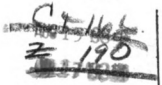



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1978

# DEVELOPMENT OF A MODEL SET OF GOALS AND OBJECTIVES FOR CONTINUING EDUCATION PROFESSIONAL DEVELOPMENT AND RELEVANCE OF THOSE GOALS AND OBJECTIVES AND CONTRIBUTIONS OF DOCTORAL STUDY TOWARD THEIR ATTAINMENT AS ASSESSED BY GRADUATES OF THE DOCTORAL PROGRAM IN CONTINUING EDUCATION AT MICHIGAN STATE UNIVERSITY, 1956-1976

By

Richard Lee Sanderson

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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ABSTRACT

DEVELOPMENT OF A MODEL SET OF GOALS AND OBJECTIVES FOR CONTINUING EDUCATION PROFESSIONAL DEVELOPMENT AND RELEVANCE OF THOSE GOALS AND OBJECTIVES AND CONTRIBUTIONS OF DOCTORAL STUDY TOWARD THEIR ATTAINMENT AS ASSESSED BY GRADUATES OF THE DOCTORAL PROGRAM IN CONTINUING EDUCATION AT MICHIGAN STATE UNIVERSITY, 1956-1976

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Statement of the Problem

Leaders in education, business, government, religion and other institutions throughout the world are giving more attention to the fact that one of the great needs of our time is that of providing opportunities for adults to participate in lifelong learning. Continuing education is necessary if adults are to understand the changing world in which they live and if they are to effectively exercise control over factors and forces which provide structure and meaning for their lives. There has also been a growing recognition of the need for qualified continuing education leaders and therefore, in recent years, a significant expansion and increase in graduate programs in continuing education. The systematic evaluation of these programs to determine their effectiveness in providing professional leadership has, however, been extremely limited.

The general problem of the study was:

1. To draw upon the literature and authorities in continuing education to appropriately develop and validate a comprehensive model

set of goals and objectives for continuing education professional development.

2. To discover if and how graduates' perceptions of (a) relevance of the model set of goals and objectives and (b) extent to which their individual doctoral programs at Michigan State University had contributed toward their achievement of each of these goals and objectives vary with their professional roles and other professional and personal factors.

3. To discover if and how graduates' perceptions of the extent to which selected Michigan State University doctoral program components had contributed toward their professional development vary, and

4. To appraise the doctoral program in continuing (adult) education at Michigan State University on the basis of discovered relationships.

## Design and Methodology

The research methodology had three primary phases. The first phase was the development and validation of an idealized model of goals and objectives for continuing education professional development. This was developed based on an extensive review of the literature, statements of mission, self-assessment instruments, course and seminar syllabi of the Michigan State University doctoral program in continuing education and similar programs, and lists developed by other investigators. The model was submitted for validation to a panel of thirty-eight professionals in continuing education. Changes were made on the basis of the responses of the panel.

The second phase was the collecting of the research data. Survey instruments were sent to the entire population of the 100 doctoral degree recipients who had majored in Continuing or Adult Education at Michigan State University from June of 1956 through December of 1975. Completed instruments were received from each of

the one hundred graduates. Data deemed relevant to the study were also collected from the records of the Graduate Student Affairs Office.

The third phase encompassed the processing, analyzing, and reporting of the data. The responses to the closed-ended questions were coded, transferred to data cards, processed, and presented in tabular and written form. The analysis was descriptive and comparative using, in most cases, frequency distributions and mean scores. The responses to the open-ended questions were grouped into related categories and reported in summary form.

## Conclusions

Conclusions of the study include:

1. The set of eight goals and sixty-seven objectives constitutes a valid model for planning, developing, implementing, and evaluating programs for continuing education professional development.

2. The graduates' perceptions of the relevance to their professional responsibilities of the goals and objectives were high.

3. The graduates' perceptions of the extent of contribution of their doctoral programs toward their achievement of the goals and objectives ranged widely.

4. The relevance mean rating for each of the eight goals and sixty-seven objectives was higher than the corresponding contribution mean rating.

5. The graduates' perceptions of relevance and contribution varied with their professional roles and other professional and personal factors.

6. The graduates' perceptions of the extent of contribution of selected components of their doctoral programs toward their professional development were high.

## DEDICATION

*To my daughter, Katherine Noel, who so enriches my life. To my mother and father who taught me the first and most abiding elements of faith. To my friends who deepen my spirit.*

*Louisville, Kentucky*
*New Year's Day, 1979*

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Appreciation is also given to the 38 members of the validation panel and to the 100 doctoral graduates in continuing education.

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# CHAPTER I

# THE PROBLEM

## Introduction of the Problem

Leaders in education, business, government, religion and other institutions throughout the world are giving more attention to the fact that one of the great needs of our time is that of providing opportunities for adults to participate in lifelong learning. Continuing education is necessary if adults are to understand the changing world in which they live and if they are to effectively exercise control over factors and forces which provide structure and meaning for their lives.

Accelerating social, technological and cultural change is widely recognized. In the last fifty years there has been a greater increase in the rate of travel than in previous history. The rates at which knowledge can be generated, products can be manufactured, and information can be processed have gone through similar accelerating increases. Such changes mean that recent society has had to face greater changes than civilization as a whole has had to face from its inception. And the rate of change continues to accelerate.

The most critical problem of our time is our society's inability to adapt to the increasing rate of change--not to its

content or direction.[1] Society has changed in fundamental ways and produced such crises as the world food crisis, the population crisis, the environmental crisis, and the raw materials crisis to name a few.[2] Crises are generated more rapidly today than at any previous time. They require societal responses that are quicker and surer than were required in the past. But our society does not provide them.[3] Society, because of its structure and functioning, does not yet know how to respond rapidly and effectively to these crises (e.g., attempts at solving any one of these in isolation have generally proven to be temporary and at the expense of others), and it may not learn how to do so in time.

Increases in the rate of change of technology have decreased the effectiveness of experience as a teacher. It is too slow. Trial and error require more time than is currently available between changes that require response. The lag between stimulus and response brought about by reliance on experience permits crises to develop to a point at which we are forced to respond to them with less than desirable relevant knowledge. An increasing portion of societal responses are made out of desperation, not out of deliberation. If a society is to be both technologically advanced and humane, and if freedom is to be preserved and enlarged within

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[1]Russell L. Ackoff, Redesigning the Future (New York: John Wiley & Sons, 1974), p. 5.

[2]Mihajilo Mesarovic and Eduard Pestel, Mankind at the Turning Point (New York: E. P. Dutton & Co., 1974), p. 1.

[3]Russell L. Ackoff, Redesigning the Future, op. cit., p. 4.

it, the full range of knowledge in its various forms--cognition, competence, and volition--must be derived and widely shared. Society is constrained to keep knowledge more accessible to its members over the full length of their lives, relevant to their potential, and directed to the breadth of their relationships.

Society is a large grouping of individuals and profound societal crises are made up of and cause profound individual crises. For example, accelerating change means an increasing level of specialization and performance criteria in most if not all fields of employment and an increasing interrelatedness and interdependency of political, social, economic, and cultural affairs. As a result of the increasing rate of change, as Jensen has stated, unless an adult continually learns new patterns of living and ways of achieving personal identity, he or she will be subjected to obsolescence.[4] Therefore, there is an urgent need to change our society in ways that facilitate the learning and adaptation of its members.

With the growing recognition of the need for continuing education there has been a corresponding recognition of the need for qualified continuing education leadership.[5] Houle developed a

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[4]Gale Jensen, "How Adult Education Borrows and Reformulates Knowledge of Other Disciplines," Adult Education: Outlines of an Emerging Field of University Study, ed. by Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck (Washington, D.C.: Adult Education Association of the U.S.A., 1964), p. 107.

[5]Robert J. Blakely, "Conclusion," Toward the Educative Society, Project Director, Alexander N. Charters (Syracuse, New York: Syracuse University Publications in Continuing Education, January, 1971), p. 86.

typology of leadership for continuing education which takes the form of a pyramid and is divided into three levels.[6] At each level of leadership, different levels of training preparation are required. At the widespread base of the pyramid is the largest group of people; those who serve as volunteers in a variety of organizational settings. The training needs of this group are specific and practical, and usually can be acquired through in-service training programs. The intermediate level of the pyramid is composed of a smaller, but still very large, group of people whose continuing educational service is part of the regular job functions which they perform. The training necessary for this group is acquired through university courses, workshops or in-service training programs. At the apex of the pyramid is the still smaller, but sizable, group of individuals who have made continuing education the focus of their careers. The successful development of the field of continuing education depends primarily upon the leadership provided by the continuing education professional. The present pattern of preparation for full-time professionals in continuing education is one of graduate study.[7]

Continuing education is an emerging discipline which is now being defined and acquiring structure in the graduate schools. As

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[6]C. O. Houle, "The Educators of Adults," Handbook of Adult Education in the United States, ed. by R. M. Smith, G. F. Aker, and J. R. Kidd (Chicago, Illinois: Adult Education Association of the U.S.A., 1970), pp. 119-120.

[7]Roger DeCrow and Nehume Loague, eds., Adult Education Dissertation Abstracts: 1963-1967 (Washington, D.C.: Adult Education Association of the U.S.A., 1970), p. 11.

a relatively new field of graduate study, there has been considerable interest in the development of a body of knowledge to comprise the basis of graduate study in continuing education. White's study of the professionalization process in continuing education, as revealed through a content analysis of dissertations in continuing education during the period 1953-1969, indicated a growing emphasis upon professional preparation in the field of continuing education.[8] There has been a significant interest, for example, in the development of comprehensive learning objectives for continuing education graduate programs.[9]

One area in which there has been little research, however, is the evaluation of graduate programs in continuing education to determine their effectiveness in providing professional leadership. Verner et al. suggest that one of the most urgent areas of research

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[8]E. E. White, "Professionalization Process in Adult Education, U.S.A., 1953-1969" (Unpublished Ph.D. dissertation, North Carolina State University, 1970).

[9]See, for example: M. N. Chamberlain, "The Professional Adult Educator: An Examination of His Competencies and of the Programs of Graduate Study Which Prepare Him for His Work in the Field" (Unpublished Ph.D. dissertation, University of Chicago, 1960); C. O. Houle, "The Educators of Adults," op. cit.; G. F. Aker, "The Identification of Criteria for Evaluating Graduate Programs in Adult Education" (Unpublished Ph.D. dissertation, The University of Wisconsin, 1962); A. A. Liveright, "The Nature and Aims of Adult Education as a Field of Graduate Education," Adult Education: Outlines of an Emerging Field of University Study, ed. by Gale Jensen, A. A. Liveright, and W. Hallenbeck (Washington, D.C.: Adult Education Association of the U.S.A., 1964).

in continuing education is that of systematic evaluation of graduate programs.[10]

Data for the evaluation of continuing education doctoral programs may come from a variety of sources. For example, professors of continuing education will recognize the need for certain changes and seek to implement them. Additional sources of input are graduates of doctoral programs in continuing education who should have valuable contributions to make.

