A STUDY OF THE GOALS AND CHARACTERISTICS OF EXTENSION CREDIT STUDENTS IN NORTHWESTERN MICHIGAN

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A STUDY OF THE GOALS AND CHARACTERISTICS OF EXTENSION CREDIT STUDENTS IN NORTHWESTERN MICHIGAN

by

Milton John Hagelberg

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
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Department of Teacher Education

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MILTON JOHN HAGELBERG ABSTRACT

The purpose of the study was to make an analysis of the goals and characteristics of the students enrolled in the extension credit courses offered by Michigan State University in northwestern Michigan during the fall of 1959. The study also included data on the difficulties the students encountered, and the contacts and relationships the students had with the University.

The problem of the study was how can these types of data be used to plan an improved extension credit program for the people in the area.

The data were collected from 130 extension credit students representing an eighteen-county area. The methodology employed consisted of the group-administered questionnaire since the data could be collected from the students while in class.

The major findings ofthis study were:

1. Reasons reported most frequently by the students as their major goals:

a. To be more effective in present job. (58 students)

b. To obtain a teaching certificate. (41 students)

c. To obtain a master's degree. (40 students)

d. To obtain an undergraduate degree. (34 students)

2. Difficulties mentioned most frequently by the students:

a. Finding the time. (73 students)

b. Selection of courses. (49 students)

c. Financial. (36 students)

3. Fifty-five per cent of the students reported learning of the courses through mailed announcements.

4. Forty-one per cent of the students reported visiting with the Director of the Michigan State University Continuing Education Regional Center in Traverse City.

5. The study indicated that there was not a typical extension student.

6. Forty-five per cent of the University's degree candidates reported they had not conferred with their academic advisor nor did they have planned programs.

7. On the basis of the data collected, the following recommendations were made for the improvement of the University's extension credit program in the area:

a. Continuation and expansion of the master's degree program.

b. Expansion of the undergraduate program, primarily in the preparation of teachers.

c. Visit with administrators to encourage them to provide financial aid to their staffs in taking courses.

d. Expand the program for homemakers and parents.

e. Continue efforts to determine course needs.

f. Increase the distribution of mailed announcements.

g. Increase the amount of newspaper articles and advertisements.

h. More research to explain why men as they grow older, especially beyond forty, apparently take fewer courses.

i. Expansion of the course program to more adequately serve persons in fields other than education.

j. Assignment of an education specialist at the Regional Center.

k. Consider offering residence course work at the Regional Center.

l. Expansion of the Regional Center to represent the total University program outside of the Cooperative Extension Service.

The study demonstrated that recommendations for program improvement can be made on the basis of data collected from the students who are served by the program.

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To his wife, Mary Ann, the author expresses his special thanks and appreciation for her understanding and patience during this project.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

University extension has become a very significant and familiar part of the total educational program of a university. It had its beginning under its present form in 1906, when the University of Wisconsin began its efforts to make the boundaries of the University campus coterminous with that of the State of Wisconsin. Prior to this time, a number of American universities carried on what we would now call off-campus adult education activities.

In tracing the history of the university extension work, Morton makes this statement:

> Extension of university resources has been greatly accelerated during the last half century by at least three influences: (1) The popular drive to know and understand what is going on and to attain skill in basing decisions and action on reliable information, (2) The increasing demands on people, resulting from the complexities of industrial civilization, and (3) The great concentration of educational resources and technical knowledge in universities. Since their very beginnings, universities have been sensitive to the interests and purposes of those supporting them. This has been particularly true in the United States where a large proportion of universities are supported by public taxation. The extension of university services to additional numbers of people first began by diversification and multiplication of the university's campus program. This was followed by provision of university services at locations and times convenient for persons unable to take part in the traditional campus activities. These programs

> have become known as university extension services. Leadership in the university extension movement has come from every area of American culture.[1]

It is evident that through the years university extension has become an important phase of a university's educational program.

Statement of the Problem

One of the major problems confronting university extension today is that of "keeping up with the times," and to conduct programs which meet the needs of people. The world and its problems are rapidly changing, and university communities are studying their objectives and curricula in the light of these changing times. Persons responsible for taking the university program "off-campus" also are faced with the necessity of constant evaluation and study of their programs. The needs of people change through the years, and it is vital that the program is adapted to meet these changes. In his book, ADULT EDUCATION, Kempfer says that:

> The educational needs of adults cannot be identified once for all time. While some learning needs are basic and remain relatively stable for given age groups, others change greatly according to economic conditions, world tensions, the domestic situation, and the vicissitudes of our evolving civilization. These factors make program building a continuous job. In a very real sense, it is never finished.[2]

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[1] Morton, John R., University Extension in the United States. Birmingham: University of Alabama Press, 1953. Page 130.

[2] Kempfer, Homer, Adult Education. New York: McGraw-Hill Book Company, Inc., 1955. Page 62.

The problem to be answered by this study was: How can the knowledge and understanding of the characteristics and goals of people enrolled in university extension credit courses in northwestern Michigan, be used to improve the off-campus credit programs of Michigan State University in that area of the state?

University extension must remain alert to the times, and to the needs of the people being served by its programs. Kempfer states that, "sound program building, then, requires the continuous identification and definitions of adult's educational needs and interests."[3] This study will endeavor to suggest a technique, of how data pertaining to the goals and characteristics of persons taking extension credit courses in a given geographical area can be used in program-building for an area.

Background and Need for the Study

During the years 1906 to 1913, twenty-eight universities organized extension divisions, and twenty-one re-organized their departments in extension. In 1915 the National University Extension Association was organized, and by 1950 seventy universities and colleges had membership in the organization. The purpose of the Association is to stimulate the development and the conduct of broad extension programs.

According to a study of institutions holding membership in the

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[3] Ibid., page 62.

NUEA, Morton concluded that two major functions of university extension are:

> 1. To expand the services of the parent institution by making its physical facilities and faculties available to the supporting communities in every possible way.
>
> 2. To encourage and to help every individual develop himself to the extent of his capacities.[4]

In planning their extension programs the universities have endeavored to relate their activities to these two functions. Various types of activities are carried on to provide these educational opportunities.

A history of university extension work, as well as that of most programs in adult education, is written by Grattan. After reviewing its history from the 1800's to the early 1950's, the author states that extension activities can be listed under eleven areas of activities. These are:

1. Correspondence teaching.
2. Lecture services.
3. Summer-school programs.
4. Extension classes.
5. Press and publication services.
6. Evening-school and resident-center activities.
7. Library lending services.
8. Film and visual-aid services.
9. Conference, institute, and short course activities.
10. Broadcasting services.
11. Special services for communities, institution, and other special interest and professional groups.[5]

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[4] Morton, op. cit., page 27.

[5] Grattan, C. Hartley, In Quest of Knowledge. New York: Association Press, 1955. Pages 194 to 195.

With these types of activities, a university extends its facilities and faculties into the state to assist people with their educational pursuits.

Michigan State University is a land-grant institution dedicated to providing educational opportunities, not only for the on-campus students in East Lansing, but also for the people throughout the state. The University's campus is the State of Michigan. This philosophy of the institution is based on the Morrill Act of 1862.

> Where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts... in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.[6]

In reviewing the history of Michigan State University, Kuhn describes in detail the financial struggles of the institution in its early days. In 1869, because of the financial problems, a bill to close the institution was introduced into the legislature. This was defeated, but not by a very comfortable margin.

> Williams (Joseph R. Williams, first President of the institution now known as Michigan State University) concluded that only through a federal grant of land could the College be made "independent of capricious legislatures, and of malice, ignorance or skepticism of foes." That endowment materialized in the Morrill Act of 1862, which gave land to each state for the support of colleges that would teach agri-

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[6] Kuhn, Madison, Michigan State, The First Hundred Years. East Lansing: The Michigan State University Press, 1955. Page 72.

> culture and the mechanic arts. Those schools, of which this College was the pioneer, became the "land-grant" institutions. In seeking that gift, Williams asked no special favor for a privileged group but rather a new kind of education for all the people. Each of the new states, including Michigan, had received a land-grant with which to establish a university. "Surely," Williams wrote, "if it is legitimate to grant land for the promotion of classical and professional education, it is to do so for the promotion of education bearing directly on the industrial and agricultural pursuits of the people."[7]

Prior to the 1920's the Cooperative Extension Service was established and throughout the years has served well those in agriculture and home economics. With offices in nearly every county of the state, this organization has truly carried out the philosophies of the Morrill Act of 1862.

In the late 1920's an attempt was made by President Butterfield to inaugurate a program in Continuing Education to serve those in non-agricultural occupations, but for various reasons this attempt failed. During the early 1940's the University again became concerned that the institution was not serving the groups outside of agriculture and home economics. Finally in 1948 the Continuing Education Service was established to serve the educational needs of those groups and persons not being served by the Cooperative Extension Service. A statement by Kuhn indicates the importance of the Continuing Education program in fulfilling the role of the University.

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[7] *Ibid.*, page 49.

> Through Continuing Education, the College fulfilled in new fields the injunction of the Morrill Act, "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."[8]

Since 1948 the continuing education program of the University has expanded in both scope and importance. In the year 1958 to 1959 there were 7,821 enrollments in 420 off-campus credit courses, and 2,537 enrollments in off-campus non-credit courses. In addition, there were 349 conferences held on the campus with a total of 41,820 registrants.[9] Besides these activities, off-campus programs are also conducted through the Labor and Industrial Relations Center, the Highway Traffic Safety Center, and the office of Junior College Cooperation. Helping to project the University resources off-campus, the Continuing Education Service operates regional centers at Benton Harbor, Grand Rapids, Marquette, Pontiac, Saginaw, and Traverse City. The central-southern area is served by the East Lansing office.

University extension programs, however, need constant evaluation and re-evaluation. Efforts should be made to be alert to the changing needs and characteristics of people, and the programs should be revised accordingly. The type of basic information necessary to do this is not readily available.

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[8] Ibid., page 441.

[9] Annual Report of the Continuing Education Service, 1958-1959. Unpublished mimeograph report, Michigan State University, East Lansing. Pages 27 to 28.

The purpose of this particular study is to make an analysis of the goals and problems of the people who are taking Michigan State University extension courses for credit in the northwestern section of Michigan so that a more effective program might be planned for them and for the area. This area is served by the Continuing Education Regional Center in Traverse City. The study includes data in terms of individual backgrounds, goals, problems, experiences, and relationships with the University.

Who are these people taking extension credit courses? What are their needs, and goals? What problems do they have which hinder the accomplishment of these goals? These are a few of the specific questions which are answered by this study. The study also provides a much clearer image of the extension students.

The problem, then, was how can these types of data be used to plan an improved program for the people in the northwestern area of Michigan? This study is worthy if it aids in providing a program which will more adequately serve those people it is intended to serve.

Hypotheses

Before undertaking the research for the study, several hypotheses were proposed. It was upon these that the study was based as well as providing the basis for making the conclusions and recommendations. These hypotheses were:

Hypotheses I--That there are more students who give as their most

important reasons for taking extension credit courses, those reasons which will directly improve their job status and/or security.

It was decided to accept this hypothesis if more students indicated as their most important reasons for taking the courses such reasons as obtaining an undergraduate or master's degree; obtaining a teacher's certificate; or keeping a teacher certificate valid rather than such reasons as helping to be more effective in present job or field; becoming more familiar with the broader aspects of man's knowledge; receiving mental stimulation; or increasing an understanding of life and living in today's world.

Hypothesis II--That the major difficulties encountered by extension students are those pertaining to finding the time to take courses and to financing the courses.

It was decided to accept this hypothesis if these two difficulties were indicated more often than were other difficulties.

Hypothesis III--That the most frequent method of learning about extension course offerings among these extension students is through the mailed announcements.

It was decided to accept this hypothesis if this was the method most often indicated.

Hypothesis IV--That there are services offered by the Michigan State University Continuing Education Regional Center which are used by the extension students.

It was decided to accept this hypothesis if the students indicated having received assistance from the Regional Center.

Hypothesis V--That there is not a typical extension student for whom an extension credit program can be planned.

It was decided to accept this hypothesis if the summary of the data showed that there were certain common needs and characteristics among extension credit students regardless of age, education, or whether they were in teaching or in non-teaching occupations.

Hypothesis VI--That there are many students matriculated with Michigan State University who have not conferred with their advisor and who do not have an approved program planned.

It was decided to accept this hypothesis if at least 25 per cent of the students indicated that they had not conferred with their advisor nor had an approved program planned.

Hypothesis VII--That on the basis of the data collected, conclusions and recommendations can be made that should improve the program of the University in the northwestern area of Michigan.

It was decided to accept this hypothesis if it seemed apparent that certain conclusions and recommendations can be made on the basis of the study for the program in the area.

Basic Assumptions

Before undertaking the actual implementation of this study, three assumptions were made based on the literature and previous studies.

These assumptions were:

1. That university extension is considered and accepted by educational leaders as an important and integral part of the total university program.

2. That it is necessary to know the goals and characteristics of persons for whom a program is being planned. In this study, therefore, it is necessary to determine the goals and characteristics of the extension students before making recommendations for the program.

3. That the extension students are qualified to make the necessary judgments and self-evaluations to respond to the questionnaire.

Scope and Limitations of the Study

This study concerns itself only with extension credit classes, and not with the many other facets of university extension work. Academically, an extension credit course is generally considered equivalent to the course taught on the campus; however, they usually have a different type of clientele and are scheduled in a different way. In a book edited by Ely, Walton S. Bittner describes extension credit courses as follows:

> The formal class instruction developed by university extension consists of higher education...brought to a large group of students who are generally more mature than the students in residence, and who study purposefully, although somewhat irregularly and at unconventional times and places. The instruction is given by faculty members or their representatives. Classes are held usually in the late afternoon or evening...

> University extension courses are generally organized and offered as equivalents of courses given in residence... As a rule, the extension courses reflect the campus program, especially when academic credit is involved.[10]

One of the limitations of the study was to include data only from persons taking extension credit courses, and not from persons who were participating in other kinds of extension activities.

