. Pottery
  - d. Chrystalography
  - e. Taxidermy
  - f. Commercial photography (creative)
  - g. Survey of antiques
  - h. Sculpture
  
4. Behavioral and Social Sciences
  - a. Asian culture
  - b. Ancient history

5. Biological Sciences

- a. Physiology
- b. Microbiology
- c. Human genetics

---

6. Business

- a. Practical business technology
- b. Sales and merchandising
- c. Accounting
- d. Advertising
- e. Marketing
- f. Legal secretarial courses
- g. Managerial accounting
- h. Conference techniques
- i. Advanced real estate financing
- j. Property management

7. Engineering and Physical Sciences

- a. Drafting
- b. Building engineering
- c. Geology
- d. Surveying

8. Health Occupation

None

9. Home Economics
  - a. Cosmetology
  - b. Nursing
  - c. French cookery
  - d. A. A. degree in Interior Decorating

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10. Literature and Language Arts
  - a. Italian
  - b. Greek
  - c. Astrology
  - d. Danish
  - e. Japanese
  - f. Metaphysics
  - g. Conversational German
  - h. Hebrew
  - i. Russian
11. Mathematics
  - a. Basic metric study
12. Music

None
13. Physical Education, Recreation and Health Education
  - a. Life saving certificate program
  - b. Evening swimming courses
  - c. Evening tennis courses
  - d. Scuba diving

## 14. Reading and Study Skills

- a. Courses for the blind
- b. Machine taught speed reading

## 15. Speech

- a. Evening drama
- 

## 16. Trade and Technical Education

- a. Electronics
- b. Steam plant operation
- c. Woodshop classes
- d. Transportation
- e. Digital circuitry design
- f. Refrigeration laboratory
- g. Public maintenance program
- h. Road maintenance program
- i. Automobile air conditioning
- j. Small engine repairs
- k. Boat fiberglassing
- l. Radio control flying models