## Statement of the Problem

Given: (1) a program of doctoral study for professional leadership in continuing (adult) education at Michigan State University, (2) a moderately comprehensive set of goals and objectives for such continuing education leadership programs, (3) an extensive literature from which the current set of professional continuing education goals and objectives could be appropriately enlarged and validated, (4) a range of alternative learning activities in the program, some encountered by all participants and others encountered by individuals or special interest groups, and (5) 100 doctoral graduates who had entered the program at different times and from different professional experience backgrounds, had pursued it with different selections of program components and different degrees of intensity, and had assumed professional roles in different institutions and with different specialized functions, the general problem of this study was:

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[10] C. Verner, et al., The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America (Washington, D.C.: Adult Education Association of the U.S.A., 1970), p. 37.

1. To draw upon the literature and authorities in continuing education to appropriately develop and validate a comprehensive model set of goals and objectives for continuing education professional development.

2. To discover if and how graduates' perceptions of (a) relevance of the model set of goals and objectives and (b) extent to which their individual doctoral programs at Michigan State University had contributed toward their achievement of each of these goals and objectives vary with their professional roles and other professional and personal factors.

3. To discover if and how graduates' perceptions of the extent to which selected Michigan State University doctoral program components had contributed toward their professional development vary, and

4. To appraise the doctoral program in continuing (adult) education at Michigan State University on the basis of discovered relationships.

## Purposes of the Study

The focus of this study was the doctoral program in continuing (adult) education at Michigan State University from Spring Term 1956 through Fall Term 1975. The purposes of the study were:

1. To enlarge the initial set of professional continuing education goals and objectives into a more comprehensive model.

2. To investigate certain aspects of the professional activities of doctoral degree recipients.

3. To discover the relevance, as perceived by doctoral degree recipients, of the expanded set of continuing education doctoral program goals and objectives to their current professional responsibilities.

4. To discover the extent to which their doctoral programs at Michigan State University had contributed, as perceived by doctoral degree recipients, toward their achievement of these goals and objectives.

5. To discover the relationships between the ratings, by doctoral degree recipients, of the relevance of the model of professional continuing education goals and objectives and the ratings of the extent to which their doctoral programs at Michigan State University had contributed toward their achievement of these goals and objectives.

6. To discover the extent to which selected program components in their doctoral program at Michigan State University were perceived by graduates as having contributed toward their professional development.

7. To discover whether ratings of relevance and contribution were differentially related to professional and personal characteristics of graduates prior to, during, and since graduate study.

8. To present findings, analyze and interpret those findings, draw conclusions and offer suggestions for continuing the improvement of the doctoral program in continuing education at Michigan State University.

## Significance of the Study

The development of the doctoral program in continuing education at Michigan State University is a part of the significant growth that has occurred in graduate programs in continuing education in American universities. The primary basis for this development is the need for highly qualified professional leadership in continuing education.

As society evolves, so must the educational process. According to Blackburn and Lingenfelter, ". . . excellence in graduate schools is a sine qua non. Regular assessment, no matter how agonizing at times, is fundamental, especially in graduate education."[11] Those persons in leadership positions in education must be prepared to meet new challenges. The institutions preparing such leaders must have the flexibility and willingness to adapt to our changing society. From a study done recently at Berkeley, Heiss observes, however, that:

> . . . in the press of responding to immediate problems--generated by the hard fact that their responsibilities have tripled in a ten-year period--institutions of higher education have had little time, and less support, to make a systematic assessment of the effectiveness of their efforts. . . .[12]

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[11]Robert T. Blackburn and Paul E. Lingenfelter, Assessing Quality in Doctoral Programs: Criteria and Correlates of Excellence (Ann Arbor, Michigan: Center for the Study of Higher Education, University of Michigan, February, 1973), p. iv.

[12]Ann M. Heiss, "Berkeley Doctoral Students Appraise Their Academic Programs," Educational Record (Winter, 1967), p. 30.

The doctoral program in continuing education at Michigan State University must be regularly appraised if it is to prepare educational leaders who will be able to meet the challenges of a changing world. One procedure to be followed when periodic evaluations are being conducted is to secure the assessments of its graduates. Graduates who are employed full-time in continuing education have first-hand knowledge of the requirements of their respective positions. They should have pertinent comments regarding their graduate study. Their reactions to specific learning objectives and program components should be very valuable. Overall, they are in an excellent position to make assertions regarding the congruence of the program and their present professional responsibilities. Thus, they can make judgments as to the strengths and weaknesses of the program.

The significance of this study encompasses the following:

1. It has resulted in the development of a more comprehensive model of goals and objectives for continuing education professional development than has been available in the literature.

2. It provides an assessment by graduates of the effectiveness of the doctoral program in continuing education at Michigan State University in facilitating their achievement of that more comprehensive model of goals and objectives.

3. It provides information that should prove valuable to appropriate faculty as they assess the effectiveness of the current program and make plans for the future.

4. It has identified learning experiences which contribute toward the preparation of professional leaders for Michigan State University's major commitment to lifelong education.

5. It offers recommendations designed to strengthen the doctoral program in continuing education at Michigan State University.

6. The combination of findings of this study with those of Dr. Kirk A. Nigro in educational administration, Mr. Thomas M. O'Shea in higher education, and Dr. J. David Marler in higher education student personnel will enable the Department of Administration and Higher Education at Michigan State University to gain a comprehensive view of its major program segments as perceived by graduates.

7. The survey instrument is likely to have had an impact on the respondents to the extent that it has caused them to realize weaknesses in their preparation programs and led them to pursue learning experiences designed to overcome such weaknesses.

8. It contributes to a rather limited body of literature, useful as a basis for evaluating, comparing, and improving other continuing education graduate programs.

## Research Questions

The primary purpose of this exploratory study was to appraise the doctoral program in continuing (adult) education at Michigan State University as perceived by its graduates. To assist in

accomplishing this, the following operational research questions were developed:

Research Question 1: Will the relevance, as perceived by doctoral degree recipients, of the comprehensive model of continuing education doctoral program goals and objectives vary with the professional roles and other professional and personal factors of those degree recipients?

Research Question 2: Will the perceived extent of contribution toward the achievement of those doctoral program goals and objectives, by their doctoral programs, vary with the professional roles and other professional and personal factors of the doctoral degree recipients?

Research Question 3: Will the relevance, as perceived by doctoral degree recipients, of the comprehensive model of continuing education doctoral program goals and objectives differ from their perceived extent of contribution toward the achievement by their doctoral programs of those continuing education doctoral program goals and objectives; and, if so, what will be the associated incongruence factors of the doctoral program goals and objectives?

Research Question 4: Will the perceived extent of contribution toward their professional development, by doctoral degree recipients, of selected components of their doctoral programs at Michigan State University vary?

## Definition of Terms

Several often-used terms will carry meaning as follows:

Ph.D.: The Doctor of Philosophy degree.

Ed.D.: The Doctor of Education degree.

Doctoral or Doctor: Used to denote holder of or to refer in other ways to either the Ph.D. or Ed.D. degree.

Continuing Education: Any learning or any effort to facilitate learning in relation to potential or problems of persons who have assumed principal roles other than that of student.

Evaluation: The judging of the worth of a process, experience, or idea.

Learning Goal: A statement of intended or desired learnings expressed in general terms.

Learning Objective: A derivative and more specific statement of a learning goal.

Cognitive Learning Objectives: Those intended or desired learnings which are expressed by recall or recognition of knowledge.

Affective Learning Objectives: Those intended or desired learnings which are expressed by preferences in such forms as feelings, interests, attitudes, values and appreciations.

Psycho-Motor Learning Objectives: Those intended or desired learnings which are expressed by knowing how to do something.

## Limitations of the Study

The major limitations of the study were:

1. The study was limited to those who received doctoral degrees in continuing education between June, 1956 and December, 1975. It did not include candidates who were on doctoral programs in continuing (adult) education during 1956-1975 but did not complete the requirements for a degree. It also did not include candidates who were actively pursuing doctoral programs in continuing education but had not completed them by December, 1975. In addition, it did not include recipients of or candidates for the Ed.S. or M.A. degrees in continuing education.

2. The appraisal of the program was limited to those selected items which were included in the survey instrument, and was not comprehensive of all possible items.

3. The comprehensive model of professional continuing education goals and objectives was developed at a middle level of specificity. It was constructed as an ideal model and while it incorporated previous statements of goals and objectives, it included elements which were probably not consciously pursued by either students or faculty at the various times of their participation in the program. Since the model was not intended as a set of specific norms for measuring academic achievement, responses of graduates concerning relevance of the goals and objectives and contributions of the program toward their achievement were subjective statements of judgment, not objective measures of achievement.

4. The findings suggest conclusions about the program, but without other appraisal inputs, such as from the faculty and comparisons with other universities, the findings do not justify general evaluative statements.

5. It has been assumed that all answers to the survey instrument questions were sincere and forthright. Validity of the conclusions depends heavily on the extent to which graduates of the program provided honest, impartial, and unbiased reactions to the survey instrument.

6. It has been assumed that the respondents would be able to discern and accurately report information related to a program which many of them completed a number of years ago.

## Organization of the Study

The report of the study has been organized into five chapters:

Chapter I consists of an introduction to the study. It describes the problem, the purposes of the study, the significance of the study, research questions, definitions used in the study, and limitations of the study.

Chapter II consists of a review of the literature in evaluation theory and methodology in education, and the literature concerning graduate study, general evaluative studies of graduate study, overall studies of doctoral programs of particular universities, studies evaluating specific doctoral programs in education and, in particular, doctoral study in continuing (adult) education.

Chapter III discusses the design and methodology of the study.

Chapter IV is devoted to the presentation and analysis of the data.

Chapter V consists of a summary of the findings, conclusions and recommendations, and a personal note.

# CHAPTER II

## REVIEW OF THE LITERATURE

The content and structure of this study are largely dependent on the available literature concerning evaluation theory and methodology in education and the literature concerning graduate study, general evaluative studies of graduate study, overall studies of doctoral programs of particular universities, studies evaluating specific doctoral programs in education and, in particular, doctoral study in continuing (adult) education. The literature on evaluation gave direction to the design of the study and provided the basis for the formulation of the learning objectives. The literature on doctoral study in continuing (adult) education provided a basis for relating the doctoral program at Michigan State University to other doctoral programs in continuing (adult) education.