As was stated previously the purpose of the study was to provide information which can be used to improve the Michigan State University off-campus credit program in northwestern Michigan. Therefore, the data were collected only from students taking credit courses in that part of Michigan. The area includes eighteen counties served by the Continuing Education Regional Center in Traverse City. This Center was established in 1954 to more adequately serve the needs of the people in this area. In order to plan and organize a program for the region, the information collected through this study is vital. The importance of organization and planning is mentioned by Morton.

> It seems probable that readjustments in university programs to enable more extensive adult use of university resources have only begun. There are many reasons for this prospect. One of the most important is that adults looking for education seek leaders whom they can accept. A very large proportion of such leaders in the United States today are associated with universities. Thus, from the point of view of the adult seeking education, probably his greatest opportunity is to find ways in

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[10] Ely, Mary L., Editor, Handbook of Adult Education in the United States, New York: Bureau of Publications, Columbia University, 1948. Pages 218 to 219.

> which he can use the resources of universities. Conversely, from the points of view of universities, a new, and perhaps their greatest, opportunity for service is offered by the finding of ways to organize their programs so that their resources can and actually will be used extensively by adults. It is adults who are engaged in making the decisions and taking the actions in which the welfare of this country, and to an increasing extent, the world, depends.[11]

Other limitations of this study were that the area of research was concerned with the characteristics, needs, and goals of the students and did not concern itself with an evaluation of the courses or teaching methods used by the instructors.

The study includes data based on questionnaires filled out by students attending the first sessions of the courses offered by Michigan State University in northwestern Michigan during fall term, 1959. This involved 130 students.

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[11] Morton, op. cit., page 131.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There has not been a large amount of research done which pertains to general university extension work, and only a small amount of this has been concerned with the needs and goals of adult students. Studies have been made on the characteristics of extension students, the history and function of general university extension, and students opinions toward extension credit courses.

Even the studies pertaining to student characteristics have been primarily on a national basis with only a few on a state-wide basis. However, these were excellent guides in setting up the questionnaire for this study, and serve as interesting comparisons as to the data.

Also much has been written on the general topic of adult education of which university extension is an integral part. These references provided excellent background information and stimulation to carry out this research on the specific needs and goals of extension students. These works have much to offer concerning the philosophy of adult education and the needs of adults, against which the data of this study can be compared.

The meaning of the term, adult education, is very general and all-inclusive. It refers to all phases and types of educational programs serving persons beyond their formal high school experiences. University

extension is only one phase of adult education.

In their book which reviews the purposes and programs of the various agencies and organizations in adult education, Sheats, Jayne, and Spence, quote the following statement as to the meaning of adult education from the HANDBOOK ON ADULT EDUCATION IN CALIFORNIA, prepared by the California State Department of Education.

> Adult education embraces the learning achieved by adults during their mature years. It is new learning, not merely a continuation of learning. The major purposes of adult education are, first, to make adults in the community aware of individual and community needs, and second, to give such education as will enable them to meet problems that exist now. Adult education stems directly from the people. The curriculum is based on present needs and problems.
>
> Education for the solution of problems in a democracy type society includes training in the total range of human learning, from the learning of the simple means of communication, reading and writing, to the actual solution of the most complicated problems of human relations. The philosophy of adult education has grown out of a long historical experience. In examples of historical development, the basic motive of activities of programs of adult education is the unification of the people, the increase of their efficiency and the solidarity, and the elevation of their social purpose.
>
> Adult education tends to give the understanding and skills that promote effective democratic living to those who have the responsibility now of solving the problems of democratic society. Adult education also develops and enriches their lives and the community in which they live. Such a program can be a major factor in the better adjustment of personal, social and economic needs and obligations. More specifically stated, the objectives of adult education are the following:
>
> 1. To make adults aware of their civic responsi-

bilities to one another and to the community, the nation, and the world.

2. To make them economically more efficient.

3. To develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home life and family relationships.

4. To promote health and physical fitness.

5. To provide the means for encouraging cultural development and an appreciation of the arts.

6. To supplement and broaden educational backgrounds.

7. To provide for the development of avocational interests through opportunities for self-expression.[1]

It is evident that adult education provides many facets of learning. The role of university extension can be more clearly defined by reviewing the literature pertaining directly to it.

Literature Pertaining to University Extension

The importance and the role of university extension is discussed in a report of the President's Commission on Higher Education. The section on university extension was only part of the total study which included all phases of higher education; therefore, one might conclude that the Commission carefully considered the place of extension in a total university program. Thus, the viewpoints expressed are especially pertinent and can be valued highly.

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[1]Sheats, Paul H., Jayne, Clarence D., and Spence, Ralph B., Adult Education: The Community Approach. New York: The Dryden Press, 1953. Pages 5 to 6.

Their summary concerning university extension and its role in higher education can be expressed in the following statement as quoted by Sheats, Jayne, and Spence.

> The principal obstacle to acceptance of the program (extension teaching), nonetheless, is the limited concept that higher education still holds of its role in a free and democratic society.
>
> It must broaden that concept. It must cease to be campus-bound. It must take the university to the people wherever they are to be found and by every amitable and effective means for the communication of ideas and the stimulation of intellectual curiosity.[2]

Another statement which reflects on the place of university extension work in the total program of an institution is found in a study made for the Michigan Council of State College Presidents.

> The state-supported institutions of higher learning are dedicated to the support of philosophical, technical, and cultural advancement for young and old, both on the campus and off the campus. These responsibilities are even more important in an atomic age when the achievement of an ideal democratic society is dependent upon intelligent action and loyal support of all citizens. All state-supported colleges and universities should make every possible resource available to achieve this goal. Moreover, a program devoted to the maintenance of our democratic society should be liberally supported by public funds available to all state-supported institutions of higher learning.[3]

This statement indicates that the college presidents are strong

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[2] Ibid., page 178.

[3] The Michigan Council of State College Presidents, Field and Extension Services of the State Supported Institutions of Higher Learning in Michigan. Ann Arbor: J.W. Edwards Publisher, Inc., 1956. Page 113.

supporters of university extension work. It also implies that according to the presidents the role of university extension is more important today than ever before.

One of the most comprehensive studies made concerning general university extension work is that done by Morton who completed a study in 1953 based on questionnaires from fifty-seven member universities of the National University Extension Association. Beside providing a complete history of general university extension work, the study deals with the functions of the program as seen by the extension administrators and also with characteristics of the students enrolled in extension courses of the university, throughout the country.

Morton found that 37 per cent of the extension students were completing undergraduate work and only 10 per cent were doing graduate work. He also found that 75 per cent of the users lived in cities of over 2,500 population with three-fourths of these from cities over a 10,000 population. Only 25 per cent of the students could be classed as living in rural areas. Other findings were that three-fourths of the students had full-time positions with one out of three being professional educators--mostly elementary teachers; three out of four wanted college credit, and 19 per cent primarily desired improvement in general education; and, that while 90 per cent were satisfied with the course offerings, 25 per cent gave specific suggestions.[4]

[4] Morton, John R., University Extension in the United States. University of Alabama Press, 1953. Passim.

Another nation-wide study was made by Sorenson who selected six universities in various parts of the country. His findings were similar to Morton's in that 80 per cent were taking courses for vocational reasons, and the largest group were public school teachers, followed by those in the business fields. The data showed that 25 per cent of the students were enrolled because of intellectual curiosity and cultural development. He also learned that as a person grows older, he has less vocational motives in taking extension classes. Age-wise, the group covered a span of sixty years with most students being in their twenty's and decreasing rapidly in number beyond the thirty's. Education-wise, the largest group had twelve years of formal education.

Sorenson makes several statements which present challenges to those working in university extension. One of these is that "it is recognized that the students, about whom data for this study have been obtained, are to a great extent, credit students. This means that they have been well selected for doing satisfactory university work, because students who are better prepared will take credit courses. Yet the university should reach people of all educational, occupational, and age levels. If this cannot be accomplished through formal credit classes, it should be done through informal non-credit work."[5]

A study made by McLaughlin concerning the extension students of the

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[5]Sorenson, Herbert, Adult Abilities: A Study of University Extension Students. Minneapolis: The University of Minnesota Press, 1938. Passim.

University of California is reported by Sheats, Jayne, and Spence. The data collected and summarized were of two types: basic characteristics of students and their reactions to the program. The study was limited to the southern area of the state.

A few of the facts found by McLaughlin were that almost twice as many men were enrolled as women; 45 per cent held a bachelor's degree or higher degree; 85 per cent were employed; 40 per cent indicated that there were courses which they would like to take that were not now offered; 18 per cent rated the location of the classes they were taking as inconvenient; 66 per cent enrolled because they felt the instruction would help them in their work; and the program appealed primarily to professional and semi-professional persons. McLaughlin only touched lightly on the reasons people take extension courses, and their specific and long-range goals.

In commenting about the value of the study and the need for additional research, Sheats, Jayne, and Spence write:

> From these data the administrative staff in University Extension at U.C.L.A. has been able to modify offerings and administrative practices so as to serve more effectively the needs of the population that attends University Extension classes. Similar studies in other extension divisions and more inclusive investigations of the branches of extension divisions would enable us to generalize more accurately than is now possible about the characteristics of the additional thousands throughout the country who participate in extension activities.[6]

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[6]Sheats and others, op. cit., pages 182 to 184.

This comment certainly points up the need for more specific and inclusive research in the area of characteristics, needs, and goals of extension students. Unless universities understand and know their extension students, they will continue to find it difficult to plan an effective program.

A further insight into the motives of extension students is provided by Bryson. He concludes that even though most adults enrolled in extension courses are there for occupational reasons, the other important factor is their interest in the liberal arts or humanities.

> No complete studies have been made of their (adults enrolled in extension programs) motives. There are reasons to believe, however, that the largest group of patrons of extension services are teachers working towards higher professional standing and workers who are seeking practical improvement.
>
> Outside the occupational range, the chief motives are interest in liberal studies. In a comparatively small number of cases, parent education is carried on under university-extension auspices. The development of the future is probably to be in the expansion of liberal studies and the development of extension lecturing into more courageous political and social guidance.[7]

At least one study has been made concerning Michigan extension students. Marcus was primarily interested in opinions toward off-campus credit courses, but he did gather some basic information about the students. The students in this study were those taking courses offered by the four regional colleges in Michigan. Interestingly,

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[7]Bryson, Lyman, Adult Education. New York: The American Book Company, 1936. Page 168.

95 per cent of the enrollees were women, and only 10 per cent had earned an undergraduate degree. It was necessary for 74 per cent of these students to earn additional credits to keep their teaching certificates valid. The breakdown of students indicated that 37 per cent had special certificates, 23 per cent state limited, 22 per cent life certificates, 6 per cent county normal, and only 1 per cent had the certificate titled, "permanent certificate." One of the statements made by Marcus was that the "typical off-campus student is a sub-certified teacher."[8] Most of the study dealt with the opinions of off-campus courses, not only by the students, but also by the instructors. Since this has no immediate bearing on this study, a review of the findings will not be presented.

In a book edited by Ely, L.D. Coffman makes a rather significant statement.

> It seems clear to us that not all adult persons in school are there because they want an education; that they are there because they are forced to be there... Education is a means, as they see it, of preserving their individuality and that initiative which has been responsible for the building of America.[9]

In a study made for the Michigan Council of State College Presidents, two of the recommendations made were that "there is need for planning so that completion of a sequence of courses is assured" and

[8]Marcus, J.D., A STUDY OF OPINIONS TOWARD OFF-CAMPUS COLLEGE CREDIT COURSES. Unpublished Ed.D dissertation, Michigan State University. 1953. Passim.

[9]Ely, Mary L., Adult Education in Action. New York: American Association for Adult Education, 1936. Page 333.

that "above all, perhaps, there is a need for all of the institutions to maintain a flexible extension organization in order to adapt quickly to new needs."[10]

It seems quite obvious from this review of studies specifically aimed at university extension work, that much more research is needed. This seems especially true for studies in limited areas of a state or region as needs, problems, and goals of individuals vary depending on local conditions.

Literature Pertaining to Adult Education in General

Several excellent books and bulletins have been written on the subject of adult education. Though most of these do not pertain specifically to off-campus credit students, certain parts are of value in securing a better understanding of the role of university extension in the total program of adult education.

In his book concerning the interests of adults, Thorndike states that there are several reasons why adults enroll in adult education classes.

> The interest in leading an adult to take a certain course of study may similarly be much more than just the interest in the learning represented by the course. Vocational advancement, increased earnings, opportunities for sociable, or at least gregarious, activity, prestige values, and the restoration, maintenance, or increase of one's good opinion of

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[10]The Michigan Council of State College Presidents, op. cit., page 79.

> himself--these and other aims indicate that interest in power, status, and approval are at work.

The reasons mentioned by Thorndike included both vocational and non-vocational reasons. He further states that it is important that program-planners are aware of the interests of the adults.

> Any educational enterprise with adults will be planned and executed better with knowledge of their interests than without it.[11]

One of the problems facing university extension today is that of program direction. Which activities can best be done by the universities, and which activities can best be carried out by other adult education agencies?

> Leadership of universities and colleges in adult education will eventually have to face the problem of the direction in which they are going to direct their energies. Unless universities and colleges are able to delegate many activities to local leadership they cannot prevent spreading themselves too thinly for the good of their own personnel.[12]

This statement is made by Essert in his discussion of the role of university extension in the total community program in adult education. Certainly, each adult education agency or organization should do only that which it is uniquely suited to do and should cooperate with the other agencies. This is often very difficult to determine, and an area which needs the assistance of additional research.

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[11] Thorndike, Edward L., Adult Interests. New York: The MacMillan Co., 1935. Pages 85 to 92.

[12] Essert, Paul L., Creative Leadership in Adult Education. New York: Prentice-Hall, Inc., 1951. Page 179.