### Literature Related to Evaluation Theory and Methodology in Education

#### The Concept of Evaluation

An evaluative study provides a means for an institution to analyze its current program, assess its strengths and weaknesses and make appropriate changes.[13]

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[13]H. A. Thelen, "Evaluation of Group Instruction," Educational Evaluation: New Roles, New Means in The Sixty-Eighth Yearbook of

Dressel characterized evaluation as involving

> . . . judging the worth of an experience, idea, or process. The judgment pre-supposes standards or criteria. Thus, the worth of a single element, such as an idea, may be judged on some absolute basis--for example, its truth or falsity. The worth of each of several alternative ideas may be judged by comparison--for example, by their relative simplicity, inclusiveness, or effectiveness. The worth of an experience may be judged by its educational impact--that is, by the extent to which it, in itself or in comparison with other possible experiences, results in certain desired changes in those having the experience.[14]

Alkin described evaluation as:

> . . . the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives.[15]

Scriven[16] wrote that evaluation attempts to answer certain types of questions about educational entities. The entities are the various educational factors such as processes, personnel, procedures, programs, etc. The types of questions include those of the form "How well . . . does this factor perform . . . with respect to such-and-such criteria?" This description of evaluation

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the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago, 1969), p. 116.

[14]Paul J. Dressel, Evaluation in Higher Education (Boston: Houghton Mifflin, 1961), p. 6.

[15]Marvin C. Alkin, "Evaluation Theory Development," Evaluation Comment, 2-1 (October, 1969), p. 2.

[16]M. Scriven, "The Methodology of Evaluation," Perspectives of Curriculum Evaluation, ed. by R. W. Tyler, R. M. Gagne, and M. Scriven (Chicago, Illinois: Rand McNally Company, 1967), p. 40.

reflects a concern with what Caro[17] identified as the two dimensions of evaluation which are information-seeking and judgment.

While evaluative studies have much in common with other sectors of educational research, it is the judgmental dimension of evaluation studies with their emphasis on value and utility that differentiates them from much other research in education. The consequence of this difference is the manner in which the results of the two types of studies are used.[18] The criterion for the worth of educational research is the creation of new knowledge which, sooner or later, will guide decision making. The criterion of the worth of an evaluative study is found in its special contribution to rational decision making. The basic reason for undertaking an evaluation study is to develop information that will assist a decision maker in choosing among alternative courses of action in a specific situation or type of situation.[19]

According to Tyler,[20] evaluation is one of the four basic tasks in the development of a curriculum. These tasks are to:

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[17]Francis G. Caro, "Issues in the Evaluation of Social Programs," Review of Educational Research, 41-2 (Spring, 1971), pp. 87-88.

[18]J. K. Hemphill, "The Relationship Between Research and Evaluation Studies," Educational Evaluation: New Roles, New Means, in The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago, 1969), p. 190.

[19]Ibid.

[20]R. W. Tyler, Basic Principles of Curriculum and Instruction (Chicago, Illinois: University of Chicago, 1967), p. 1.

1. Determine the objectives which the course or program should seek to attain.

2. Select learning experiences which will help to bring about the attainment of these objectives.

3. Organize these learning experiences so as to provide continuity and sequence for the student and to help him integrate what might otherwise appear as isolated experiences.

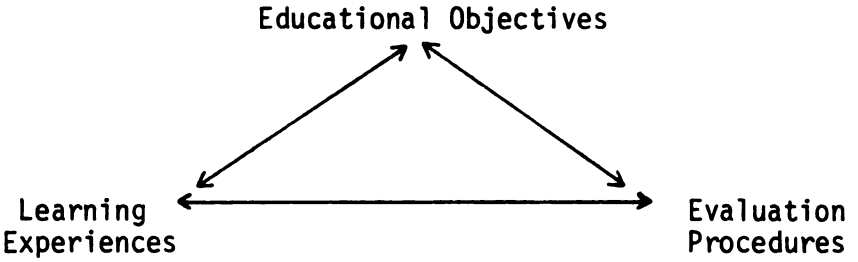
4. Evaluate the effectiveness of the learning experiences in achieving the objectives.

Tyler's model of curriculum development was based upon the assumption that education is a process of changing patterns. The kinds of changes that an educator is seeking to bring about constitute the educational objectives of the program. The objectives are translated into learning experiences which are then organized to achieve the desired changes. Evaluation, according to Tyler, then, is the process of determining the degree to which the learning experiences are producing the changes that were established in the objectives.

Furst,[21] using Tyler's framework, developed the following model, which illustrates the reciprocal relations between objectives, learning experiences, and evaluation procedures in an educational program.

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[21] E. J. Furst, Constructing Evaluation Instruments (New York: David McKay Company, 1964), p. 3.




The model illustrates that objectives serve as the basis for developing both learning experiences and evaluation procedures. The learning experiences and evaluation procedures, in turn, help to clarify the objectives. Furthermore, learning experiences suggest the methods for evaluating a program. Correspondingly, the evaluation procedures provide evidence on the effectiveness of the learning experiences, and ultimately on the attainability of the objectives.

Popham conceptualized evaluation as ". . . the act of assessing merit by judgmentally comparing (1) the observed result (performance data) of some educational enterprise with (2) a desired standard or criterion of acceptability (preference data)."[22] This he represented schematically as:[23]

$$\frac{\text{Performance Data}}{\text{Preference Data}} \times \left(\begin{matrix}\text{Comparative} \\ \text{Judgment}\end{matrix}\right) = \text{Evaluation}$$

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[22]W. James Popham, An Evaluation Guidebook: A Set of Practical Guidelines for the Educational Evaluator (Los Angeles, Calif.: The Distributional Objectives Exchange, 1972), pp. 1-2.

[23]Ibid., p. 2.

For example, an evaluator acquires some performance data resulting from some educational experiences. He then contrasts such data with his conception of what should constitute acceptable performance. The judgment based on this contrast yields an evaluation of the educational experiences. The act of contrasting the performance data with a preferential standard is crucial in the evaluation process, for educational evaluation is never accomplished by merely enumerating the results of a given set of educational experiences.

The performance data which should be of primary concern are learner performance data. It is the individual changes learners have undergone with which we are concerned, not the host of process variables, such as amount of instructional time, on which educational evaluators have often focused.

Purposes and Process of Evaluation

Since evaluation consists of contrasting learner performance data with preferential standards, there are innumerable instances in which an educator engages in evaluation; but, in general, there are only two major purposes of educational evaluation.

The first major purpose of educational evaluation occurs with respect to what is generally referred to as needs assessment. In needs assessment the evaluator attempts to identify the goals toward which an educational endeavor should be directed.[24] Decisions regarding what educational objectives ought to be pursued can emerge

[24]W. James Popham, An Evaluation Guidebook: A Set of Practical Guidelines for the Educational Evaluator, op. cit., p. 3.

as a consequence of comparing current learner performance data with preferences regarding what that performance should be. An evaluation of the acceptability of the status quo can lead to choices regarding goals to be pursued for the future.[25] An evaluative study, then, should provide data not only on how effective the educational endeavor has been in achieving its stated objectives, but also on how appropriate the educational endeavor's objectives are to those experiencing it.[26]

The second major purpose of educational evaluation is in treatment adequacy assessment or in determining the quality of educational means which were designed to accomplish the goals originally decided on through some needs assessment.[27] Here the term "treatment" is used as a comprehensive descriptor of the procedures educators use to facilitate the accomplishment of educational goals, such as curriculum materials.

A model for the process of evaluating educational programs was developed by Knowles,[28] and consists of four basic steps:

1. Formulating the questions that are to be answered.

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[25]E. J. Furst, Constructing Evaluation Instruments (New York: David McKay Company, 1964), p. 3.

[26]Gene V. Glass, "The Growth of Evaluation Methodology," quoted in Francis G. Caro, "Issues in the Evaluation of Social Programs," Review of Educational Research, 41-2 (Spring, 1971), p. 88.

[27]W. James Popham, An Evaluation Guidebook: A Set of Practical Guidelines for the Educational Evaluator, op. cit., p. 4.

[28]M. S. Knowles, The Modern Practice of Adult Education: Andragogy Versus Pedagogy. (New York: Association Press, 1970), p. 226.

2. Collecting the data that will provide the answers to the questions that have been raised.
3. Analyzing the data and interpreting what they mean as answers to the questions that have been raised.
4. Modifying the program in the light of the findings.

Adaptation of the first three phases of Knowles' model to the purposes of the present study was incorporated in the methodology of this study. The fourth phase of Knowles' model is the modification of the program in the light of the findings. The end products of this study, the conclusions and recommendations that are made, will be presented to the Continuing Education faculty. The decision to make modifications in the program rests, of course, with the Continuing Education faculty but undoubtedly will be affected by the quality of this study.

## Literature Related to Graduate Study

Graduate education in the United States antedates by more than a century the formation of the Nation. It did not, however, receive official recognition until 1876 when The John Hopkins University was founded. Immediately thereafter, some 15 major graduate schools were established in the United States and by 1900, Doctor of Philosophy degrees had been conferred by some 50 American institutions.[29] During the period 1900 to 1918, little growth in graduate education in America occurred. From the end of

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[29]C. M. Grigg, Graduate Education (New York: The Center for Applied Research in Education, 1965), pp. 1-5.

World War I to the present, there has been a rapid expansion in graduate programs in America.

Although graduate education, as it currently exists, in the United States is less than a century old, it has not been neglected as a subject for investigation and study. Debate over purposes and policies has been continuous and filled with controversy, even though not many of the issues appear to have been resolved conclusively by argument and discussion. One of the interesting facts about a considerable portion of the literature pertaining to graduate education is the recurrence of the same issues and questions that were prominent soon after the establishment of graduate study in the United States: the time lag for achieving the doctorate, the status of the Master's degree, the lack of articulation between undergraduate and graduate work, the controversy over language requirements, the purpose and length of the dissertation, institutional organization for graduate study, the meaning of the Ph.D., the maintenance of standards while accommodating ever-growing numbers of graduate students, preparation for college teaching versus research, specialization within academic disciplines, and the number and determination of which institutions should offer doctoral work.[30]

The number of institutional, regional, and national studies and reports concerned with graduate education have increased

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[30]Oliver C. Carmichael, Graduate Education: A Critique and a Program (New York: Harper Bros., 1961), p. 3.

considerably within the last twenty years, accompanying the clearly recognized importance of graduate study as a national resource. This attention to graduate education has tended to be predominantly critical of graduate school practices even though much of the criticism is repetitious as we have stated.

The growing literature on graduate study during this period includes several reports by distinguished committees, commissions, foundations, and professional educational organizations. In addition, scholars in a number of disciplines recently have conducted national surveys of graduate programs in their own disciplines. A number of institutions have also surveyed their own graduate programs.

Studies of graduate education during the past twenty years, as related to this investigation, seem to logically fit into four categories. The first category would include broad, general studies and reports of investigations on the subject of graduate education. These are still few in number. The second category encompasses those overall studies of doctoral programs of particular universities, most of which have been conducted by doctoral students and employed a method of follow-up studies of graduates of the program for securing data. The studies appear to be limited to large and well-known institutions and the largest number of them are focused on the doctoral programs of the schools or colleges of education within the particular institutions. The third category includes studies by doctoral students of specific doctoral programs

within an institution, i.e., an evaluation of a doctoral program in school administration. The fourth category concerns studies of graduate study in the field of continuing (adult) education.

## General Evaluative Studies of Graduate Study

Notable among studies and reports of the first category which were helpful in providing background and a frame of reference for the present study are those by Berelson,[31] the President's Commission on Higher Education,[32] American Council on Education,[33] Fund for the Advancement of Education,[34] American Association of Colleges for Teacher Education,[35] McGrath,[36] Grigg,[37]

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[31] Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Company, 1966).

[32] U. S. President's Commission on Higher Education, Higher Education for American Democracy, ed. by George F. Zook, Chairman, Vol. IV, Staffing Higher Education (New York: Harper and Brothers, 1948).

[33] Theodore Belegan and Russell M. Cooper, eds., The Preparation of College Teachers (Washington, D.C.: American Council of Education, 1950).

[34] F. W. Strothman, The Graduate Schools Today and Tomorrow (New York: Fund for the Advancement of Education, 1955).

[35] American Association of Colleges for Teacher Education, The Doctorate in Education, an Inquiry Into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education, Vol. 1; The Graduates, by Laurence D. Brown and J. Marlowe Slater, Vol. 2; The Institutions, by Harold E. Moore, et al., Vol. 3; Conference Report (Chicago: May 2-4, 1960), Vol. 4; Follow-Up Study, by H. Glenn Ludlow, et al., 4 Vols. (Washington, D.C.: American Association of Colleges for Teacher Education, 1960-1964).

[36] Earl J. McGrath, The Graduate School and the Decline of Liberal Education (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

[37] C. M. Grigg, Graduate Education, op. cit.

Walters,[38] Carmichael,[39] and Cartter.[40] These reports and studies run the gamut from attacks on the shortcomings of graduate schools to praise for their accomplishments.

Berelson[41] placed such studies in perspective with the query, "What has graduate education accomplished?" His conclusion was that over the years, graduate schools had accomplished a great deal. As evidence of impressive accomplishment over a relatively few decades Berelson cited the following:

1. It has grown from a few fields training a few students in a few institutions to a large and impressive system of advanced training.

2. It has trained a large body of professional teachers in subject matter for American higher education.

3. It has increasingly trained staff for the secondary and elementary schools, especially at administrator levels.

4. It is increasingly training personnel for administrative as well as research posts in industry and government.

5. It has sponsored a number of educational experiments at the collegiate level and produced a volume of literature used throughout the system of higher education.

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[38]Everett Walters, ed., Graduate Education Today (Washington, D.C.: American Council on Education, 1965).

[39]Oliver C. Carmichael, Graduate Education: A Critique and a Program, op. cit.

[40]Allan M. Cartter, An Assessment of the Quality of Graduate Education (Washington, D.C.: American Council on Education, 1966).

[41]Bernard Berelson, "Historic Achievements of the Graduate School," School and Society, LXXXIX (March 25, 1961), pp. 139-141.

6. It has taken the lead in the reconstruction of the secondary school curriculum and in the continuing education of secondary school teachers.

7. The graduate school has become the chief purveyor of knowledge and has served as a training ground for the chief scientific and scholarly talent in our society.

8. Its leading personnel have increasingly served as advisors and consultants on the largest issues of our national life--international relations, economic affairs, scientific policy, civil rights, health and welfare, and national defense.

9. It has made direct contributions to the application of knowledge.

The most comprehensive study and broad general investigation to date of graduate education in America was also conducted by Berelson.[42] The study, which began in the fall of 1957 and which was financed by the Carnegie Corporation of New York, was conducted over a two-year period. Berelson reviewed the history of graduate education in the United States, reviewed current literature, attended meetings of various kinds where graduate education was being discussed and talked with college faculty members, departmental chairmen, deans, and presidents. He then selected a number of distinguished people in the major academic fields to serve as consultants and asked them to respond to a common set of questions

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[42]Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Company, 1966).

about graduate education. Eventually, questionnaires were developed which were sent to the graduate deans in 92 universities, to a sample of all graduate faculty members in the same institutions, to a sample of 1957 doctoral degree recipients, to the presidents of all liberal arts colleges in the country, and to all industrial firms employing over 100 professional and technical personnel.

The final report consisted of three sections: what has happened in graduate education in this country in the past; what is happening and will happen in graduate education; and, what should happen as expressed in terms of conclusions, commentary, and recommendations.

Berelson's recommendations included the following:

1. Doctoral program requirements should be completed in four academic years with the student spending a majority of his time in full-time residence study.

2. The program for doctoral training should be clearer, more compact, and include more supervision and direction by the faculty. Independent study should be de-emphasized because it is based on two faulty assumptions: "first, that it is necessary or desirable to distinguish graduate and undergraduate work as sharply as possible, almost on the ground that anything characterizing undergraduate work should be reversed in graduate school; and second, that 'independent work' in graduate school is the best possible preparation for independent work later."[43] Departments should

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[43]Ibid., p. 236.

state clearly and explicitly what the core material should be for every Ph.D., the particular material that every Ph.D. candidate specializing in a given area should know, and the preferred options.

3. The dissertations should be shorter. The time spent in "rehashing" the literature could be spent more wisely in attending to the actual substance of the dissertation. The suggested median length is 100 pages, with the full realization that there should be justified exceptions. Candidates should strive to achieve clearer exposition, more considered expression, and prompter publication.

4. The foreign language requirement should be left to the departments. The present arrangement whereby students "cram" in preparation for the language is not worth the cynicism and deception it fosters.

5. The final oral examination in defense of the dissertation should be eliminated where it is mainly a formality. To meet the ceremonial needs inherent in the occasion, doctoral candidates could be required to offer a public lecture.

6. The recruitment practices with regard to students should be conducted more systematically and more energetically.

7. The graduate schools must make an intensive effort to correct writing deficiencies at the graduate level. There is no easy solution to this problem. Men and women skilled in clarity of expression should be provided to assist doctoral students who need the training.

8. All doctoral candidates should be required to have some actual teaching experience as part of their doctoral requirements. This provides the candidate an opportunity to test his interest in teaching as well as his capability for it. The tasks assigned the candidates should not be limited to the more menial parts of college teaching but should be systematically varied.

9. The graduate faculty might systematically review a range of questions involved in their graduate programs. Issues to be reviewed could include conception and purpose of the doctorate with emphasis on research/teaching, independence/direction, "academic"/"professional," specialization/breadth, and skills/wisdom.

Berelson concluded his study by advocating that:

> . . . what American academic life needs is a sense of pride, of esprit de corps, of profession in the best sense. This is what the American graduate school must take the lead in supplying, to itself and its constituency.[44]

The President's Commission on Higher Education[45] stated what it believed to be the major deficiencies in the nation's graduate schools: outmoded requirements for advanced degrees, outmoded forms of instruction, failure to emphasize programs for teacher preparation, and lack of counseling services for graduate students. In general, the Commission asserted that the traditional graduate program overemphasized training for research whereas most of the products of graduate schools became teachers and evidenced

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[44] Ibid., p. 260.

[45] U. S. President's Commission on Higher Education, op. cit.

little inclination for research activities. It also objected to increasing specialization within academic disciplines to the neglect of liberal education. The Commission specifically recommended an increase in the production of teachers through the devices of fellowships and teaching internships.

In the late 1940's there were numerous conferences on college teaching, usually under the sponsorship of one of the professional education associations. These conferences generally were critical of graduate education to the extent that the emphasis was on training the research scholar to the utter neglect of training the perspective college teacher. This was the tenor of such widely distributed reports as those by Blegen and Cooper[46] and the Report of the Committee of Fifteen, sponsored by the Fund for the Advancement of Education.[47] The two reports shared the same basic concensus and the same fundamental apprehension. There was unanimous belief that graduate schools, in their efforts to advance the boundaries of knowledge by research, were not giving sufficient attention to the function they had inherited by a natural historical process--that of providing effective training for college and high school teachers. This act of omission would eventually result in a sharp deterioration of undergraduate teaching in higher education.

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[46]Belegan and Cooper, The Preparation of College Teachers, op. cit.

[47]F. W. Strothman, The Graduate Schools Today and Tomorrow, op. cit.

McGrath[48] charged the graduate schools with the failure to prepare future college teachers properly. By stressing specialization, vocational preparation and research, the graduate schools were responsible for the decline of liberal education and for subverting the colleges from their primary purpose; namely, to instill in youth an appreciation for, and understanding of, the cultural and intellectual heritage of Western European Civilization. In essence, the purposes of advanced graduate study and those of undergraduate liberal education were incompatible, and to some degree mutually detrimental. McGrath saw no hope for a reversal of this situation unless drastic reforms and a reorientation occurred in graduate education, which meant that the purposes of graduate education would have to be revamped and clarified. It was, he thought, urgent that the graduate schools recognize the equally important objectives of the liberal arts colleges and design specific programs to train teachers capable of implementing these objectives.

McGrath specifically called upon the graduate schools to take the following actions to ameliorate the deepening shortage of college teachers:

1. Provide programs for prospective college teachers that were different from those for graduate students who expected to make research their primary work.

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[48]Earl J. McGrath, The Graduate School and the Decline of Liberal Education, op. cit.

2. Broaden the education of future college teachers by providing more opportunity for general education in graduate programs.

3. Require that future college teachers attend a seminar for the purpose of gaining an understanding of the whole enterprise of higher education, and their future role in higher education.

4. Require that prospective college teachers serve an apprenticeship in a college classroom under the supervision of an accomplished teacher before assuming the responsibility for instruction.

In 1958, the Committee on Studies of the American Association of Colleges for Teacher Education[49] approved a study of the doctorate in education to be conducted jointly by the University of Illinois and the University of Denver. The two related surveys were conducted by means of questionnaires; one completed by recipients of doctoral degrees in education and one completed by institutions granting the degrees.

The population for the study was limited to those individuals who had received the Ph.D. or Ed.D. degree in the field of education during the period 1956-1958. Among 92 schools granting these degrees during this period, only one declined to participate in the study.

The results of these two studies were reported in Volume I, The Graduates, and Volume II, The Institutions. These two reports

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[49]American Association of Colleges for Teacher Education, op. cit.

served as the basis for a conference where the findings were considered. As a summary and follow-up to the two volumes and the conference, Volume III, Conference Report, and Volume IV, Follow-Up Study, were published.

The major fields or areas of specialization of the respondents were widely varied. The largest major field was school administration, which constituted 22.9 percent of the 2,542 graduates of institutions which provided usable responses.

The data were arranged into the following major categories:

1. General information on institutions offering the doctorate in education.
2. Recent production of doctoral graduates in education.
3. Admission requirements.
4. Curricular requirements.
5. Related conditions pertaining to recruitment, finance, housing, and dropouts.
6. A look at the future.
7. Summary, conclusions, and recommendations.

The findings and recommendations that have relevance to this study were:

1. Most graduates were 38 or 39 years of age, or older, when they received their Ph.D. or Ed.D. degree.

2. Professional colleagues and former professors, especially the latter, were the most influential persons in the decision to enter the doctoral program. Motivation was seldom attributed to

a single cause. However, the most frequently mentioned motivation was the person's desire for new knowledge and his desire to remain well qualified in a given field.