Adult education leaders should be aware that adult students have tremendous pressures concerning the scheduling of their time. The problem of time is discussed by Whipple who states that:

> Education tends to be a major occupation of youth, but for an adult it can rarely be more than a part-time proposition. Several economic and political responsibilities all tend to take precedence over education or, at least, set strict limitations on the time available for study. Furthermore there are physical limitations: adult faculties are depleted by age as well as by a full day's work.[13]

Whipple also discusses motivations of adults and writes that "adult motivations are more complex than youth's; they are directed toward practical objectives and are more action oriented...generally tied to objectives for the immediate future."[14]

In a report concerning the relationship of the needs of adults to adult education programs, Havighurst and Orr state:

> Adult Education faces the task of assisting people to clarify their personal and social goals, stimulating them to evaluate the satisfactions and dissatisfactions in their lives, helping and guiding them, implementing their efforts to find satisfying ways to move toward the achievement of their goals.[15]

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[13]Whipple, James B., Especially for Adults (Notes and Essays Number 19). Chicago: Center for the Study of Liberal Education for Adults, 1957. Page 32.

[14]Ibid., page 37.

[15]Havighurst, Robert J., and Orr, Betty, Adult Education and Adult Needs. A Report. Chicago: Center for the Study of Liberal Education for Adults, 1956. Page 64.

This is an important task for adult educators. Most adults do need assistance in clarifying their goals and fulfilling these goals.

In trying to analyze some of the problems facing adult education, and in his reflections on leadership, Liveright discusses among other points, the aspect of adults learning to make intelligent decisions in this age of specialization. He suggests that adult education has an important role to play in helping in the decision-making process.

> Not only is modern life bigger, and not only is participation in the decision-making process harder; life is also more complex. There are now no people who can really know enough about the complicated aspects of almost any problem--social, economic or political--to make a sound decision solely on the basis of individual knowledge--even if there were an opportunity for them to do so.
>
> As a result we are more and more delegating our decisions and handing our lives to specialists. Furthermore, aghast at the difficulty and complexity of contemporary life, we feel increasingly that we as non-specialists are not equipped to make decisions that must be made. We tend to overlook the fact that most important decisions must be based as much on values, human rights, and democratic principles as on purely technical considerations. And although it is impossible for every adult to become an expert about every decision which confronts him it is possible for most adults to learn more about, and to better understand some of the alternatives which must be considered in making basic decisions.
>
> Such learning and understanding depend upon more effective and widespread adult education, since it is the adults who must either make the important decisions themselves or who must choose their representatives to make them.[16]

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[16] Liveright, A. A., Strategies of Leadership in Conducting Adult Education Program. New York: Harper and Brothers, Publishers, 1959. Pages 6 to 7.

Summary

The purpose of this chapter has been to review and summarize some of the literature in the field of university extension and of adult education in general.

The literature reviews the history of university extension work as well as its philosophies and programs. There are some research studies which pertain specifically to the extension students. These seem to be limited to the characteristics of the students and not to their needs and goals. Except for one, the studies are based on samples collected from broad geographical areas.

In literature on general adult education, information on adult needs and motives are provided along with the various programs being conducted by the various agencies and organizations. This gives excellent background material which aids in understanding the problems of planning and conducting adult education programs, and in gaining an appreciation for its values and possibilities.

Several authors have expressed the need for more inclusive and specific research on university extension work. As far as is known, there have been no extension studies made on the goals and problems of university extension students in a given geographical area; and on the basis of the literature reviewed, it is of value to an institution to learn of these as well as the characteristics of the students it serves.

Two references in particular stress the importance of additional

research in the area undertaken in this study. One was the book by Sheats, Jayne, and Spence, which stressed the value of more inclusive investigations so that additional information might be had on persons participating in specific extension activities. (See quote on page 20.) The other reference was the study made for the Michigan Council of State College Presidents, which recommended careful planning and a program which can adapt quickly to the needs of people.

On the basis of the literature reviewed and the statements citing the importance of university extension work to adults, this study seems to be very timely and important.

CHAPTER III

PLANNING AND CONDUCTING THE STUDY

The major purpose of this study was to discover and analyze the goals, needs, and related problems of extension students enrolled in Michigan State University extension courses in northwestern Michigan during the fall of 1959, so that the extension credit program for the area might be improved. Special emphases were placed on determining the reasons why these people are taking extension classes and the comparative rating of these reasons according to their importance to the students. Other aspects stressed in the study were the status of the students in terms of reaching their goals, and an evaluation of the services provided by the Regional Center in Traverse City. Although determining the characteristics of the extension students was not the major goal of the study, it did provide an opportunity to collect these data and to use them to assist in making recommendations for improving the program.

The hypothesis was that such an analysis as this provides an appropriate basis for improving the program in northwestern Michigan to more adequately provide for the needs of the extension students. It was also felt that the study would provide a method which might be used in other specific areas of the state and nation.

General Method of the Study

The first step in conducting this study was to review the literature to see just what had been done in the field, and to secure suggestions and ideas to implement the research. After analyzing the type of information desired and the questions to be answered, it seemed logical that the questionnaire method would be the one to use to collect the data. Good and Scates write:

> A questionnaire is a form prepared and distributed to secure responses to certain questions; as a general rule, these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge.[1]

There are at least two different techniques in using questionnaires: one is the mailed questionnaire and the other is the group-administered questionnaire. Since it would be possible to administer the questionnaire to the students as they attended classes, it was quite obvious that the logical type of questionnaire would be the group-administered. Goode and Hatt make the following comment on this type of questionnaire:

> Not all questionnaires are mailed. They may be administered to groups of people who are gathered together for any purpose. In this case, not all the problems which face the mailed questionnaire are present.[2]

Thus it was decided to use the group-administered questionnaire to collect the data for the study.

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[1]Good, Carter V., and Scates, Douglas E., Methods of Research. New York: Appleton-Century-Crafts, Inc., 1954. Page 606.

[2]Goode, William J., and Hatt, Paul K., Methods of Social Research. New York: McGraw-Hill Book Company, Inc., 1952. Page 170.

Constructing the Questionnaire[3]

Prior to the actual construction of the questionnaire, it was necessary to set up some guides to follow so that the resulting instrument would be correct in design and would actually measure that which it was planned to measure. The main reference used in this connection was Goode and Hatt. In their chapter on constructing questionnaires, they give several points which aided in setting up the instrument for this study.

> Any questionnaire must be limited in its length and scope... Self-administered questionnaires should not, usually, require more than 30 minutes to complete, and an even shorter period is desirable.
>
> The important thing for the student to bear in mind here is that every item... ideally constitutes a hypothesis, or part of a hypothesis, in itself... (and) every item should be defensible. This obviously requires the fullest possible knowledge of the area in which he is working.
>
> ...the researcher should first lay out tentatively the logical implications of his problem...and then draw upon his own experience and the literature...At this point, the researcher should consult colleagues, friends, and acquaintances to get their thinking on his problem. Now the researcher...(has) merely a list of areas to be covered and perhaps rough formulations of some of the questions...Ultimately, a preliminary set of refined questions is arranged.
>
> ...The next step should be to submit this list to experts both in the field of the problem and in related fields. With each consultation the same changes occur: (1) the list of possible questions grow; (2) the number of areas which are of interest increases; (3) the number of areas which the research can cover

[3]See Appendix A

> must be decreased; (4) ambiguities, biases, poor phrasing, etc., are corrected gradually; and (5) a closer logical relationship develops between the parts of the schedule.
>
> Whether the final research plan will use a highly structured set of questions for a questionnaire, or a set of relatively open-ended questions for an interview guide, the researcher will find it necessary to carry out a number of unstructured exploratory interviews...
>
> For maximum efficiency, the pretest is suggested, since both the general research design, the interviewing technique, and the schedule itself are thus checked for errors.[4]

Using the above suggestions as guides, a very rough set of questions to be asked of the extension students was outlined. Included were all those items which were felt to have value in providing answers for the problem and hypotheses of the study. At this point, the questionnaire was lengthy, contained many different and various type items, and was for the most part structured.

The next step was to discuss these items with faculty members of the College of Education at Michigan State University, particularly with Dr. Harold J. Dillon, Professor of Adult Education. Valuable assistance was also provided by Dr. Orden C. Smucker, Professor of Sociology and Anthropology, and Dr. James W. Harrison, Assistant Director of the Continuing Education Service in charge of Research. Both persons are on the faculty of Michigan State University. These visits

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[4] Ibid., pages 134 to 169.

helped to refine the questionnaire in terms of its length, and the terminology of the items, as well as their order. The instrument was both structured and open-ended, with the major emphasis on the former.

Pretesting the Instrument and Collecting the Data

As was stressed in the literature, a pretest is recommended to check the questionnaire. Through this technique, the researcher can find out, for example, if there is a high proportion of "don't know" answers, if the respondents do not understand certain items, if there is a high proportion of refusals to answer, or if there is a lack of order in the answers.[5]

The pretest for this study was conducted with two of the 1959 summer school courses offered by Michigan State University in the northwestern Michigan region. The pretest was given to the class held in Cadillac (Political Science 364) on July 28, and to a workshop course (TE 499) on August 3, which was held in Traverse City. A total of thirty-two students completed the pretest questionnaire.

For the most part, the questionnaire proved to be adequate and was understood by the respondents. On an average, it took a person between 25-30 minutes to fill out the form. The longer time was used by those who filled out the last page; these were students who were degree candidates with Michigan State University.

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[5] Ibid., pages 157 to 161.

Based on the pretest a few changes were made to the instrument and also in the oral instructions given when introducing the questionnaire to a group. The major changes made were:

1. It was noted that in filling out the questionnaire, several persons skipped the first page and later came back to it. Therefore, it was decided that in both the written and oral instructions, the respondents are to be asked to fill out the questionnaire in order. This results in their early commitment as to their reasons for taking extension work.

2. In the table (1-B) on reasons or influences for taking extension courses, a column titled "none" was added. This would enable each person to check more accurately the items listed.

3. The questionnaire was shortened by deleting one of the questions since the information requested could be secured in another item.

4. Several items were reworded to make them more specific and more intelligible to the respondent.

After the results of the pretest had been studied and the necessary revisions made, the questionnaire was now ready to be used. The instrument was filled out by the students attending the first class sessions of the extension credit courses offered by Michigan State University during the fall term of 1959 in the northwestern region of Michigan's lower peninsula--an eighteen county-area.[6] One hundred and thirty different persons were enrolled.

[6] See Appendix B.

Prior to the distribution of the questionnaire, a brief explanation of the purposes and values of the study was made to the students together with a few instructions in filling out the instrument. Because of the revisions based on the pretest, very few questions were asked by the respondents, and they were able to complete the form in approximately twenty-five minutes. The questionnaires were then collected, and ready to be summarized and analyzed prior to its presentation in written form.

Summary

The method used for securing the data for the study was the questionnaire, administered to groups. These groups were persons attending the first class meeting of Michigan State University extension credit courses offered in northwestern Michigan during the fall term of 1959.

It was felt that through this method the data pertaining to the needs, goals, and problems of the extension students in that area of the state could best be collected. This was indicated by pretesting the questionnaire with two 1959 summer extension classes. The instrument was both structured and open-ended, with major emphasis on the former. Through the open-ended question technique, the respondent was asked to express his goals and needs without benefit of suggested answers, and, it could also serve as a cross-check on the structured questions.

The type of data collected could be listed as follows:

1. Reasons why people take extension courses.

2. The comparative importance of these reasons.

3. Major difficulties or problems encountered by the extension students in working towards their indicated educational goal.

4. Specific data pertaining to:

   a. Financial aid.

   b. Manner in which people learn of the courses.

   c. Occupation.

   d. Educational accomplishments.

   e. Student status at present time.

   f. Age, family status, etc.

5. Services provided by the University Regional Center and suggestions for improving the services of the Center.

6. Specific information pertaining to students who are degree candidates with Michigan State University including:

   a. Curriculum.

   b. Reasons for matriculating with the University.

   c. Relationship to advisor.

   d. Progress towards degree.

   e. Assistance provided by Regional Center at Traverse City.

CHAPTER IV

REASONS REPORTED WHY PEOPLE TAKE EXTENSION CREDIT COURSES

Introduction

This chapter is a report on the findings of why people take extension credit courses, and their rank according to importance. It is quite apparent that the reason most people take extension credit courses is to secure a degree or teacher's certificate. But what are the other reasons people give for taking such courses? Which next to the earning of a degree or a teacher's certificate are the most important reasons? How do the reasons vary according to the age of the students and to their educational accomplishments? These are the main concerns of this section of the study.

A careful analysis has been made of the reasons expressed by the study participants. These are presented first merely by listing the reasons mentioned and the number of responses; then by a comparison as to the importance of the reasons; and then finally by comparing the reasons to the age and educational accomplishments of the extension students, and also comparing the reasons indicated by those in the teaching profession to those not in the profession.

Reasons Listed

The very first question of the study asked the off-campus student to write in his own words why he is taking extension credit work

and what he hopes to get out of his experiences. Since this was an open-ended question, it was felt that the answer would be valid, and would commit the respondent before he answered the second or third part of this section of the questionnaire.

As is shown in Table I, the extension students indicated six reasons for taking extension courses in answer to the open-ended question. In terms of "number of times mentioned," the reasons most often mentioned were to secure either a bachelor's or master's degree. Forty-three of the respondents indicated a bachelor's degree as their goal and thirty-one indicated a master's degree. This indicates that a little over half, 57 per cent, were primarily taking extension credit courses to earn a degree. Thirty-two students indicated as an important reason the goal of obtaining a permanent teacher's certificate. The above reasons are considered as those which directly improve job status and/or security.

"Self-improvement" was mentioned as a reason forty-four times and "to keep up with new developments," thirty-four times. Twenty of the respondents mentioned that extension courses provided a method of going to school while they are holding jobs. All of the courses were offered in the evening, so it was possible for a person to work during the day and go to school at night.

Comparative Importance of the Reasons

A second question was asked to secure a better understanding of

Table I--Reasons Reported By 130 Respondents For Taking Extension Credit Courses.