3. The two most significant factors in the choice of a doctoral institution were: (a) reputation of individual staff members and (b) proximity of the university.

4. Attitudes toward nearly all aspects of the doctoral program were highly positive.

5. The two degree programs, from the point of view of programming procedures, highly resembled each other.

6. When considering the degree of flexibility in the doctoral programs, either extreme--highly structured and prescriptive or completely flexible--should be avoided.

7. Programming that entails no guarantee of interdepartmental experiences for doctoral candidates in education may produce graduates who are narrowly specialized, overly professionalized, and academically isolated in a profession characterized by a high degree of interpersonal and interdisciplinary relationships.

8. Additional areas were identified that need further investigation. The pertinent and challenging questions identified as having implications and suggestions for discussion were:

a. Should Ph.D. and Ed.D. programs be characterized more by similarities or by differences?

b. Does the absence of requirements in related fields of study lead to overspecialization?

c. What financial inducements are necessary to attract the most qualified candidates?

There was general agreement that institutions needed to pay more attention to the quality of and opportunity for student-faculty contacts. Efforts in this area should be directed toward better and more helpful professional relations, rather than merely increasing social contacts. Emphasis should be placed on helping students identify trouble spots in their academic progress.

Brown[50] investigated doctoral recipients in the field of professional education in the United States during the period 1963-65. His findings were similar to those obtained from the study conducted by the American Association of Colleges for Teacher Education.

Grigg[51] contributed a monograph for the Library of Education, a project of the Center for Applied Research in Education. He began by describing the development of graduate education in the United States, giving a brief resume of its origins in European university systems. He then proceeded to survey the growth and development of graduate education, its present status, and future prospects in terms of unresolved issues in graduate education:

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[50]L. D. Brown, Doctoral Graduates in Education, An Inquiry Into Their Motives, Aspirations, and Perceptions of the Program (Bloomington, Indiana: Indiana University Foundation, 1965).

[51]C. M. Grigg, Graduate Education, op. cit.

organization, degrees, graduate faculty, recruitment of capable graduate students, and research versus teaching.

Grigg viewed the graduate school as attempting to serve its recognized functions, teaching, research, and public service, simultaneously and failing to perform satisfactorily because of the lack of unified objectives. One major trend was clearly discernible in reviewing the growth of graduate education in the United States. Graduate education, in its initial formation, had as its goal the training of advanced students as research scholars in an academic environment, according to the German university prototype. To the German prototype of graduate education, which emphasized original research initiated by the community of scholars within the university, the American universities added a research program of public service initiated from sources outside the university. Once the basic concept was compromised, the situation had led to persisting disagreement concerning the purposes and objectives of graduate schools. Several organizational weaknesses amplified the basic weakness of graduate schools. The basic difficulty was that the graduate dean had no specific authority over the faculty teaching in the graduate school, nor did he have budgetary control to facilitate change in the program.

Walters,[52] under the sponsorship of the American Council on Education, edited a book containing a collection of essays. The essays, each written by a current or former graduate dean, attempted

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[52]Everett Walters, Graduate Education Today, op. cit.

to present an authoritative review of the past, description of the present, and anticipation of trends and problems for graduate education in the future. There were chapters included on the following topics: (1) historical sketch of the development of graduate education, (2) a discussion of various degrees offered, (3) organization and administration of graduate education, (4) graduate students and schemes for their financial support, and (5) new trends in graduate study in the social sciences, humanities, biological sciences, and physical sciences. The concluding chapter predicted trends and problems in the decades ahead. The following were foreseen problems:

1. The most rapidly expanding areas were likely to be the sciences. In the non-science areas, education was the most rapidly expanding field.

2. The increase in graduate enrollments was creating an admissions problem of major proportion. Perhaps serious consideration should be given to some kind of centralized admissions center.

3. The expansion of graduate education over the next decade or two would bring about a wider dispersal of graduate facilities.

4. It was not likely that there would be much change in the pattern of external financial support. The critical needs of government and private industry in scientific research and technology seemed likely to prevail over the behavioral sciences and humanities.

5. There appeared to be growing pressures for standardization, perhaps for some continuing evaluation of graduate programs. Formal accreditation was unlikely to be established, however, because accreditation would have to be restrictive and thus would be opposed by leading institutions.

The extraordinary development of graduate education has raised the stature of the American university to a position of eminence among centers of learning throughout the world. While the doctoral degree is more coveted than ever before, critics have severely questioned its objectives, product, and influence. There are two ways of viewing this paradoxical state of affairs. One is to consider graduate study as reasonably satisfactory, even good, but somewhat in a confused state in consequence of expansion of demands on its services, and the explosion of knowledge. The other approach is to regard graduate education as chaotic, bound with outmoded tradition, resistant to change and imposing an unsuitable training upon its clientele.

Carmichael[53] concurs with the second view. He found that, in spite of continuous and vigorous criticism, almost nothing had changed in graduate education over the last fifty years. The leaders of graduate schools had been apathetic and complacent. He condemned the graduate school for failing to provide an adequately determined course of study, as medicine and law had done, thus

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[53]Oliver C. Carmichael, Graduate Education: A Critique and a Program, op. cit.

unreasonably prolonging the completion of the doctorate. He also denounced graduate schools for their narrow specialization to the detriment of the liberal arts.

He also was critical of present practices with respect to the dissertation requirement. He believed that too many doctoral candidates take too long to finish the dissertation and that many are trivial. Carmichael proposed in contradistinction to what he considered trivia that dissertation topics focus on basic concepts in our heritage and their origin, development and application in human progress. This was the most frequently expressed suggestion in his volume. There should be no doubt that topics such as he proposed are eminently worthy of investigation. It should be recognized, however, that studies of this sort would require mature scholarly effort and would be most difficult to execute.

Briefly, his reforms called for instituting a new Doctor of Philosophy degree, having more breadth, based upon a three-year Master's degree, for college teachers. The essential features of this proposed new Master's degree would be early identification of talented students (students selected in junior year of undergraduate preparation), a vigorous program of study in preparation for the doctoral examinations, completion of foreign language requirements, and the beginning of the acquisition of research capabilities. He also called for a reorganization of the graduate school with a separate graduate faculty responsible to a graduate dean who had much greater budgetary control and much greater control over the entire activity of graduate education.

## Evaluative Studies of Graduate Education in Particular Universities

A number of studies have been conducted by doctoral candidates to appraise various graduate education programs. As was the case with studies of graduate education programs conducted by various organizations and associations, some of the studies by doctoral candidates were related to general classes of doctoral programs, while others were related to specific doctoral programs.

In the first category, studies conducted by doctoral candidates that related to general classes of doctoral programs included evaluations by Garrison,[54] Eiken,[55] Doty,[56] Ackelson,[57] Alciatore,[58] Brown,[59] Lokers,[60] and Somers.[61]

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[54]L. L. Garrison, "A Follow-Up Study of Doctoral Graduates in Education, University of Missouri" (Unpublished Ph.D. dissertation, University of Missouri, 1951).

[55]E. H. Eiken, "The Doctoral Program in Education at Colorado State College: An Appraisal by the Graduates" (Unpublished Ph.D. dissertation, Colorado State College, 1965).

[56]G. H. Doty, "An Appraisal of the Program Leading to the Doctor of Education Degree at Indiana University, Based on a Follow-Up Study of Its Graduates" (Unpublished Ph.D. dissertation, Indiana University, 1962).

[57]J. S. Ackelson, Jr., "Opinion of Students Regarding the Graduate Program of the School of Education of the University of Pittsburgh" (Unpublished Ph.D. dissertation, University of Pittsburgh, 1962).

[58]R. T. Alciatore, "The Relationship of Conventional and Experimental Ph.D. Programs to Later Faculty Service and Satisfaction" (Unpublished Ph.D. dissertation, University of Minnesota, 1965).

[59]D. D. Brown, "A Comparative Study of Doctoral Degrees in Education Conferred by Indiana University, as Perceived by a Group of Recipients" (Unpublished Ph.D. dissertation, Indiana University, 1968).

[60]R. J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (Unpublished Ph.D. dissertation, University of Michigan, 1959).

[61]W. R. Somers, "An Appraisal of the Graduate Program Leading to Doctor's Degree at Ball State University, Based on a

Garrison made a follow-up study of doctoral graduates in Education from the University of Missouri during the years 1916-1956.[62] The purposes of his study were: (1) to gather information concerning the professional and educational backgrounds of the graduates, (2) to discover what professional duties and activities the graduates were engaged in, and (3) to learn how doctoral graduates felt about their graduate training. There were 197 doctoral graduates in Education during the period covered by the study. Garrison sent questionnaires to 186 of the graduates and 97.9 percent responded. Some of the more pertinent findings from his study were the following:

1. There was a pronounced trend toward earning the Doctor of Education degree rather than the Doctor of Philosophy degree in Education.

2. A majority of the graduates were initially employed in college or university positions, with a general tendency for an increasing proportion to become employed by institutions of higher education.

3. A majority of doctoral graduates in Education from the University of Missouri were engaged primarily in teaching or administration, with most performing some combination of these.

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Follow-Up Study of its Graduates" (Unpublished Ph.D. dissertation, Indiana University, 1970).

[62]L. L. Garrison, "A Follow-Up Study of Doctoral Graduates in Education, University of Missouri," loc. cit.

4. Doctoral graduates in Education generally were well satisfied with their graduate programs at the University of Missouri.

5. Seminars, placement services, and financial assistance could be made more effective.

6. Graduates desired greater opportunity to participate in actual and practical situations.

Eiken[63] made a follow-up study of graduates who earned the Doctor of Education degree from Colorado State College for the purposes of making information available concerning the educational and vocational backgrounds of the graduates, their professional status and satisfactions with that status, and their reactions to various aspects of their doctoral training.

The data for his study were obtained from a questionnaire sent to 308 graduates who earned the Doctor of Education degree during the period 1958-1963. Usable questionnaires were received from 301, or 97.7 percent, of these graduates.

Some of the findings of this study were:

1. More dissatisfaction was noted by the respondents concerning the placement services than any other aspect of the doctoral program.

2. The general reputation of the institution was the most important reason for selecting Colorado State College for doctoral study.

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[63]E. H. Eiken, "The Doctoral Program in Education at Colorado State College: An Appraisal by the Graduates," loc. cit.

3. The majority of the graduates believed that more group process work, particularly seminars, should be provided; that more teaching and research assistantships are needed; and that more research training should be offered.

4. The majority of the respondents believed that more independent work should be provided.

5. The majority of the graduates indicated that they would select Colorado State again for their doctoral preparation.

Doty[64] made an evaluation of the program leading to the Doctor of Education degree at Indiana University. Data were gathered by questionnaire from graduates who earned their degrees between 1950 and 1960. From among 445 graduates in the group to be studied, 417, or 93.7 percent, completed and returned usable questionnaires. Some of his findings were:

1. Graduates of the program had broad and varied backgrounds of professional and educational experience.

2. Graduates tended to go into college and university positions.

3. Most graduates combined teaching and/or administration with other professional activities.

4. Graduates held many important positions of responsibility, and were reasonably well paid in their professional fields.

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[64]G. H. Doty, "An Appraisal of the Program Leading to the Doctor of Education Degree at Indiana University, Based on a Follow-Up Study of Its Graduates," loc. cit.

5. Graduates were reasonably satisfied with their professional, social, and financial status, and tended to hold in high regard the doctoral program which they completed.

Among Doty's recommendations were:

1. More preparation in research and statistics should be required.

2. Consideration should be given to increasing the amount of independent work, and to including some teaching experience in the program for some students.

3. Consideration should be given to permitting students to have more freedom in planning their program.

4. Consideration should be given to offering graduate courses for candidates who need to acquire knowledge in such broad fields as the humanities, physical sciences, and social sciences.

5. Some means should be found to reduce the teaching responsibilities of faculty members who have heavy doctoral committee responsibilities.

Ackelson,[65] by means of a questionnaire, solicited opinions of a random sample of former and present graduate students in the School of Education at the University of Pittsburgh regarding curriculum and course content, methods of instruction, advising, and administrative procedures. Significant findings of the study were:

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[65]J. S. Ackelson, Jr., "Opinion of Students Regarding the Graduate Program of the School of Education of the University of Pittsburgh," loc. cit.

1. The graduate students from the School of Education at the University of Pittsburgh regarded favorably the registration procedures, the trimester system, improved physical facilities, and the addition of outstanding professional staff members.

2. Areas in which graduate student opinion appeared to be unfavorable included course content duplication and tuition increases.

Alciatore[66] sent a questionnaire to all 708 Ph.D. recipients from the University of Minnesota between 1954 and 1956, to obtain their appraisal of their total graduate school experiences and information about their present activities. Usable questionnaires were returned by 634 or 89.6 percent of the graduates. Significant findings from this study were:

1. Most of the graduates were employed by colleges or universities (67 percent) or by government and industry (29 percent).

2. Minnesota graduates were very active in publishing and also quite active in professional societies.

3. Most graduates judged that goals pertaining to developing research capabilities tended to be overstressed and those relating to teaching, administration, and general education understressed.

4. Graduates favored more breadth in coursework and thesis topics, more preparation for teaching, and a reduction in the time

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[66] R. T. Alciatore, "The Relationship of Conventional and Experimental Ph.D. Programs to Later Faculty Service and Satisfaction," loc. cit.

it takes to complete the degree. They suggested that the thesis be viewed as a "trial run" to learn research procedures. Most did not favor substitutes for the dissertation or final oral examination.

Brown[67] took a somewhat different approach than previously cited studies. His study attempted to assess the significant differences, if any, which were perceived to exist between the Doctor of Education degree and the Doctor of Philosophy degree in education. The population for his study consisted of 427 graduates who received doctorates in education from Indiana University from 1962-1966. Three hundred and thirty-eight individuals participated in the study. General findings from this study were:

1. In so far as the respondents in this study are concerned, the Doctor of Education is the preferred degree for those taking positions in secondary and elementary schools.

2. The majority of respondents with the Doctor of Education degree tended to obtain positions as teachers or administrators in higher education.

3. The academic-research and professional-practitioner distinction between the two doctorates was thought to be of more importance by respondents with the Ph.D. than by holders of the Ed.D.

4. Ed.D. respondents were generally more satisfied with their professional attainments and with the goals they realized than were Ph.D. respondents.

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[67]D. D. Brown, "A Comparative Study of Doctoral Degrees in Education Conferred by Indiana University, as Perceived by a Group of Recipients," loc. cit.

5. The majority of both Ph.D. and Ed.D. respondents were generally satisfied with doctorates in education. They indicated that, if given the opportunity, they would again choose the degree and program previously chosen.

6. Most of the respondents who felt they had been discriminated against because of their education doctorates were holders of the Doctor of Education degree.

7. While the writing of the dissertation was considered a valuable experience, the frequency and variety of responses addressed to the improvement of the dissertation experience indicated a need for revision of the dissertation experience.

Lokers[68] made an evaluation of the doctoral program in education at the University of Michigan in terms of fulfillment of the expectations of the recipients of the doctorate and the expectations of the University. The study was based on questionnaires returned by 276, or 86.5 percent, of the graduates who received the doctorate prior to 1956. Lokers found that:

1. Approximately 90 percent of the respondents were employed in some phase of education with 71 percent employed by colleges or universities and 12 percent employed by public school systems.

2. The respondents, as a whole, were well satisfied with the positions they held at the time of the study and were

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[68] R. J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University," loc. cit.

generally satisfied with the doctoral program which they had completed.

3. Respondents believed the ability to think critically was the most essential of the abilities, skills, and understandings considered in the study.

4. Seventy-one percent of the graduates had completed some research since receiving the doctorate.

5. A majority of the graduates favored the establishment of interdisciplinary graduate seminars and seemed to regard language and statistics as tools to be required only when needed for research.

6. The respondents felt that the doctorate was of considerable value to them, and that the time and expense in attaining the degree were justified.

In general, Lokers concluded that the graduates' expectations were fulfilled in that they were predominantly satisfied with their preparation at the University and with subsequent career developments. The careers of the graduates appeared to fulfill the occupational expectations the University held for them.

A follow-up study of graduates of the doctoral program in education at Ball State University was conducted by Somers[69] in 1970. The purposes of Somers' study were: (1) to study and analyze certain personal characteristics and aspects of professional growth of doctoral degree recipients, (2) to appraise

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[69]W. R. Somers, "An Appraisal of the Graduate Program Leading to Doctor's Degree at Ball State University, Based on a Follow-Up Study of its Graduates," op. cit.

the quality and effectiveness of the graduate program leading to the Doctor of Education degree and the Doctor of Philosophy degree at Ball State University based upon the views held by graduates of the program, and, based on the findings, (3) to make recommendations for improving the program.

To achieve these purposes, Somers prepared a questionnaire and mailed it to 92 persons who had earned either the Doctor of Education degree or the Doctor of Philosophy degree from Ball State University during the period from 1963 through January 1, 1969. Eighty-three, or 90.2 percent, of the graduates returned usable instruments. Significant findings of the study were:

1. Graduates expressed a high degree of satisfaction with their present positions.

2. Respondents tended to feel that graduate assistantships and fellowships were rewarding experiences. Such appointments were of most value in fostering student/faculty contacts and were also important in improvement of knowledge of academic disciplines and skills in teaching and research.

3. There was a high degree of satisfaction with matters relating to the doctoral committee and doctoral examinations.

4. Respondents tended to regard the dissertation as a valuable experience.

5. Graduates were extremely pleased with their working relationships with the doctoral committee and the chairman.

6. Respondents tended to feel that a less structured program was desirable and that more seminars, independent study, and field experiences should be provided.

## Evaluative Studies of Particular Doctoral Programs in Education

The third category, those studies directed at specific doctoral programs deal mostly with the fields of educational administration, higher education, and nursing education. These included evaluations by Beyers,[70] Salisbury,[71] Adams,[72] Yarnell,[73] Broertjes,[74]

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[70]W. E. Beyers, "An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh" (Unpublished Ph.D. dissertation, University of Pittsburgh, 1954).

[71]C. J. Salisbury. "An Appraisal of the Graduate Program in School Administration at Indiana University" (Unpublished Ph.D. dissertation, Indiana University, 1957).

[72]M. P. Adams, "The Fulfillment of the Objectives of the Division of Nursing Education, Indiana University as Evidenced by the Career, Activities and Opinions of its Graduates from 1958 through 1961" (Unpublished Ph.D. dissertation, Indiana University, 1964).

[73]E. A. Yarnell, "An Appraisal of the Doctoral Program in Educational Administration at the Ohio State University as Perceived by its Graduates" (Unpublished Ph.D. dissertation, Ohio State University, 1965).

[74]V. H. Broertjes, "An Appraisal of the Doctoral Program in Higher Education in the School of Education, Indiana University, Based on a Follow-Up Study of its Graduates" (Unpublished Ph.D. dissertation, Indiana University, 1965).

Carter,[75] Talley,[76] Wilson,[77] Parker,[78] Mayfield,[79] Thompson,[80] DeSanctis,[81] Prasad,[82] Williams,[83] and Nigro.[84]

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[75]P. B. Carter, "An Appraisal of the Doctoral Program in School Administration at Indiana University" (Unpublished Ph.D. dissertation, Indiana University, 1967).

[76]T. L. Talley, "An Evaluation of the Program Leading to the Doctor of Education Degree in Educational Administration at Auburn University" (Unpublished Ph.D. dissertation, Auburn University, 1968).

[77]Grant L. Wilson, "An Appraisal of the Doctoral Program in Educational Administration at Brigham Young University as Perceived by its Graduates" (Unpublished Ph.D. dissertation, Brigham Young University, 1969).

[78]George John Parker, "Doctoral Graduates in Educational Administration, University of Arkansas 1965-1970" (Unpublished Ph.D. dissertation, University of Arkansas, 1972).

[79]Ray Vernon Mayfield, Jr., "Selected Factors in the Appraisal of the Doctoral Program in the Department of Administration and Supervision in the College of Education, University of Houston, 1960-1969" (Unpublished Ph.D. dissertation, University of Houston, 1971).

[80]Robert Iver Thompson, "An Evaluation of the Ph.D. Program in Educational Administration at the University of Wisconsin" (Unpublished Ph.D. dissertation, University of Wisconsin, 1970).

[81]Vincent DeSanctis, Jr., "A Follow-Up Study of Ed.D. Graduates from the Department of Educational Administration and Supervision at Rutgers University, The State University of New Jersey 1949-1969" (Unpublished Ph.D. dissertation, Rutgers University, The State University of New Jersey, 1970).

[82]Amba Durga Prasad, "An Evaluation of the Program in Educational Administration at the University of Pittsburgh" (Unpublished Ph.D. dissertation, University of Pittsburgh, 1970).

[83]Fred Dennis Williams, "An Appraisal of the Indiana University Doctoral Degree Program in School Administration" (Unpublished Ph.D. dissertation, Indiana University, 1971).

[84]Kirk A. Nigro, "An Analysis of An Appraisal by Graduates, of the Specialist and Doctoral Programs in Educational Administration at Michigan State University, 1965-1972" (Unpublished Ph.D. dissertation, Michigan State University, 1973).

Beyers,[85] in making an appraisal of the graduate program in educational administration at the University of Pittsburgh, compiled a consolidated list of leadership competencies (sic.) in educational administration and used this list to develop an instrument for appraising graduate programs in educational administration. Leadership competencies were grouped into eleven general areas with sub-topics, and included the following areas: (1) human growth and development and its relation to public education, (2) curriculum and instructional activities, (3) use of group processes, (4) principles, practices, and procedures of administration, (5) educational research, (6) personnel management, (7) educational finance, (8) school plant management, (9) current events and their relationship to public education, (10) communication, and (11) resources available for improving education. The study participants were graduates of and graduate students in the doctoral program in educational administration at the University of Pittsburgh.