Reasons	Number of Times Mentioned
To secure a degree.	74
Bachelor.	(43)
Master.	(31)
For self-improvement.	44
To keep up with new developments.	34
Obtain permanent teacher's certificate.	32
Way of going to school while working.	20
Improve grade point average.	1

why people take extension credit courses. This question listed various reasons and the students were asked to rank each as to its degree of influence. Table II gives the number of times that each reason was checked as to its degree of influence upon the student.

In adding the number of times the "much influence" column was checked for the reasons "to obtain an undergraduate degree," "to obtain a master's degree," and, "to obtain a doctor's degree," it was found that ninety-three students indicated that to earn a degree had "much influence" in taking extension credit courses. About the same number of students were seeking to obtain undergraduate degrees as master's degrees. Only a very few were seeking a doctor's degree. Similarly, when the same column was added for the reasons to obtain a

"teacher's certificate," and, "to keep my teacher's certificate valid," it was found that one hundred students indicated that to earn or keep valid a teaching certificate also had "much influence."

Other reasons checked by the students as having "much influence" was "to help me to be more effective in my present job or field of work," checked seventy-five times; "to become more familiar with the broader aspects of man's knowledge," checked sixty-one times; "because I receive mental stimulation," checked fifty-three times; and, "to increase my understanding of life and living in today's world," checked fifty-two times.

Reasons which had influence to a lesser degree than those above were "to develop a greater appreciation for the liberal arts and cultural aspects of life," "to prepare for job or career advancement, in my present field, on my own initiative"; "to aid me in more effectively understanding and dealing with people in social situations"; "to increase my knowledge or skill in my hobby or avocation"; and, "to aid me in becoming more effective as a homemaker and/or parent."

Over half of the students, sixty-eight, were not influenced by their employer to take the extension courses in order to prepare for career advancement, and the majority of students, seventy-one, did not feel it necessary to take courses in order to maintain their present positions. Neither did very many of the students take courses to be with a close friend or relative, to develop a new interest or avocation, nor to improve their social contacts. A few indicated that among

Table II--Importance or Influence of Various Reasons to 130 Students Taking Extension Credit Courses.

Reasons	Influence (Number of Times Indicated by Students) Much	Some	Little	None
1. To obtain an undergraduate degree.	43	13	4	60
2. To help me to be more effective in my present job or field of work.	75	25	2	19
3. To become more familiar with the broader aspects of man's knowledge.	61	56	10	3
4. To increase my knowledge or skill in my hobby or avocation.	34	35	24	28
5. Because I receive mental stimulation.	53	44	22	8
6. To obtain a teacher's certificate.	58	13	7	46
7. To develop a greater appreciation for the liberal arts and cultural aspects of life.	40	62	18	10
8. To prepare for job or career advancement in my present field at my employer's encouragement and/or request.	22	20	16	68
9. To increase my understanding of life and living in today's world.	52	48	22	4
10. To be with a close friend or relative who is also attending.	0	1	2	120
11. To prepare for a different job.	24	10	11	81
12. To obtain a master's degree.	45	9	8	64
13. Because the type of social contacts to which I aspire require more education than I have.	11	8	25	78
14. To prepare for job or career advancement, in my present field, on my own initiative.	47	30	14	38
15. To find or develop a new interest or avocation.	9	19	33	62
16. To obtain a doctor's degree.	5	3	7	107
17. In order to maintain my present position.	27	17	9	71
18. Because it is a worthwhile way to spend my leisure time.	20	26	15	67
19. To aid me in more effectively understanding and dealing with people in social situations.	38	44	21	26
20. To aid me in becoming more effective as a homemaker and/or parent.	26	33	14	52
21. To keep my teaching certificate valid.	42	5	3	73
22. For other reasons.	3	0	0	0

Table III--Reasons Why People Take Extension Credit Courses, Ranked First, Second, and Third in Importance by 130 Students.

Reason	No. Times Ranked First	No. Times Ranked Second	No. Times Ranked Third	No. Times Ranked (Total)
To obtain a teacher's certificate.	24	13	4	41
To help me to be more effective in my present job or field of work.	22	20	16	58
To obtain an undergraduate degree.	22	9	3	34
To keep my teaching certificate valid.	15	7	8	30
To obtain a master's degree.	13	13	14	40
To prepare for job or career advancement in my present field, on my own initiative.	6	7	17	30
To increase my understanding of life and living in today's world.	3	9	7	19
To become more familiar with the broader aspects of man's knowledge.	5	7	7	19
Because I receive mental stimulation.	4	5	9	18
To aid me in more effectively understanding and dealing with people in social situations.	3	3	11	17

the reasons influencing them to take extension credit courses were "to prepare for a different job"; "because it is a worthwhile way to spend leisure time"; and "in order to maintain my present position."

The third method of securing information to help analyze why

people take extension courses was to ask the students to rank in order the three most important ones. Table III shows the summary for this item.

Again, if the reasons pertaining to obtaining some degree, and of obtaining a teaching certificate are combined, these were ranked by most students as the first, second, or third most important reason for taking extension courses. To obtain either an undergraduate or master's degree was ranked seventy-four times, and to obtain or keep valid a teacher's certificate seventy-one times. As was found to be true in the first two parts of the study, the above reasons were followed in importance by the reasons "to help me to be more effective in my present job or field of work," "to increase my understanding of life and living in today's world," "to become familiar with the broader aspects of man's knowledge," "because I receive mental stimulation," and, "to aid me in more effectively understanding and dealing with people in social situations."

Comparison of Reasons and Age

Table IV lists certain reasons why people take extension credit courses based on their ages. The students were divided into three age groups; Group A--under thirty-four years of age; Group B--Thirty-five to forty-nine years of age; and Group C--fifty years of age or older. The reasons listed are those most frequently mentioned in the list of reasons in Table II as the first, second, or third in impor-

tance by the students.

Some generalizations which can be made from the data presented in Table IV are:

1. A larger percentage of the students fifty years of age and over (Group C) rated as first, second, or third in importance "to obtain an undergraduate degree," "to help one be more effective in my present job or field of work," and, "to increase my knowledge or skill in my hobby or avocation," than did the students in either of the two younger age groups (Group A and B).

2. A larger percentage of the students in the two younger age groups (Groups A and B) rated as first, second, or third in importance "to obtain a teacher's certificate," and, "to aid me in becoming more effective as a homemaker and/or parent," than did the students in the older group (Group C).

3. Approximately the same percentage of students in each of the three groups (Group A, B, and C) rated as first, second, or third in importance "to obtain a master's degree," "to prepare for job or career advancement in my present field, on my own initiative," and "to keep my teaching certificate valid."

Comparison of Reasons and Educational Status

Table V lists certain reasons why people take extension credit courses based on their educational achievement in terms of college credits obtained. The students were divided into three groups:

Table IV--Importance of Selected Reasons for Taking Extension Credit Courses According to Age Groups

Reasons and Age Groups	Per Cent of Age Group Indicating Reason as: First in Importance	Second in Importance	Third in Importance
To obtain an undergraduate degree.			
Group A--Under 35 (No. 58)	13.8	8.6	----
Group B--35-49 (No. 53)	15.1	7.5	3.8
Group C--50 and over (No. 19)	31.1	----	5.3
To help me to be more effective in my present job or field of work.			
Group A	13.8	10.3	8.6
Group B	18.9	18.9	11.3
Group C	21.1	26.3	26.3
To increase my knowledge or skill in my hobby or avocation.			
Group A	----	5.2	5.2
Group B	----	5.7	----
Group C	10.5	----	10.5
To obtain a teacher's certificate.			
Group A	20.7	8.6	6.9
Group B	20.8	9.4	----
Group C	5.3	----	----
To obtain a master's degree.			
Group A	12.1	12.1	10.3
Group B	9.4	5.7	11.3
Group C	5.3	15.8	10.5
To prepare for job or career advancement, in my present field, on my own initiative.			
Group A	5.2	1.7	13.8
Group B	5.7	7.5	9.4
Group C	----	5.3	21.1
To aid me in becoming more effective as a homemaker and/or parent.			
Group A	1.7	1.7	8.6
Group B	3.8	1.9	5.7
Group C	----	----	5.3
To keep my teaching certificate valid.			
Group A	8.6	6.9	6.9
Group B	11.3	3.8	7.5
Group C	21.1	5.3	----

Group A--those who had obtained at least a bachelor's degree; Group B--those who had not earned a bachelor's degree but had earned at least seventy-five semester hours; and Group C--those who had earned less than seventy-five semester hours. The reasons listed are those most frequently mentioned in the list of reasons in Table II as first, second, or third in importance by the students in the groups.

Some generalizations which can be made from these data presented in Table V are:

1. A larger percentage of the students in the two groups having at least seventy-five semester hours (Groups A and B) rated as first, second, or third in importance "to help me be more effective in my present job or field of work," than did the students in the group with less than seventy-five semester hours (Group C).

2. A larger percentage of the students having at least a bachelor's degree (Group A) rated as first, second, or third in importance "because I receive mental stimulation," and, "to earn a master's degree," than did the students in either of the two other groups (Groups B and C).

3. A larger percentage of the students who had earned at least seventy-five semester hours, but less than a bachelor's degree (Group B) rated as first, second, or third in importance "to obtain an undergraduate degree," than did the students in either of the two other groups.(Groups A and C).

4. A larger per cent of the students who had earned less than seventy-five semester hours (Group C) rated as first, second, or third

in importance "to obtain a teacher's certificate," and, "to aid me in becoming more effective as a homemaker and/or parent," than did the Students in either of the two other groups (Group A and B).

5. Approximately the same percentage of students in each of the three groups (Group A, B, and C) rated as first, second, or third in importance "to increase my knowledge or skill in my hobby or avocation," "to prepare for job or career advancement, in my present field, on my own initiative," and "to keep my teaching certificate valid," although the percentage was the lowest in the group with less than seventy-five semester credits (Group C).

Comparison of Reasons Given By Teachers and Non-teachers

Table VI lists certain reasons why people take extension credit courses based on whether they are in the teaching profession (Group A) or not in the teaching profession (Group B). The reasons listed as those most frequently mentioned in the list of reasons in Table II as first, second, or third in importance by the students in the two groups.

Some generalizations which can be made from the data presented in Table VI are:

1. A larger percentage of the students in the teaching profession (Group A) rated as first, second, or third in importance "to help me to be more effective in my present job or field of work," "to obtain a master's degree," "to prepare for job or career advancement, in my

Table V--Importance of Selected Reasons for Taking Extension Credit Courses To Persons at Various Educational Levels

Reason and Group	Per Cent of Groups Indicating Reason as: First in Importance	Second in Importance	Third in Importance
To obtain an undergraduate degree			
Group A-At least Bachelor's Degree (No. 70)	----	----	----
Group B-At least 75 semester hours (No. 30)	50.0	16.7	3.3
Group B-Less than 75 semester hours (No. 30)	13.3	13.3	6.7
To help me be more effective in my present job or field of work.			
Group A	21.4	15.7	17.1
Group B	10.0	30.0	13.3
Group C	13.3	3.3	10.0
To increase my knowledge or skill in my hobby or avocation.			
Group A	1.4	7.1	4.3
Group B	----	3.3	3.3
Group C	----	----	3.3
Because I receive mental stimulation.			
Group A	5.7	5.7	10.0
Group B	----	6.7	3.3
Group C	----	10.0	----
To obtain a teacher's certificate.			
Group A	18.6	5.7	1.4
Group B	13.3	13.3	----
Group C	16.7	16.7	10.0
To obtain a master's degree.			
Group A	17.1	17.1	17.1
Group B	----	3.3	----
Group C	----	----	3.3
To prepare for job or career advancement, in my present field, on my own initiative.			
Group A	4.3	4.3	12.9
Group B	6.7	3.3	16.7
Group C	3.3	6.7	10.0
To aid me in becoming more effective as a homemaker and/or parent.			
Group A	----	----	5.7
Group B	3.3	----	6.7
Group C	6.7	6.7	10.0
To keep my teaching certificate valid			
Group A	8.6	7.1	8.6
Group B	16.7	3.3	10.0
Group C	16.7	3.3	----

Table VI--Importance of Selected Reasons for Taking Extension Credit Courses to Persons in the Teaching Profession and Persons in other Occupations.

	Per Cent of Group Indicating Reason as: First in Importance	Second in Importance	Third in Importance
To obtain an undergraduate degree.			
Group A-Teachers (No. 83)	14.5	3.6	2.4
Group B-Non-teachers (No. 47)	21.3	10.6	2.1
To help me be more effective in my present job or field of work.			
Group A	20.5	24.1	15.7
Group B	10.6	2.1	4.3
To increase my knowledge or skill in my hobby or avocation.			
Group A	1.2	6.0	4.8
Group B	4.2	----	2.1
Because I receive mental stimulation.			
Group A	3.6	4.8	8.4
Group B	2.1	10.6	4.2
To obtain a teacher's certificate.			
Group A	16.9	7.2	1.2
Group B	21.3	12.8	6.4
To obtain a master's degree.			
Group A	14.4	12.1	12.1
Group B	2.1	8.5	8.5
To prepare for job or career advancement, in my present field, on my own initiative.			
Group A	3.6	6.0	16.8
Group B	2.1	2.1	8.5
To aid me in becoming more effective as a homemaker and/or parent.			
Group A	----	----	4.8
Group B	6.4	4.2	8.5
To keep my teaching certificate valid.			
Group A	15.7	8.4	10.8
Group B	6.4	----	----
To increase my understanding of life and living in today's world.			
Group A	1.2	1.2	3.6
Group B	2.1	14.9	8.5
To prepare for a different job.			
Group A	----	----	2.4
Group B	4.2	12.8	6.4

present field, on my own initiative," and "to keep my teaching certificate valid," than did the students in the non-teaching group (Group B).

2. A larger percentage of the students in the non-teaching group (Group B) rated as first, second, or third in importance "to obtain an undergraduate degree," "to obtain a teacher's certificate," "to aid me in becoming more effective as a homemaker and/or parent," "to increase my understanding of life and living in today's world," and "to prepare for a different job," than did the students in the teaching group (Group A).

3. Approximately the same percentage of students in each of the two groups (Groups A and B) rated as first, second, or third in importance "to increase my knowledge or skill in my hobby or avocation," and "because I receive mental stimulation."

Summary

This chapter has reported some of the reasons why people took extension credit courses offered by Michigan State University in northwestern Michigan during fall term, 1959. The comparative importance of the reasons were first listed for the total group of 130 students followed by a comparison of the indicated importance of the reasons to age, educational achievement, and to the teaching and non-teaching groups.

Some of the general observations which can be made are:

1. Fifty-seven per cent of the students gave as their most im-

portant reasons for taking extension credit courses to earn an undergraduate or master's degree; and 55 per cent gave to earn or to keep valid a teaching certificate.

2. Another important reason indicated by the students was to help them to be more efficient in their work.

3. Seventy-four per cent of the group of students fifty years of age and older rated as first, second, or third in importance the reason, "to help me to be more effective in my present job or field of work" as compared to 33 per cent of the group under 35 years of age and 49 per cent of the group 35 to 49 years of age.

4. Thirty-four per cent of the students in the non-teaching group rated as first, second, or third in importance the reason "to obtain an undergraduate degree," as compared to 20.5 per cent of the students in the teaching group. In contrast 39 per cent of the students in the teaching group rated as first, second, or third in importance the reason "to obtain a master's degree" as compared to 19 per cent of the students in the non-teaching group.

5. Sixty per cent of the students in the teaching group and 17 per cent of the non-teaching group rated as first, second, or third in importance the reason "to help me to be more effective in my present job or field of work."

6. Twenty-three per cent of the students in the non-teaching group and only 2 per cent of the teaching group rated as first, second, or third in importance the reason "to prepare for a different job."

CHAPTER V

DIFFICULTIES, FINANCIAL AID, AND SERVICES AS REPORTED BY THE STUDENTS

This chapter is a report of data provided by the extension students which includes the difficulties which the students indicated they encountered in taking extension work; the number of students receiving financial aid and the type of aid received; the methods by which the students learned about the course program; and the services provided the students by the Michigan State University Continuing Education Regional Center in Traverse City.

Difficulties Encountered

The difficulties which the students reported they encountered in taking the extension credit classes are listed in Table VII. The difficulty most frequently mentioned by the students was that of "finding the time" to take the courses. This was reported by seventy-three students or 56 per cent of the students. Other difficulties mentioned frequently were "selection of courses offered," mentioned by forty-nine students; "financial," mentioned by thirty-six students; and "distance to classes," mentioned by twenty-six students. Eight students mentioned the difficulty of meeting the resident requirements, and seven students indicated difficulties pertaining to the evaluation of their credits.

Twenty-one students did not report difficulties in taking extension

courses. This represents 16 per cent of the students responding to the questionnaire.

Table VII--Difficulties Encountered in Taking Extension Courses As Reported by 109 Students.

Difficulty	No. of Students Reporting Difficulty
Finding the time.	73
Selection of courses offered.	49
Financial.	36
Distance to classes.	26
Meeting resident requirements.	8
Pertaining to credit evaluation.	7
Other.	9

The difficulty listed in Table VII as "selection of courses offered," was expressed in various terms by the students. Included were such comments as "the selection of courses has not been sufficiently diversified," "getting basics by extension," "waiting for courses that I really wanted to take," "I need more subject matter courses rather than education courses," and "getting courses that fit my particular program." Included in the difficulty listed as "finding the time" were those pertaining to family responsibilities, and committments of various types both in connection with place of employment and in the community.

Financial Aid

The extension students were asked questions concerning financial aid in taking the courses. Table VIII shows the summary of these questions as reported on the questionnaire by the students.

Table VIII--Number of Students Receiving Financial Aid and the Source As Reported by the 130 Extension Credit Students.

	Number of Students Reporting
Did not receive financial aid.	110
Did receive financial aid.	20
Source of aid:	
Board of Education.	10
Veterans Administration.	7
Students Teaching Program.	2
Employer (in Business field).	1

One hundred and ten or 85 per cent of the students reported receiving no financial aid in taking the extension credit courses. Of those who did receive aid 50 per cent reported the board of education as the source. However, it should be explained that of the ten students reporting receiving aid from the board of education as the source, eight were from one school system. In this situation, a particular course was offered in the school at the request of the administration. The source listed in the table as "student teaching program" refers to the Traverse City Public Schools which cooperates with Michigan State University in conducting the student teaching

program. The school receives money from the University, which is primarily used for in-service training programs.

The financial aid provided the students was used for either all or part of the course tuition, and in some cases, where aid was provided by the veterans administration, also for textbooks.

Methods by Which Students Learned of the Extension Courses

Table IX shows the methods by which the students learned of the extension credit courses offered in the area of northwestern Michigan.

Table IX--Methods by Which the 130 Extension Credit Students Learned of the Off-campus Course Offerings

Method	Number of Students Reporting
Mailed announcement.	72
Newspaper article.	28
Michigan State University faculty member.	19
Friend.	15
Newspaper advertisement.	11
Notice at work.	10
Employer.	10
Poster on bulletin board.	8
Radio or television.	3
Other.	8

The method most often reported by the students in learning of the extension courses was the mailed announcement. This announcement was a printed brochure listing all of the off-campus courses scheduled for the entire state of Michigan. This source was reported by seventy-two, or 55 per cent of the students who were enrolled in the extension courses. The next method most frequently indicated was newspaper articles mentioned by twenty-eight students. Nineteen students indicated that they learned of the courses from a member of the Michigan State University faculty. These persons from the faculty were not identified.

Other methods mentioned by which the students learned of the extension courses were: a friend, newspaper advertisement, notice at work, employer, poster on bulletin board, and radio or television.

Services Provided by the Regional Center

Several questions were asked of the students in an attempt to secure a list of the services provided them by the Michigan State University Continuing Education Regional Center located in Traverse City. The questions asked were:

1. Have you at any time visited at the Michigan State University Continuing Education Regional Center in Traverse City to receive assistance with your program?

2. If yes, what was the nature of this assistance?

3. If no, have you visited with the Director of the Center out-

side the office in Traverse City?

Forty-two students reported that they had visited the Regional Center, and eleven students reported visiting with the Director outside the Traverse City office. These fifty-three students were 41 per cent of the total group who responded to the questionnaire.

The students reported that the assistance provided at the Regional Center was in planning their programs and in providing general information. These were reported by twenty-four and nineteen students, respectively.

Summary

The data reported included difficulties encountered by the students in taking extension courses; financial aid provided the students, methods by which the students learned of the courses; and the services provided by the Michigan State University Continuing Education Regional Center in Traverse City.

On the basis of the information reported by the students, the following general observations are made:

1. The difficulty mentioned most frequently by the students in taking extension courses was "finding the time." This was reported by 56 per cent of the students. This difficulty was followed, in number of times mentioned by the students, by "selection of courses offered," "financial," and "distance to classes."

2. Eighty-five per cent of the students reported receiving

no financial aid in taking extension credit courses.

3. The method reported most frequently by the students as to how they learned about the courses, was the mailed announcement. This listed the courses to be offered and the description, time, date, and location for each course. This was reported by fifty-five per cent of the students. Newspaper articles was the next most frequently mentioned method, reported by 22 per cent of the students.

4. Forty-one per cent of the students reported either having visited the Michigan State University Continuing Education Regional Center in Traverse City or with the Regional Director outside the office for assistance. The type of assistance reported was in program planning and in securing general information.

CHAPTER VI

GENERAL CHARACTERISTICS OF THE STUDENTS

In order to more adequately plan an improved program for the extension students in northwestern Michigan, it was considered necessary to have information concerning the general characteristics of the students. This information is of two types.

The first set of data pertains to the sex, age, family status, occupation, and status as a student, as reported by the one hundred and thirty persons who responded to the questionnaire. The other data provided information as reported by those persons who had been admitted to a degree program with Michigan State University. Information reported by this group included curriculum, reasons for matriculating with the University, relationships with advisors, progress towards degrees, and an evaluation of the services provided by the Regional Center at Traverse City.

Sex and Age

Table X reports the distribution of the 130 students according to sex. The students consisted of forty-five men and eighty-five women or thirty-five per cent and sixty-five per cent, respectively. Thus there were almost twice as many women taking extension courses as there were men.

Table X--Sex Distribution of the 130 Extension Students

	Number of Students
Men	45
Women	85
Total	130

In Table XI is shown the age distribution of the extension students both in actual numbers and in percentage of the total group.

Table XI--Distribution of the 130 Extension Students According to Certain Age Groupings

Age Group	Number of Students	Per Cent of Total Group
Under 20 years of age.	1	0.8
20-24	22	16.9
25-29	20	15.4
30-34	15	11.5
35-39	15	11.5
40-44	15	11.5
45-49	23	17.7
50-54	10	7.7
55-59	4	3.1
60 years of age and older.	5	3.9

The age group having the largest group of students was the "45-49" years of age followed closely by the "20-24" and "25-29" age groups. Three age groups had the same number of students; these were the "30-34", "35-39", and "40-44". The median age of the 130 students would be in the "35-39" age group.

On a percentage basis 33 per cent of the students were under thirty years of age; 23 per cent in their thirty's; 29 per cent in their forty's; and 15 per cent fifty years of age and over.

The data provided in Table XI are for the total group, men and women combined. Table XII reports the distribution of the 130 students according to the sex and the certain age groups. Seventy-eight per cent of the men were under forty years of age and 22 per cent forty years of age and over. The distribution was different with the women: 47 per cent were under forty years of age and 53 per cent forty years of age and over. The largest groups among the men were "25-29" and "30-34." The median age for the men would be in the "30-34" years of age group, and for the women, the median age would be in the "40-44" years of age group. Thus the women as a group were approximately ten years older than the men.

Table XII--Percentage Distribution of the 130 Extension Students According to Sex and Certain Age Groups.

Age Group	Percentage in the Age Group
Men (No. 45)	
Under 20	2.2
20-24	17.8
25-29	24.5
30-34	22.2
35-39	11.1
40-44	8.9
45-49	6.7
50-54	4.4
55-59	2.2
60 and over.	
Women (No. 85)	
Under 20	
20-24	14.1
25-29	12.9
30-34	5.9
35-39	14.1
40-44	12.9
45-49	21.2
50-54	10.6
55-59	3.6
60 and over.	4.7

Marital and Family Status

A summary of the marital and family status of the extension students is provided in Tables XIII and XIV.

Table XIII--Marital Status of the 130 Extension Students.

Status	Number of Students
Single	21
Married	100
Widow	8
Widower	--
Divorced	1

Table XIV--Number of Children in Immediate Family as Reported by 109 Extension Students.

None	20
One	15
Two	28
Three	27
Four	8
Five	9
Six or more.	2

According to Table XIII one hundred or 77 per cent of the students were married. Of the remaining students 16 per cent were single,

6 per cent widowed, and 1 per cent, or one person, was divorced.

In Table XIV is reported the number of children in the immediate families. The average number of children per family was 2.4.

Present Occupations

The present occupations as reported by the 130 students are listed in Table XV. The occupation indicated by a large majority of the students is the teaching profession. Eighty-three students were in this field. This was nearly two-thirds (64%) of the group of extension students.

Table XV--Present Occupations as Reported by the 130 Extension Students.

Occupation	Number of Students
Teachers	83
Homemaker	14
Business	12
Full-time students	7
Stenographer	4
Salesman	2
Minister	2
Nurse	2
Other	4

Next to teaching the occupations most frequently mentioned by the extension students were that of a homemaker, fourteen students, and the business field, twelve students. These represented eleven per cent and nine per cent, respectively, of the total group of students in the study. Seven students considered themselves full-time students.

The extension students also were asked to indicate whether they were employed full-time or part-time. Tables XVI reports the results.

Table XVI--Number of Students Indicating Full-time and Part-time Employment.

	Number of Students
Employed full-time.	117
Employed part-time.	12

One hundred and seventeen students, or 90 per cent indicated that they were employed full-time, and only 10 per cent indicated part-time employment.

Student Status

The students were asked to check their present status as a student. Table XVII lists the various status groups which the students could check in the questionnaire and the number of students indicating each group.

As shown in Table XVII a large majority of the students,

Table XVII--Student Status as Indicated by the 130 Extension Students.

Student Status	Number of Students Indicating Status
Full-time student taking all or the major part of work through extension.	7
Full-time student taking a minor part of work through extension.	5
Part-time student taking classes only or primarily through extension.	91
Part-time student taking a minor part of classes through extension.	27
Student taking non-credit work only.	--

ninety-one indicated they were a "part-time student taking classes only or primarily through extension." This was 70 per cent of the group. Twenty-seven students, or 21 per cent indicated that they were a part-time student taking a minor part of classes through extension." Although the question was not specifically asked, these students were considered as those who were taking the major part of their studies on the campuses of various institutions. There were twelve students who indicated that they were full-time students, and no students indicated they were "taking non-credit work only."

The students were asked to indicate the institution of higher education with which they were matriculated. Table XVIII shows the answers to this question as provided by the students.

According to Table XVIII forty students indicated they were

Table XVIII--Number of Students Indicating Certain Institutions of Higher Education with Which They Were Matriculated.

Institution	Number of Students
Michigan State University	40
Central Michigan University	21
Northwestern Michigan College	9
Western Michigan University	6
University of Michigan	5
Eastern Michigan College	4
Other Institutions	6
None	14
No response	25

matriculated with Michigan State University, twenty-one with Central Michigan University, and of the remaining thirty students who indicated a school, there were several different institutions designated.

College Education

It was decided that in order to have a better understanding of the extension student which might assist in planning an improved off-campus program, the extent of college education secured by the students should be known. This is shown in Table XIX.

The Table shows that sixty-five students, half of the group, had earned a bachelor's degree, and only five students had earned a master's

Table XIX--Extent of College Education Secured by the 130 Extension Students.