As a result of the study Beyers concluded that the respondents who had earned their doctorates generally rated the items of competency higher than those who were graduate students. Respondents in both groups generally agreed concerning the strengths and weaknesses of the preparation program for educational administrators at the University of Pittsburgh. Areas in the program which were judged to be strengths were educational finance, educational

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[85]W. E. Beyers, "An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh," op. cit.

administration, program and curriculum development, group process, personnel management, and school plant management. Areas in the program which were judged to be weaknesses were the American and world scene and their relationship to public education, communication, and educational research.

In 1957, Salisbury[86] conducted a study of the doctoral program in administration at Indiana University through the use of an appraisal instrument responded to by graduates of the program during the period 1951 through 1956. The appraisal instrument included 11 competencies (sic.) needed by school administrators as determined by leaders in school administration, graduate students, teachers, professors of other disciplines, and school board members.

The study was confined to the graduate program leading to institutional recommendation for the Indiana school superintendent's certificate and/or the doctorate in education program. The appraisal was limited to the experimental program at Indiana University and did not deal with facilities, specific courses, or personnel.

As a result of the study, Salisbury concluded that the respondents who had earned their doctorate generally rated the items of competency higher than those who had achieved certification but not the doctorate. Respondents in both groups were in general agreement concerning the strengths and weaknesses of the preparation

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[86]C. J. Salisbury, "An Appraisal of the Graduate Program in School Administration at Indiana University," op. cit.

program for school administrators. Areas in the preparation program which reflected considerable strength included group processes, research experiences, finance, school business management, and school plant construction, operation, and maintenance.

That part of the program which should prepare the school administrator to engage in several types of written and oral communication was judged to be the weakest area of the program. The area that received the second lowest rating was that concerned with preparing administrators for personnel management. Other areas receiving a low rating included opportunities for gaining knowledge about and experience in application of the financial relations between the school corporation and other governmental agencies, economics, the problems of business, and budgetary techniques.

In the area of the American and world scene and their relationships to public education, the items of greatest weakness appeared to be: (1) those dependent on contributions from the related disciplines of sociology, government, economics, anthropology, and law; (2) those which require skill in interpersonal relationships based on a knowledge of the customs, traditions, and problems of religious, cultural, and minority groups; and (3) those requiring a knowledge of our system of government and the part education can play to strengthen it.

Salisbury concluded that the preparation program in educational administration at Indiana University tended to place

emphasis on learning principles without providing opportunity for the student to apply these principles in practice. Further, he stated that experiences are needed in field and on-the-job situations.

A study by Adams[87] sought to determine whether the expectations of the Division of Nursing Education at Indiana University, in terms of its objectives, had been fulfilled, as evidenced by the careers, activities, and opinions of the graduates during the years 1958 through 1961. She concluded that professional and personal expectations of a majority of the graduates had been fulfilled as were the objectives of the Division of Nursing Education as evidenced by the findings of the study.

Her recommendations were that attention be given to strengthening the area of human and interpersonal relationships in the curriculum. She also recommended increased use of courses from other departments and a review of public health nursing courses and field instruction courses. There was an evident need for preparation of students in the areas of personnel administration, management, and budget preparation.

Yarnell[88] used a questionnaire to evaluate the effectiveness of the doctoral program in educational administration at Ohio State

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[87] M. P. Adams, "The Fulfillment of the Objectives of the Division of Nursing Education, Indiana University as Evidenced by The Career, Activities and Opinions of its Graduates from 1958 through 1961," op. cit.

[88] E. A. Yarnell, "An Appraisal of the Doctoral Program in Educational Administration at the Ohio State University as Perceived by its Graduates," op. cit.

University. The questionnaire was based on Yarnell's construct of the program, and it was rated by a jury of advanced graduate students and professors. The survey instrument was distributed to 54 persons who had completed the doctoral program from 1955 to 1965, inclusive. Of this number, 42 responded.

Yarnell sought to obtain information about the professional background of the graduates, their perceptions of the strengths and weaknesses of the preparation program, and their recommendations for improving it.

The findings and recommendations of Yarnell's study were:

1. Most respondents felt that a clearly defined area of research design and methodology was needed.

2. There is a need for added emphasis in the cognate area.

3. Graduates felt that more flexibility was desirable, and that there should be more seminars, practicums, and small reaction groups.

4. Arrangements should be made to provide an orientation to the field of higher education and all students should be encouraged to participate in it.

5. Periodic reassessment of the students' program should be made.

Broertjes[89] conducted an appraisal of the doctoral program in higher education at Indiana University based on a follow-up study

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[89]V. H. Broertjes, "An Appraisal of the Doctoral Program in Higher Education in the School of Education, Indiana University, Based on a Follow-Up Study of its Graduates," op. cit.

of its graduates. The study included responses from 39 of the 40 graduates of the higher education doctoral program between 1959 and 1964.

The appraisal instrument for Broertjes' study was designed to elicit the respondent's degree of personal satisfaction with certain elements of the program and provide personal data and information relevant to the respondents. His findings were:

1. The faculty of the Division of Higher Education was effective in fostering and enhancing certain abilities, attitudes, and understandings relating to the area of higher education.

2. The interdisciplinary character of the program was one of its major strengths.

3. There was general satisfaction with matters relating to the doctoral committee and doctoral examinations.

4. Employment as graduate assistants and fellows was generally a rewarding experience.

5. Graduates were generally satisfied with their professional development as a result of having earned the doctorate, and the subsequent financial, professional, and social status.

6. The graduates were generally satisfied with the administration of the graduate programs but indicated weaknesses in placement, counseling, and guidance services.

7. The higher education curriculum was felt to be adequate in terms of the stated purposes of the program and the experiences

of the graduates, while in the program and since receiving the doctorate.

Carter,[90] by means of a questionnaire, made a follow-up study of graduates from the School of Education at Indiana University who had received their doctoral degree in school administration between June of 1963 and June of 1966. There were 49 doctoral graduates during this period and 45, or 91.8 percent, responded to the questionnaire. Approximately 20 percent of the respondents were also interviewed by Carter.

Among Carter's findings were:

1. There were no significant differences between responses of the public school employees and responses of the college employees.

2. A majority of the graduates had served or were presently serving as either assistant superintendents or superintendents.

3. Almost all of the respondents would again choose Indiana University for their doctoral work because of the quality of the program, the quality and specialization of the faculty, and the faculty-student relationship.

4. The respondents listed association with the faculty, coursework, and work with their dissertation directors as the three aspects of their doctoral program contributing the most toward their professional development.

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[90]P. B. Carter, "An Appraisal of the Doctoral Program in School Administration at Indiana University," op. cit.

5. The respondents indicated that more preparation is needed in public speaking, curriculum planning and related planning and study, human growth and development, and understanding American society.

6. Suggestions which the graduates felt might serve to improve the program included: (a) provide more practical experiences in research and college teaching, (b) establish some type of administrative internship program, (c) initiate more faculty-student seminars, (d) allow students to work closely with several area specialists, (e) provide a course in public speaking, and (f) provide a program which has structure with some flexibility.

Talley[91] conducted a study of the program leading to the Doctor of Education degree in educational administration at Auburn University. The study concerned 39 of the 54 doctoral graduates in educational administration at Auburn University from 1955 through 1966. The conceptual base for the criteria used in Talley's evaluation was developed by identifying from the literature: (1) the broad types of understandings and skills, needed by practicing educational administrators, and (2) the basic components which should comprise a university program preparing persons for the Doctor of Education degree in educational administration.

Once the criteria were established a questionnaire was developed which was sent to doctoral graduates and to an

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[91]T. L. Talley, "An Evaluation of the Program Leading to the Doctor of Education Degree in Educational Administration at Auburn University," op. cit.

administrative superordinate of each graduate participating in the study. The questionnaire was designed to determine: (1) the degree to which the graduate possessed the necessary skills, and (2) the degree to which Auburn's preparation program offered opportunities to develop those skills.

Findings of this study which have relevance to this evaluation were:

1. Too little emphasis has been placed on the development of technical skills in recent years. Proper emphasis is being placed on human and conceptual skills at the present time.

2. The program of studies was varied enough to enable the student to concentrate in his areas of greatest interest.

3. Graduates were generally pleased with the doctoral program at Auburn University and would again choose Auburn if confronted with the task of earning a doctorate in educational administration.

4. Graduates indicated that the competence, enthusiasm, and interest of the faculty were by far the most significant factors determining the relative values of those courses seen as "most beneficial" and "least beneficial."

Wilson[92] conducted a study in 1969 with the purpose of appraising strengths and weaknesses in the doctoral program in educational administration at Brigham Young University. Strengths

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[92]Grant L. Wilson, "An Appraisal of the Doctoral Program in Educational Administration at Brigham Young University as Perceived by its Graduates," op. cit.

were reported in the area of expertise of and interaction with the faculty. The weaknesses reported centered around the lack of practicality of some courses and a lack of flexibility in the program.

Parker[93] studied the educational administration program at the University of Arkansas in an attempt to determine the extent to which the program was meeting the needs of those who graduated from it. The interview technique was used, with 45 graduates comprising the sample. Over one-half cited human relations skills as the most important professional development area. No areas for which the graduates felt they lacked preparation were cited by more than one-sixth of the respondents. Faculty interest and assistance was cited as the primary strength of the program, while a lack of preparation in higher education was singled out as the main weakness.

In a study at the University of Houston, Mayfield[94] utilized a questionnaire to survey 50 graduates of the doctoral program in educational administration from 1960-1969. Purposes included an appraisal of the University of Houston program and a comparison of the evaluations with similar evaluations done by Orso at the University of Alabama (1967) and by Lokers at the University of

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[93]George John Parker, "Doctoral Graduates in Educational Administration, University of Arkansas 1965-1970," op. cit.

[94]Ray Vernon Mayfield, Jr., "Selected Factors in the Appraisal of the Doctoral Program in the Department of Administration and Supervision in the College of Education, University of Houston, 1960-1969," op. cit.

Michigan (1959). Based on the responses, Mayfield's recommendations included: (1) increasing the availability of scholarships, fellowships, and assistantships, (2) providing for post-doctoral seminars in education, and (3) expanding coursework and seminars in higher education administration.

The doctoral program in educational administration at the University of Wisconsin was the subject of a study done by Thompson.[95] The study was based on the last 100 graduates of the program, between 1958 and 1969. Data were gathered by use of a questionnaire. A number of variables were considered, and it was noted that all administrators and non-administrators considered field experiences to be either a "valuable" or "very valuable" part of the program. In singling out courses, Administrative Behavior was considered the most critical course by the largest segment of the respondents, while no course stood out as the least critical. Major strengths were assessed as being: (1) interested advisors, and (2) student-faculty relations, while weaknesses were: (1) "useless" language requirement, and (2) no intern program. A major conclusion stated that there was no significant difference between administrators and non-administrators in the way in which they viewed educational administration courses. Thompson concluded that this indicated that separate programs were not required.