Extent of College Education	Number of Students
Master's degree.	5
Bachelor's degree.	65
At least 75 semester or 112 term credits but less than the amount for a Bachelor's degree.	30
Less than 75 semester or 112 term credits.	30

degree. The remaining students were equally divided between those who had earned at least 75 semester hours but not a bachelor's degree, and those who had earned less than 75 semester hours. There were thirty students in each of these groups.

In order to determine the amount of credits earned by the students through extension courses the question was asked of the students. Table XX gives the results as secured from the students.

For twenty-five or 19 per cent of the students, this was, according to them, their first experience with extension credit courses. Of those who had taken extension courses prior to the term (fall, 1959), ten students had taken the equivalent of at least a year of college work by extension (at least 31 semester hours). Seventy-five students had taken between one and fifteen semester hours through extension, and fifteen had taken the equivalent of at least a half year's college work through off-campus courses (16 to 30 semester hours).

Table XX--Amount of Credits Earned Through Extension by the Students.

Credits	Number of Students
More than 45 semester, or 68 term credits.	5
31-45 semester, or 46-68 term credits.	5
16-30 semester, or 24-45 term credits.	15
7-15 semester, or 10-23 term credits.	40
1-6 semester, or 1-9 term credits.	35
None prior to present term.	25
No response.	5

A further question asked of the students to secure additional information concerning their enrollment in college courses was: "Did you take courses by extension or elsewhere last term?". Since the questionnaires were filled out by the students during the fall term, 1959, the "last term" in the above question would refer to the summer term, 1959. If the student gave a "no" answer, he was then asked how long had it been since his last formal classroom experience? Table XXI summarizes this information provided by the students.

Of the 119 students responding to the question, sixty-nine or fifty-eight per cent of the students indicated they had taken course work the previous term. Thirty-eight students, (32%), reported having taken courses within the last two years and twelve students, (10%), reported they had not taken courses since from three to over fifteen years ago.

Table XXI--Length of Time Elapsed Since Taking Previous Course as Reported by the Students.

	Number of Students
Last term (Summer, 1959)	69
Within last year.	20
1-2 years ago.	18
3-4 years ago.	3
5-6 years ago.	2
7-10 years ago.	1
11-15 years ago.	5
More than 15 years ago.	1
No response.	11

General Characteristics of Michigan State University Degree Candidates

Since the purpose of this study was to secure and then to use certain information to improve the off-campus program of Michigan State University in northwestern Michigan, it was decided as necessary to obtain data on the students who were currently degree candidates with the University. The data secured included curriculum, reason for matriculating with the University, contacts with advisor, program planning, residence requirements, term hours completed on the program, and an evaluation of the services provided by the Regional Center at Traverse City.

The first question of this part of the questionnaire was a check

question--"Have you been admitted to a degree program with Michigan State University?". Several students answered this negatively, and these data were discarded from this section of the study. Twenty-nine students responded correctly to the question, and the data collected from them were used. This group of students, who were currently degree candidates at Michigan State University, was 22 per cent of the 130 extension students represented in the study.

A. CURRICULUM

Of the twenty-nine extension students who had been admitted to a degree program at Michigan State University, seven were working towards an undergraduate degree, twenty-one on a master's degree, and one on a doctor's degree. The report of the curricula of these students is summarized in Table XXII.

As shown in Table XXII, all but one of the undergraduates were working towards a teacher's certificate; four in elementary education, one in secondary education; and the other students did not specify the major area in education. Likewise, the majority of the students in master's degree programs were in the field of education, with five in school administration. The remaining sixteen students were quite evenly divided into other programs in education and in the social sciences.

Table XXII--Curricula of the 29 Extension Students Who Were Degree Candidates with Michigan State University

Curriculum	Number of Students
Undergraduates (7 students)	
Elementary Education	4
Secondary Education	1
*Education	1
Social Science	1
Master's Degree (21 students)	
School Administration	5
*Education	3
Guidance	2
Teacher Education	2
Elementary Education	2
Home Economics Education	2
Social Science	2
History	1
English	1
Foundations of Education	1
Doctor's Degree (1 student)	
School Administration	1

*Students did not specify an area in Education

B. REASONS FOR MATRICULATING WITH M.S.U.

In Table XXIII are shown the reasons, as reported by the students, as to why they are degree candidates with Michigan State University.

Table XXIII--Reasons for Matriculating with Michigan State University As Reported by the 29 Degree Candidates.

Reason	Number of Students
Has desired course of study.	7
Convenience of extension classes.	7
Amount of extension courses allowed on program.	6
Recommended by friend or relative.	6
Other.	1

Of the reasons reported by the students, as listed in Table XXIV, four were frequently mentioned. Two of the reasons were directly related to extension work; "convenience of extension classes" was given as a reason by seven students, and "amount of extension courses allowed on program" was given by six students. Michigan State University's resident credit policy requires that a minimum of forty credits be taken on the campus for an undergraduate degree and a minimum of thirteen credits on a master's degree.[1] This means that on a master's degree, thirty-two of the usual requirement of forty-five term hours may be taken off-campus or on extension.

The other two reasons mentioned frequently by the students were "has desired course of study" and "recommended by a friend or relative." These were reported by seven and six students, respectively.

C. CONTACTS WITH ACADEMIC ADVISOR

The 29 extension students who were degree candidates with Michigan State University were asked four questions concerning contacts with their academic advisor. These questions were:

1. Have you been assigned an advisor?
2. Have you conferred with your advisor in planning your program?
3. Has your advisor approved your program?
4. If you have not conferred with your advisor, why not?

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[1] Michigan State University Catalog. 1958-1959. East Lansing: Michigan State University. Pages 33 and 35.

Table XXIV shows the results of these questions.

Table XXIV--Answers to Selected Questions Relating to Contacts with Academic Advisors Which Were Asked of the 29 Degree Candidates.

Question	No. of Students Responding Yes	No. of Students Responding No
Have you been assigned an advisor?	26	3
Have you conferred with your advisor in planning your program?	16	13
Has your advisor approved your program?	16	13
If you have not conferred with your advisor, why not?		
Distance to East Lansing.	7	
Don't know who advisor is.	2	
No reason given.	4	

All except three students indicated that they had been assigned an academic advisor, and it is possible that these had advisors assigned but that communicative lines "broke down." Sixteen students reported having conferred with their advisors and that the advisors had approved their programs. Thirteen or 45 per cent of the students reported that they had <u>not</u> conferred with their advisors. The reason most frequently reported by these students was that of the "distance to East Lansing" which was given by over half of these students.

D. PROGRESS OF STUDENTS TOWARDS GOALS

The question, "Are you fully aware of the requirements necessary

to obtain your goal?" was asked of the twenty-nine degree candidates. Table XXV gives the results of this question.

Table XXV--Awareness of the Requirements by the 29 Degree Candidates.

	Yes	No
Are you fully aware of the requirements necessary to obtain your goal?	26	3

The majority of the students, 90 per cent, indicated that they were fully aware of the requirements for obtaining their goal.

In order to find out how far along the students were on their degree programs, the question, "How many term hours have you completed?" was asked of them. Table XXVI reports the findings on this question based on the answers provided by the students. The data presented are divided into those seeking an undergraduate degree, master's degree, and doctor's degree.

According to the data provided all but one of the undergraduate students were at least at the junior class level with two of the students at the senior class level. Among the master's degree candidates, eight students were, in terms of credits earned, in the first third of the program, ten were in the middle third of their program, and three were in their last third. This is based on the requirement of forty-five term credits for a master's degree. The one doctoral degree candidate had earned sixty-nine credits above the undergraduate

degree.

Table XXVI--Number of Term Credits Completed by the 29 Degree Candidates.

Number of Term Credits	Number of Students
Students on Undergraduate Program.	
60 term credits or less.	--
61-75	1
76-90	--
91-105	1
106-120	3
120-135	--
136-150	--
More than 150	2
Students on Master's Degree Program.	
1-15 term credits above undergraduate degree.	8
16-30	10
31-45	3
Students on Doctor's Degree Program.	
46-60 term credits above undergraduate degree.	--
61-75	1
More than 75 term credits.	--

The residence policy of Michigan State University, as previously mentioned on page 73, states that a minimum of forty term hours must be taken on the campus for an undergraduate degree, and a minimum of thirteen credits for a master's degree. The minimum residence time for a doctor's degree is "one academic year or three quarters of twelve weeks each, one quarter of which must be taken during the regular university year."[2]

[2] Bulletin on Graduate Study, 1958. East Lansing: Michigan State University. Page 281.

The twenty-nine extension students were asked if they had fulfilled the residence requirements for their degrees. Table XXVII reports the findings.

Table XXVII--Number of the 29 Extension Degree Candidates Who Have Fulfilled the Residence Requirements.

	Yes	No
Have you filled the residence requirements of your program?	8	21

The largest percentage, 72 per cent, had not fulfilled the residence requirements for their degrees. Eight of the students had fulfilled the residence requirements for their degree by taking work on the campus of the University in East Lansing.

E. SERVICES PROVIDED BY THE MICHIGAN STATE UNIVERSITY REGIONAL CENTER IN TRAVERSE CITY

The last two questions asked of the twenty-nine extension students who were degree candidates with the University pertained to the services provided by the University's Continuing Education Regional Center at Traverse City. The questions asked of the students were as follows:

1. Indicate which services have been provided you by the Regional Center in Traverse City.

2. Evaluate the services provided you by the Regional Center.

The students were also provided with an opportunity to make suggestions for the improvement of the services of the Regional Center.

Tables XXVIII and XXIX report the answers to the above questions.

Table XXVIII--Services Provided by the Traverse City Regional Center As Reported by the 29 Degree Candidates.

Services	Number of Students Reporting
Publicity on extension courses.	21
Information about Michigan State University.	14
General counseling.	12
Assistance in program planning.	9
None.	6

All of the students except six reported that services had been provided them by the Regional Center in Traverse City. Upon checking the location of the six students, it was discovered that all of them lived in communities other than Traverse City.

The service most frequently mentioned was "publicity on extension courses." This was reported by 72 per cent of the students. Next in terms of frequency mentioned were "information about Michigan State University," "general counseling," and "assistance in program planning."

According to Table XXIX the students indicated that the services provided them by the University's Regional Center in Traverse City

Table XXIX--Evaluation of Services Provided Them by the Traverse City Regional Center as Reported by the 29 Degree Candidates.

	Number of Students Reporting
Services provided were:	
Very adequate.	15
Fairly adequate.	5
Inadequate.	--
Not in position to evaluate.	1
No comment.	8

were in fifteen cases very adequate, and in five cases fairly adequate. No students reported the services as being inadequate. One student felt he was not in the position to evaluate the services, and eight had "no comment." Of the latter, six had reported, as shown in Table XXVIII, that they had not been provided services by the Regional Center.

Only two students made suggestions to improve the services of the Regional Center. One suggestion was to have the courses in Traverse City approved for residence credit, and the other was to make available an academic advisor in Traverse City.

Summary

The data reported included the general characteristics of the students taking extension courses from Michigan State University during the fall term of 1959. The information was divided into two parts.

The first part was the data pertaining to the sex, age, family

status, occupation, and status as a student of the total group of extension students, 130 in number. The other part was certain data pertaining to only those students who were the degree candidates with Michigan State University. This group consisted of twenty-nine students from the above total group. The data on the degree candidates included curriculum, reasons for matriculating with the University, relationships with advisors, progress towards degrees, and an evaluation of the services provided by the Regional Center at Traverse City.

On the basis of the data reported by the Students, the following general observations can be made.

1. There were almost twice as many women as men taking the extension courses. The students consisted of forty-five men and eighty-five women. Percentage wise, the men made up thirty-five per cent of the total group of 130 students, and the women sixty-five per cent.

2. The women as a group were approximately ten years older than the men. The median age for the forty-five men was between thirty and thirty-four years of age and for the eighty-five women, between forty and forty-four years of age. The median age for the entire group of 130 students was between thirty-five and thirty-nine years of age.

3. Seventy-seven per cent of the students were married, 16 per cent were single, 6 per cent were widowed, and 1 per cent, or one person, was divorced.

4. The average number of children in the families of the extension students was 2.4.

5. Eighty-three or sixty-four per cent of the students were teachers. This is nearly two-thirds of the group of 130 students. Eleven per cent reported their occupation as homemaker, and 9 per cent in the business field. The remaining 16 per cent reported occupations including full-time students, stenographers, salesmen, ministers, and nurses.

6. The majority of the extension students, or 90 per cent, indicated they were employed full-time, and only ten per cent indicated part-time employment. The total number of students was 117.

7. The majority were part-time students. Ninety-one indicated their student status as "part-time student taking classes only or primarily through extension." Twenty-seven students indicated their status as "part-time student taking a minor part of classes through extension." Only twelve students indicated they were full-time students.

8. Of the students responding to the question, 61 or 58 per cent indicated that they had been matriculated with either Michigan State University or Central Michigan University. Of this number forty students were with Michigan State University and twenty-one with Central Michigan University. The remaining 42 per cent were divided among various other institutions, mostly in Michigan.

9. The majority of the extension students were either at the undergraduate or master's level. Sixty-five had earned a bachelor's degree, and sixty students had credits less than that required for an undergraduate degree. Only five students had earned a master's degree.

10. There were a number of "new" extension students. Twenty-five students, 19 per cent, reported that the fall term, 1959, was the first time they had taken an extension credit course.

11. The majority of the 130 students had taken courses, either extension or on-campus, within the last year. The number was eighty-nine.

12. Of the twenty-nine extension students who had been admitted to a degree program at Michigan State University, seven were working on undergraduate degrees, twenty-one on master's degrees, and one on a doctor's degree. Twenty-four of the students were working on programs in the education field.

13. The course of study and recommendation by friends were two important factors for selecting the University by the twenty-nine degree candidates. These were mentioned by thirteen students. But also important was the convenience of the extension courses and the amount of credits by extension work allowed which were also indicated by thirteen students.

14. Slightly over half of the twenty-nine degree candidates, 55 per cent, had contacted their academic advisors and did have approved programs. However, thirteen or forty-five per cent had not conferred with their advisor and did not have programs approved. Distance was the major reason given by these thirteen students for not having contacted their advisor.

15. The large majority of the twenty-nine degree candidates,

twenty-six, reported that they were aware of the requirements in securing their degree.

16. The majority of the twenty-nine candidates, twenty-one, had not fulfilled the residence requirements.

17. The services of the Regional Center most frequently used, as reported by the twenty-nine degree candidates, was publicity on extension courses. This was followed in frequency by "securing information about Michigan State University" and "general counseling."

18. The twenty-nine degree candidates evaluated the services of the Regional Center as "very adequate" and "fairly adequate."

CHAPTER VII

RECOMMENDATIONS, SUMMARY, AND CONCLUSIONS

Introduction

The problem to be answered by this study was: How can the knowledge and understanding of the characteristics and goals of people enrolled in university extension credit courses in northwestern Michigan be used to improve the off-campus programs of Michigan State University in that area of the state? Part I of the Chapter will demonstrate how this can be done. Specific recommendations, based on the literature and on the data collected from the 130 extension credit students, will be made for improving the off-campus credit program. Part II is the summary of the study and Part III is the conclusion.

Part I--Recommendations for Improving the Michigan State University Off-campus Credit Program in Northwestern Michigan

A. RECOMMENDATIONS BASED ON THE LITERATURE

1. As was pointed out previously in the review of literature,[1] every effort should be made to improve and expand the extension program. It was stated by several authors that a state-supported institution has the obligation and responsibility to provide educational opportunities for all persons regardless of age, status, or residence. Researchers have found that when program-planners are aware of the

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[1]See Chapter II, "Review of Literature."

needs, goals, and characteristics of people, they are able to provide a better program for them. Therefore, it is recommended that continuous research be done to keep abreast of the needs of the people in northwestern Michigan.

2. The review of literature suggested that persons continue to be interested in keeping "up with the times." They are concerned, among other things, with vocational advancement and security, increased earnings, improved prestige, and professional improvement. As society becomes more complex and the world "gets smaller," the demand for adult education increases. It is recommended that a sound off-campus credit program be planned and conducted, and revised as necessary, for northwestern Michigan based on the needs of the extension students.

B. RECOMMENDATIONS BASED ON THE DATA

It is quite apparent, that the literature does not provide specific information and data for improving the program in northwestern Michigan. But it does indicate that information can be secured which will be helpful, and that this information is to come from the students themselves. The purpose of this section of the study is to make specific recommendations, based on the data collected, for the improvement of the Michigan State University extension credit program in northwestern Michigan. At the same time, this can be a demonstration of how such information can be used in program improvement.

1. A systematic program, primarily for teachers, leading towards the master's degree should continue to be offered by extension. This is based on data which shows that forty-five students rated "to obtain a master's degree" as having "much influence" on them. This was 35 per cent of the total group. Sixty-four per cent of the total group were teachers.

A program leading towards a master's degree in education has been offered in northwestern Michigan for several years with the result that most teachers have been choosing the education field for their major work. Of the twenty-one students on a master's degree program with Michigan State University, four were working in areas other than education. To stimulate further interest in these fields, it is recommended that a planned program be offered in such areas as the social sciences and English. A few courses might also be offered in the physical sciences, but, as a rule, they do not lend themselves to extension teaching due to lack of laboratory facilities. It would be useful to make a survey of the teachers in the region to help determine the curriculum areas. Certainly, the master's degree program for teachers should continue to have high priority.

2. There should be a greater stress on providing courses leading towards an undergraduate degree than there has been in the past. Forty-three students rated "to obtain an undergraduate degree" as having "much influence" on them. This is one-third of the total group.

A greater percentage of persons in occupations other than teaching are concerned with securing undergraduate degrees than are the teachers. Likewise, this former group is much concerned with securing teaching certificates. These percentages are shown for each group in Table XXX.

Table XXX--Importance of Reasons Related to Teaching to Persons in the Teaching Profession and Persons in other Occupations for Taking Extension Courses.

Reason	Per cent of Group Indicating Reasons as Most Important, Second in Importance or Third in Importance	
	Teachers-No. 83	Non-Teachers-No. 47
To obtain an undergraduate degree.	20.5	34.0
To obtain a teacher's certificate.	25.3	40.5

Several conclusions might be made at this point. One is that approximately a third of the persons in occupations other than teaching who were taking courses, were interested in securing undergraduate degrees, and more than a third planned to obtain teaching certificates. Here is one source, though small in number, which can help provide additional teachers which are urgently needed in the future. This group, along with the teachers who are not fully certified and still need to obtain their undergraduate degrees, make a group of substantial number who need courses which will lead towards a bachelor's degree. More and more of these students are looking towards Michigan State Univer-

sity, and therefore, an expanded program of undergraduate courses for teacher preparation is recommended for the northwestern Michigan region. These courses should be the basic professional education courses and courses for required majors and minors.

3. Greater efforts should be made to convince administrators that they should encourage their staffs to take courses and to consider providing financial aid to them. The data showed that sixty-eight out of 130 students were not influenced by their employers to take courses and that 110 students received no financial aid. This evidently means that the majority of administrators in the region do not encourage or aid their staff members to take courses. It would seem, therefore, that increased contacts with the school superintendents and principals, as well as administrators in other fields, would be advisable to assist them in developing an in-service training program for their teachers and staffs. Information as to what schools and other organizations are doing in the way of providing financial aid to their staffs for additional schooling would be helpful in talking with the administrators.

4. Since over half of the 130 students expressed that "to aid me in becoming more effective as a homemaker and/or parent" influenced them to some degree in taking extension work, it seems advisable to expand the amount of course offerings in this area of study. Another technique would be to offer non-credit work and to adapt the program so that some more of the parents become interested.

5. Continued efforts should be made to determine the specific courses needed by the extension students. However, the students have had opportunities to indicate these at various times. The problem seems to be that they do not know themselves. Some of the students are not on definite programs and others just do not seem to know. Therefore, a concentrated and systematic effort should be made to have more students with planned and approved programs so they can indicate which courses they would like to see offered.

Another part of the problem is that a substantial number of students taking Michigan State University extension courses are either degree candidates with other institutions, or are not matriculated with any institution. Efforts should be made to have more students apply for admission to a degree program with the institution of their choice.

6. The use of mailed announcements should be continued and every effort should be made to be sure an adequate coverage is made. An expanded mailing list should be developed. This is based on the data which showed that the mailed announcement was the method through which seventy-two students learned of the courses.

7. Based on the data reported, the newspaper articles and advertisements concerning the courses should be increased. Since the tuition from one additional student usually pays for an advertisement, and the data shows this increase can be expected, more advertisements should be used. The articles should be sent to more of the weekly papers.

8. More research should be done to determine why the men as they grow older apparently take fewer extension credit courses. The data showed that of the men taking courses only 22 per cent were 40 years of age and older. Among the women 53 per cent were 40 years of age and older. It appears that this cannot be satisfactorily explained by comparing the age distribution of women and men in the labor force. According to data reported by the United States Department of Commerce, 33.75 per cent of the women in the nation's labor force in 1958 were in the "44-64" age group and 32.12 per cent of the men were in this age group.[2]

What is the explanation? Is it because as men get older they are involved with more duties and find less time for courses? Is it because they move away from the region or leave their field of work? Or is it because they do not feel a need for the type of education provided through the courses? Here is an area that definitely needs some additional information.

9. The program is probably too "teacher oriented," as two-thirds of the students were teachers and many others were preparing to teach. Therefore, it is recommended that more emphasis in program-planning be placed on serving the group in the fields other than teaching.

This can be done through a major effort to visit with persons representing these groups and discussing with them possible educational

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[2]United States Department of Commerce. Statistical Abstract of the United States. 1959. Washington: Bureau of the Census. Page 205.

services which could be provided by the University. It may well be that most of the program would be of a non-credit nature rather than of a credit nature. But a systematic research on needs in the fields other than education is needed to make the extension program one that serves "all the people."

10. Only eight degree candidates had fulfilled their residence requirements. It is assumed that distance and cost are the major factors involved in meeting this requirement. The subject of approving the Regional Center at Traverse City for providing residence credit work should be opened for further discussion with University officials. This should be done especially in the education field where a basic library has already been developed at the Regional Center. By improving this library, and the assigning of an education specialist in Traverse City, the quality of programs should be equal to that of on the campus. The possibilities for residence credit work in the Social Sciences and English areas should also be explored. In this manner more students would be encouraged to take advanced work, and the overall quality of instruction in the public schools of the area should be greatly improved.

11. It was shown in the data reported by the 130 extension students, that the Regional Center in Traverse City is providing a service to the off-campus students. Forty-one per cent of the students reported that they had visited the Regional Center in Traverse City or with the Director outside the Center. Of the twenty-nine degree candi-

dates 79 per cent indicated they had been provided services by the Center.

The services reported by the students were the following:

a. Publicity on the courses.

b. General information.

c. General counseling.

d. Assistance in program-planning.

In order to improve the services provided, the following specific recommendations relating to the Center are made:

a. The administration of Michigan State University should officially consider the Continuing Education Regional Center in Traverse City (as well as all of the Regional Centers in Michigan) as an office representing not only continuing education but all aspects of the University, except those areas represented by the Cooperative Extension Service offices. This would include the various Colleges, the Labor and Industrial Relations Center, the Highway Traffic Safety Center, Office of Community College Cooperation, International Programs, University Services, and the various administrative units including Admissions, Scholarships, Registrar, and Broadcasting Services. In this manner, the Regional Center can truly be a University Regional Center. The people of the area could look to the Center for all affairs pertaining to the University, and in turn the Center could bring about a more orderly and effective program of educational services to the area. This would in no way change the instructional and research responsibilities of the separate University colleges and units.

b. A plan should be developed that would provide the Regional Center with more information than is now received. The information would include details in curricula which are not included in the University catalogues (much of this is in mimeograph form) full details on admissions policies, information on scholarships, housing, etc. The Center is often handicapped in counseling and program-planning with students by not having this information available. This study indicates that the extension students look to the Center for this information. Though not included in the study, other persons including high school students also seek information of various kinds from the Regional Center.

c. In order to more adequately serve the education students in the region, as well as provide assistance in areas such as consultative services, it is recommended that the position of an Education specialist assigned to the Traverse City Regional Center be filled as soon as possible. This person would be a faculty member of the College of Education and his assignment would include the teaching of extension courses in Education.

d. Since one of the major areas of expansion in the future will be in areas other than education, and most likely in the area of business and community development, it is recommended that a community development specialist, with sufficient background to teach some business and economic extension courses, be hired and assigned to the Center. This person would be a faculty member of the College of Business

and Public Service.

Part II--Summary

A. BACKGROUND AND NEED FOR THE STUDY

In seeking a solution to the problem, the first step was to analyze the background and need for the study. University extension has become an integral and accepted part of the total program of a university. Morton concluded from his study of institutions holding memberships in the National University Extension Association that the two major functions of university extension are to expand the services of the university so that its facilities and faculties are available to all the people of the state, and to assist each individual to develop according to his abilities.[3]

Michigan State University is a land grant institution dedicated to serving all of the people of Michigan. Since its founding in 1855 the University has had this as one of its foremost objectives. In order to adequately serve the needs of the people in a given region, such as the northwestern section of the state, it is important and vital that the goals, needs, and characteristics of the people in that area are known by the program-planners. It was decided as necessary to limit the study to data reported by the students taking Michigan State University extension courses in the above region which is served by the Regional Center in Traverse City.

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[3]See Chapter I, The Nature of the Problem, page 4.

B. REVIEW OF THE LITERATURE

The literature reviewed in Chapter II was of assistance in planning the study. The review provided an excellent background on the philosophy and history of adult and extension education. It presented the philosophy that university extension is an important part, and rightly so, of a university's educational program.

Most importantly, the literature showed that the problem of this study is timely and important. Several authors stressed the importance of knowing the people who are served by a given program, and cited the need for further research in this subject.

C. COLLECTING AND REPORTING THE DATA

On the basis of references on research methodology,[4] it was decided that the best technique to secure the data from the extension credit students, was the group-administered questionnaire. The questionnaire was constructed with the guidance of these references, and with the assistance of several persons in the field. The questionnaire was pre-tested with two extension classes during the summer of 1959.

Following minor revisions, the questionnaire was administered to the students taking the extension credit courses conducted in northwestern Michigan during the fall term, 1959.

The data supplied by the 130 students were reported by dividing it into three areas. These were:

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[4]See Chapter 3, Planning and Conducting the Study, page 30.

1. Reasons reported why people take extension credit courses.

2. Difficulties, financial aid, and services as reported by the students.

3. General characteristics of the students.

Part III--Conclusions

Seven hypotheses provided the basis for the study. Following are the hypotheses together with the conclusions based on the data reported in the study.

Hypothesis I--That there are more students who give as their most important reasons for taking extension credit courses, those reasons which will directly improve their job status and/or security.

It was decided to accept this hypothesis if more students indicated as their most important reasons for taking the courses such reasons as obtaining an undergraduate or master's degree; obtaining a teacher's certificate; or keeping a teacher certificate valid rather than such reasons as helping to be more effective in present job or field; becoming more familiar with the broader aspect of man's knowledge; receiving mental stimulation; or increasing an understanding of life and living in today's world.

This hypothesis proved to be correct. Thirty-five of the 130 students indicated that to obtain either an undergraduate or master's degree was the most important reason, and thirty-nine students indicated that to earn or keep a teaching certificate

valid was most important. Of the other type reasons mentioned in the hypothesis, the reason most frequently mentioned by the students as being most important was "to help me to be more effective in my present job or field of work." This was reported by twenty-two students.

Hypothesis II--That the major difficulties encountered by extension students are those pertaining to finding the time to take courses and to financing the courses.

It was decided to accept this hypothesis if these two difficulties were indicated more often than were other difficulties.

This hypothesis proved to be partially correct. "Finding the time" was reported most frequently by the students, by seventy-three, as a difficulty encountered. But "financial" was given as a difficulty by only thirty-six students as compared to "selection of course offerings" reported by forty-nine students.

Hypothesis III--That the most frequent method of learning about extension course offerings among the extension students is through the mailed announcements.

It was decided to accept this hypothesis if this method was most often indicated.

As the method of learning of the extension course by mailed announcements was most frequently reported, by seventy-two students, this hypothesis was proven to be correct.

Hypothesis IV--That there are services offered by the Michigan State University Continuing Education Regional Center which are used

by the extension students.

It was decided to accept this hypothesis if the students indicated having received assistance from the Regional Center.

Fifty-three students reported having visited either the Regional Center or with the Regional Director outside the Center, and forty-two students reported having secured general information or assistance in program-planning. Of the twenty-nine degree candidates, all except six reported that services had been provided them by the Center. Therefore, the hypothesis was proven to be correct.

Hypothesis V--That there is not a typical extension student for whom an extension credit program can be planned.

It was decided to accept this hypothesis if the summary of the data showed that there were certain common needs and characteristics among extension credit students regardless of age, education, or whether they were in teaching or in non-teaching occupations.

The data did indicate that there were some degrees of differences according to the age, education, and occupation in the rating according to importance of the reasons why the students took extension courses.[5] However, these differences may not be to the degree where it could be said that the hypothesis is proved to be incorrect. Rather the hypothesis might be said to be basically correct as the students, regardless of age, education, or occupation did have the same goals in

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[5]See Chapter IV, Reasons Reported Why People Take Extension Credit Courses, pages 43 to 50.

the broad sense. Each group indicated as important to secure a degree, either undergraduate or master's. This was also true for "to obtain a teacher's certificate" or "to help keep my teacher's certificate valid," and for such reasons as "to help me to be more effective in my present job or field of work." Though there was some variation in the ratings by the various groups, it would take a statistical research study to prove there was a significant difference. Therefore, it was decided to accept the hypothesis until further research proves otherwise.

Hypothesis VI--That there are many students matriculated with Michigan State University who have not conferred with their advisor and who do not have an approved program.

It was decided to accept this hypothesis if at least 25 per cent of the students indicated that they had not conferred with their advisor nor had an approved program.

Thirteen students or 45 per cent of the group of degree candidates reported they had not conferred with their advisor nor did they have approved programs. Thus, the hypothesis was correct.

Hypothesis VII--That on the basis of the data collected, conclusions and recommendations can be made that should improve the program of the University in the northwestern area of Michigan.

It was decided to accept this hypothesis if it seemed apparent that certain conclusions and recommendations can be made on the basis of the study for the program in the area.

This hypothesis was accepted because it was possible to make

recommendations to improve the program in the area based on the data as reported by the 130 extension students.[6] These recommendations can be summarized as follows:

1. Continuation and expansion of the present master's degree program for teachers.

2. An expansion of the undergraduate program designed for the preparation of teachers.

3. Visit with the administrators to encourage them to assist their staffs to take additional education through extension courses.

4. Expand the program to aid persons to be more effective as homemakers and parents.

5. Continue efforts to determine the specific course needs of the extension students.

6. Increase the distribution of mailed announcements of extension course offerings.

7. Increase the amount of newspaper articles and advertisements concerning the extension course offerings.

8. More research to determine why men forty years of age and older apparently take courses less often than do the younger men.

9. Expansion of the program to provide better educational services for persons in fields other than teaching.

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[6]See Chapter VII, Recommendations, Summary, and Conclusions, Part I.

10. Further consideration on approving credit courses offered in Traverse City for residence credit.

11. Expansion of the Regional Center to represent the total University program, outside the areas represented by the Cooperative Extension Service, which would result in a more orderly and effective program.

The study has shown that a knowledge and understanding of the characteristics and goals of people enrolled in university extension credit courses in northwestern Michigan can be used to improve the off-campus program of Michigan State University in that area. The data collected did provide a basis for making certain recommendations for program improvement.

The study has also provided an example of how programs in other areas of the state and nation can be improved by the collection of similar data. It is recommended that this be done by the various universities and their extension centers.

The data collected were not all-inclusive and certain other data should be gathered, particularly concerning university extension activities such as conferences, radio and television, community services, visual-aids and non-credit courses. Just as the data of this study could help improve the extension credit program, so could data pertaining to other areas of university extension improve those programs. Program-planning must be based on data pertaining to the needs, goals, and characteristics of the people the program is intended to serve.

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APPENDICES

APPENDIX A

Continuing Education Regional Center
MICHIGAN STATE UNIVERSITY
Traverse City, Michigan

September, 1959

OFF-CAMPUS STUDENT QUESTIONNAIRE

Michigan State University is constantly working to provide a program which meets your needs and requirements. It is important that we have adequate information to accomplish the goals necessary to accommodate your interests.

The purpose of this questionnaire is to secure further information about you and learn of your needs, as well as to receive your suggestions for the improvement of the total extension program. All information will be kept in confidence and will be used only in summary form. Your cooperation is truly appreciated. Thank you.

PART I. All students please fill out this section. (fill out in order and as completely as possible.)

1. A. People take extension courses for many reasons. Since these reasons are often very special to each individual, will you write, in your own words, why you are taking extension courses ----- what you hope to get out of your experiences. We know that this question may be difficult, and we will certainly appreciate your giving some thought to it.

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B. In addition to the above, we would appreciate your rating each of the following reasons, in terms of the part it played in your taking extension courses. For each reason, check in the column to the right the degree to which it had influenced you to attend. Please rate every reason.

I AM TAKING EXTENSION COURSES:	INFLUENCE Much	Some	Little	None
1. to obtain an undergraduate degree.				
2. to help me to be more effective in my present job or field of work.				
3. to become more familiar with the broader aspects of man's knowledge.				
4. to increase my knowledge or skill in my hobby or avocation.				
5. because I receive mental stimulation.				
6. to obtain a teachers certificate.				
7. to develop a greater appreciation for the liberal arts and cultural aspects of life.				
8. to prepare for job or career advancement in my present field at my employer's encouragement and/or request.				
9. to increase my understanding of life and living in today's world.				
10. to be with a close friend or relative who is also attending.				
11. to prepare for a different job.				
12. to obtain a master's degree.				
13. because the type of social contacts to which I aspire require more education than I have.				
14. to prepare for job or career advancement, in my present field, on my own initiative.				
15. to find or develop a new interest or avocation.				
16. to obtain a doctor's degree.				
17. in order to maintain my present position.				
18. because it is a worthwhile way to spend my leisure time.				
19. to aid me in more effectively understanding and dealing with people in social situations.				
20. to aid me in becoming more effective as a homemaker and/or parent.				
21. to keep my teaching certificate valid.				
22. for other reasons. (specify)				

B. In addition to the above, we would appreciate your rating each of the following reasons, in terms of the part it played in your taking extension courses. For each reason, check in the column to the right the degree to which it had influenced you to attend. Please rate every reason.

I AM TAKING EXTENSION COURSES:	INFLUENCE			
	Much	Some	Little	None
1. to obtain an undergraduate degree.				
2. to help me to be more effective in my present job or field of work.				
3. to become more familiar with the broader aspects of man's knowledge.				
4. to increase my knowledge or skill in my hobby or avocation.				
5. because I receive mental stimulation.				
6. to obtain a teachers certificate.				
7. to develop a greater appreciation for the liberal arts and cultural aspects of life.				
8. to prepare for job or career advancement in my present field at my employer's encouragement and/or request.				
9. to increase my understanding of life and living in today's world.				
10. to be with a close friend or relative who is also attending.				
11. to prepare for a different job.				
12. to obtain a master's degree.				
13. because the type of social contacts to which I aspire require more education than I have.				
14. to prepare for job or career advancement, in my present field, on my own initiative.				
15. to find or develop a new interest or avocation.				
16. to obtain a doctor's degree.				
17. in order to maintain my present position.				
18. because it is a worthwhile way to spend my leisure time.				
19. to aid me in more effectively understanding and dealing with people in social situations.				
20. to aid me in becoming more effective as a homemaker and/or parent.				
21. to keep my teaching certificate valid.				
22. for other reasons. (specify)				

C. LOOK OVER THE ABOVE STATEMENTS. CHOOSE THE 3 REASONS MOST IMPORTANT TO YOU.

1) Number ____ is the most important reason why I am taking extension classes.
2) Number ____ ranks second.
3) Number ____ ranks third.

2. A. What are some of the major difficulties which you have encountered in carrying out your program or working towards your goal? Please be as specific as possible, and list in order of degree of difficulty starting with the most serious obstacle.

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

5) _____

_____

3. A. Do you currently receive any financial aid towards defraying the costs of taking extension work? _____

B. If yes, please indicate the source of aid. _____

C. What does this aid cover? _____

4. A. Check the manner in which you learned about the course you are enrolled in at present.

1) ____ Mailed announcement
2) ____ Newspaper article
3) ____ Newspaper advertisement
4) ____ Poster on a bulletin board
5) ____ Radio or TV
6) ____ Notice at work
7) ____ Friend
8) ____ Employer
9) ____ MSU Faculty Member
10) ____ Other (indicate)

_____

_____

5. A. Have you at any time visited at the MSU Continuing Education Regional Center in Traverse City to receive assistance with your program? _____

1) If yes, what was the nature of this assistance? _____

_____

2) If no, have you visited with the Director of the Center outside the office in Traverse City? _____

B. Please make any suggestions which will in your opinion improve the MSU off-campus program in this area of the state, and/or the services of the Regional Office in Traverse City. Please be frank and specific. Use other side of this sheet if necessary.

_____

_____

_____

_____

_____

6. A. Your occupation (if homemaker, student, retired or unemployed, so indicate)

_____

B. Your employer (Name of school or firm) _____

_____

C. Length of time in present employment _____

D. Are you employed: 1) ____ full-time 2) ____ part-time

E.

1) Previous employers (list beginning with most recent)	2) Position held	3) Employer's Address	4) Years in Position

7. What type of program did you follow in high school? _____

8. In what area(s) have you majored or specialized beyond high school through formal education? _____

_____

9. A. How many credit hours of COLLEGE work have you completed? _____

B. Are these semester or term hours? _____

C. How many credits have you completed through extension courses? _____

D. Are these semester or term hours? _____

10. A. Did you take one or more courses by extension or elsewhere last term? ____

B. If answer to 10-A is No, how long has it been since your last formal classroom experience? _____

11. List the certificates and/or Degrees which you have earned.

_____

_____

_____

12. A. Check your present status as a student.

1) ____ full-time student taking all or the major part of your work through extension.
2) ____ full-time student taking a minor part of your work through extension.
3) ____ part-time student taking classes only or primarily through extension.
4) ____ part-time student taking a minor part of your classes through extension.
5) ____ student taking non-credit work only.

B. With which institution are you matriculated as a student? (if none, so indicate) _____

13. A. Check the category which indicates your age group.

1) ____ under 20
2) ____ 20 - 24
3) ____ 25 - 29
4) ____ 30 - 34
5) ____ 35 - 39
6) ____ 40 - 44
7) ____ 45 - 49
8) ____ 50 - 54
9) ____ 55 - 59
10) ____ 60 or over

14. Check the statements which indicate your family status.

A. Marital status: 1) ____ single, 2) ____ married, 3) ____ widow or widower, 4) ____ divorced

B. Number of children and their ages. (if none, indicate)

1) number _____, 2) age of each _____

C. Must you pay someone to stay at home with your children while you attend extension classes? _____

IF YOU ARE WORKING ON A DEGREE PROGRAM WITH MICHIGAN STATE UNIVERSITY, PLEASE COMPLETE PART II.

PART II. FOR MSU DEGREE CANDIDATES ONLY.

1. A. Have you been admitted to a degree program with MSU? _____

   B. If yes, in which curriculum are you enrolled? _____

   C. Which of the following caused you to matriculate at MSU?

      1) ____ acquainted with the faculty
      2) ____ recommended by a friend or relative
      3) ____ has the desired course of study
      4) ____ convenience of extension classes
      5) ____ amount of extension credit allowed towards the degree
      6) ____ Other (specify) _____

2. A. Have you been assigned an adviser or enrollment officer? _____

   B. Have you conferred with your adviser in planning your program? _____

   C. Has your adviser approved your program? _____

   D. If your answer to question 2-B is "no", please give the reasons why you have not contacted your adviser.

      _____

      _____

3. A. Are you fully aware of the requirements necessary to obtain your goal? ___

   B. How many term hours have you completed? _____

   C. Have you fulfilled the residence requirements? _____

4. A. Indicate which services have been provided you by the Regional Center in Traverse City.

      1) ____ publicity on courses
      2) ____ information about MSU
      3) ____ assistance in planning program
      4) ____ general counseling
      5) ____ other (specify) _____

   B. Were the services provided you by the Regional Center in Traverse City:

      1) ____ very adequate
      2) ____ fairly adequate
      3) ____ inadequate
      4) ____ not in a position to evaluate

   C. Please feel free to make suggestions for the improvement of the services of the Regional Center in Traverse City and of the University.

      _____

      _____

      _____

THANK YOU FOR YOUR INTEREST AND ASSISTANCE!

APPENDIX B

LIST OF THE EXTENSION CREDIT COURSES OFFERED BY MICHIGAN STATE UNIVERSITY IN NORTHWESTERN MICHIGAN, FALL TERM, 1959.

City in Which Course Was Offered.	Course Number and Name
Boyne City	TE 440--Diagnosis of Reading Difficulties.
Frankfort	AES 424--Problems in Guidance. AES 454--Guidance and Personnel Services.
Maple City	AES 499--Workshop in Outdoor Education.
Petoskey	HMC 431a--Standards of Living and Family Finance.
Scottville	FE 419--Mental Hygiene of School Children.
Traverse City	PLS 360--Formulation of American Foreign Policy. TE 484--Social Goals in Education. HPR 226a--Play Activities and Playground Leadership. TE 444--Special Methods and Materials of Teaching Mathematics. TE 527--Seminars in Education. Eng. 360a--Recent American Literature. Soc. 423--The Family in Contemporary America.