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[95]Robert Iver Thompson, "An Evaluation of the Ph.D. Program in Educational Administration at the University of Wisconsin," op. cit.

DeSanctis[96] conducted a study of doctoral graduates in educational administration from Rutgers University. Eighty-eight degree recipients, from 1949-1969, were respondents to a questionnaire. The study had three general objectives: (1) to determine opinions about selected phases of the educational administration program, (2) to determine what these opinions might signify in terms of future program development, and (3) to collect data about the present professional responsibilities of the respondents. Nearly 60 percent of the respondents thought they could have benefited from full-time versus part-time study. The more recent graduates were more supportive of full-time study. DeSanctis concluded that the course offerings were adequate and that the relationships that doctoral recipients had had with the faculty and other doctoral candidates were important learning experiences. In terms of recommendations, recent graduates favored sensitivity training and the use of simulation as instructional techniques.

Prasad's study[97] at the University of Pittsburgh was designed to measure to what degree the program of educational administration was providing educational leaders with the competencies (sic.) needed for their professional positions.

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[96]Vincent DeSanctis, Jr., "A Follow-Up Study of Ed.D. Graduates from the Department of Educational Administration and Supervision at Rutgers University, The State University of New Jersey 1949-1969," op. cit.

[97]Amba Durga Prasad, "An Evaluation of the Program in Educational Administration at the University of Pittsburgh," op. cit.

Courses built upon conceptual and technical, rather than human relations skills, were seen as less valuable.

Williams conducted an appraisal of the Indiana University doctoral program in school administration in 1971.[98] Forty-six graduates responded. Major conclusions were: (1) professors in educational administration were the greatest influence on the respondents when seeking admission, (2) curricular offerings were appropriate and adequate, (3) greater attention should be given to the development of human relations skills, and (4) the faculty's personal interest in the students was the greatest strength of the doctoral program at Indiana University.

A study was conducted by Nigro[99] in 1973 to examine the program in educational administration at Michigan State University, as viewed by graduates holding the specialist or doctoral degree, granted between 1965 and 1972. A questionnaire was sent to each of the 350 recipients of the specialist or doctoral degrees. The return of 288 responses (82.3 percent) included 132 specialist returns and 156 doctoral returns.

The major findings of the study were:

1. The most frequently cited reason for attending Michigan State University was offer of financial assistance (doctors) and proximity to home or job (both doctors and specialists).

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[98]Fred Dennis Williams, "An Appraisal of the Indiana University Doctoral Degree Program in School Administration," op. cit.

[99]Kirk A. Nigro, "An Analysis of An Appraisal by Graduates, of the Specialist and Doctoral Programs in Educational Administration at Michigan State University, 1965-1972," op. cit.

2. Seminars and the extern program (specialists) and association with major professors (doctors) received the highest ratings in terms of the contribution each made to the respondents' personal and professional growth while at Michigan State University.

3. The extern program was listed most frequently as the most valuable course by specialists, and theory of administration as the most valuable course by doctors.

4. Eighty-five respondents stated that no course could be singled out as a least valuable course.

5. The highest rating among 20 different skill areas by doctors was school-community relations. Specialists rated decision-making skills highest. These ratings were based on respondents' views of how well their graduate program had prepared them in each skill area.

6. Respondents reported the faculty as being the greatest strength of the program.

7. One-fourth of all respondents reported that any weaknesses in the program were of their own making.

8. The leading suggestion for improvement stated that coursework should have a broad base, and be taught by instructors who have had a great deal of practical experience.

9. In terms of present position, 88.2 percent were in administration, 10.4 percent teaching, 1.0 percent consulting, and 0.3 percent in research.

10. Only 6.9 percent of the respondents were earning $15,999 or less. A total of 52.4 percent were earning $22,000 or more.

## Literature Related to Graduate Study in Continuing Education

### Theories of Graduate Study in Continuing Education

There is a need for a coherent theory of graduate study in continuing education.[100] The purpose of such a theory, according to Knowles, is to provide guidelines for the development of programs which will:

1. Result in a clear image of what the degree stands for,
2. Provide a constant basis for planning by students and faculty,
3. Promote functional evaluation and program improvement, and
4. Define areas of freedom for individualization.[101]

Three theories of doctoral programs in education were identified by Knowles. Theory A is a curriculum that contains a basic core that has been defined by the institution and is common for all students. Theory B combines a common core of content with an opportunity for the student to specialize in the area of his interests or career objectives. Theory C suggests that the program of graduate study should be unstructured and be dictated by the interests and career objectives of the student.

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[100] Malcolm S. Knowles, "A General Theory of the Doctorate in Education," Adult Education (Spring, 1962), pp. 136-141.

[101] Ibid., p. 136.

The theory of the doctorate in education advocated by Knowles is Theory B. This construct is a role theory of the doctorate in education. It is based upon the assumption that all educators must possess certain abilities and qualities as educational generalists, but that some specialization of function takes place, so that specialized sub-roles must be provided for within the general role of educator.

According to Knowles' theory of the doctorate, a graduate curriculum should be developed according to the following processes:

1. Analyzing the functions required in the roles of
   a. educational generalist and
   b. each kind of educational specialist.
2. Determining the competencies required to perform each function.
3. Diagnosing the learnings (knowledges, understandings, skills, attitudes, interests, and values) that make up each competency.
4. Formulating objectives in terms of behavioral changes to be sought in these learnings.
5. Planning a program of learning activities that will achieve these objectives according to a design that provides for continuity, sequence, and integration of learnings.[102]

This curriculum would be learning objective centered rather than subject matter centered, and program components would be designed in terms of the learning objectives to be attained. This program would be directed toward stimulation and guidance of mutual inquiry by students and faculty. The role of the instructor would be that of consultant; and the role of the student would be that of a responsible inquirer, not a dependent receptor.

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[102]Ibid., p. 137.

In the late 1950's, the Institute of Adult Education at Teachers College, Columbia University, undertook a study of their program to examine how relevant the program's offerings were. One of the results of this study was a proposal by Essert for a new doctoral program.[103] The curriculum was conceptualized as three concentric circles of courses: core, augmentation, and specialization.

The core program consisted of five courses integrated by seminars with directed field study and research. The specific course titles included: (1) Foundations and Principles of Adult Education, (2) Structural Organization of Adult Education in Relation to Social Institutions and Cultural Change, (3) Adult Psychology and Adult Learning, (4) Program Design and Educational Processes for Adults, and (5) Integrative Seminar in Adult Education.

The student's program would also include augmentation and specialization courses. Augmentation courses are outside the field of education and are selected according to the specific needs and interests of the student. Courses would be in such fields as economics, sociology, anthropology, psychology, and philosophy. The specialization courses would provide the student with an opportunity to improve his capability in a field of special interest.

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[103] P. L. Essert, "A Proposed New Program In Adult Education," Adult Education, 10-3 (Spring, 1960), pp. 131-140.

Boyd proposed a program of study that is determined by the specific needs and interests of the student.[104] Unlike Knowles or Essert, Boyd did not recommend a common core of courses for all students. The selection and sequence of courses are unique to the needs of each student.

Boyd identified three phases in the graduate program. During the first phase, the student becomes acquainted with the graduate faculty and identifies those with whom he will do his graduate work. He decides on the direction of his graduate program, and contacts the professor who will serve as chairman.

In the second phase, the student takes three types of courses. The first type relates to his particular area of interest. The second provides depth in disciplines relevant to the student's field of study. The third type provides research capabilities. The student, in addition, has a systematic and integrated series of professional experiences: apprenticeships, teaching assistantships, and research assistantships. The choice of professional learning experiences is determined by the student's career goals.

The third phase of the program is devoted to research. During this period, the student participates in seminars and he is given experience as an intern, if administration is his career goal; as an instructor, if teaching is his career goal; or as a research associate, if research is his career goal.

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[104]R. D. Boyd, "New Designs for Adult Education Doctoral Programs," Adult Education, 19-3 (Spring, 1969), pp. 186-196.

The difference between Boyd's position and that of Knowles and Essert is on the amount of flexibility given the individual in selecting his program, and illustrates a basic dilemma in continuing education graduate programs. The individually oriented pattern provides the individual with an opportunity for freedom to learn, but graduate programs are also charged with the responsibility of transmitting a basic "core."

## Objectives of Graduate Programs in Continuing Education

As an emerging discipline, there has been considerable interest in the development of learning objectives for continuing education graduate programs. This section includes a sampling of the objectives that have been proposed and a discussion of variables that may influence the evaluation, by graduates, of doctoral programs in continuing education. The evaluation generally includes the extent to which the graduates judge that they have achieved their doctoral program objectives and the perceived relevance of those objectives.

Liveright stated in 1964 that the continuing education field had not yet developed to the point where it was "possible or desirable to describe the content or organization of a graduate program in specific terms."[105] According to Liveright, an essential responsibility of continuing education faculty was to identify

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[105]A. A. Liveright, "The Nature and Aims of Adult Education as a Field of Graduate Education," op. cit., p. 85.

program learning objectives and then develop the curricula to achieve those objectives. As a step toward that goal, Liveright suggested the following objectives:

1. Competence to practice his profession--with sufficient knowledge and skill to satisfy the requirements.
2. Social understanding--placing the practice of adult education in the context of the society which supports it, and developing a capacity for leadership in public affairs.
3. Philosophy and set of values which make possible effective practice.
4. Zest for continued study which will steadily increase knowledge and skill required by practice.
5. Enough competence in conducting or interpreting research to enable the practitioner to add to human knowledge through either discovery or the application of new truths.[106]

Professors of continuing education often differ in their perceptions of the professional qualifications needed by the continuing educator.[107] While differences in opinion do exist, Houle suggests that most graduate programs have the following general objectives:

1. A sound philosophic conception of adult education based on a consideration of its major aims and issues and embodying convictions concerning the basic values which it would seek to achieve.
2. An understanding of the psychological and social foundations on which all education (and particularly adult education) rests.
3. An understanding of the development, scope, and complexity of the specific agency or program in which he works and the broad field of adult education of which it is a part.
4. An ability to undertake and direct the basic processes of education; the refinement of objectives; the selection and use of methods and content; the training of leaders; the provision of guidance and counseling; the promotion of programs, the coordination and supervision of activities; and the evaluation of results.

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[106] Ibid., p. 96.

[107] C. O. Houle, "The Educators of Adults," loc. cit.

5. Personal effectiveness and leadership in working with other individuals, with groups, and with the general public.
6. A constant concern with the continuance of his own education throughout life.[108]

These general learning objectives were developed by continuing education professors and were based on what they considered to be requisite qualifications of the professional in continuing education. Hackel states, however, that differences exist in the perception of objectives between those who are directing graduate programs in continuing education and continuing education practitioners.[109] According to Hackel, from the point of view of the professional adult educator who is involved in the training of other professionals, one goal of specialist training should be to advance the field, through its practitioners, toward greater professionalism. In this regard, graduate programs in adult education should seek to develop a sense of values and a broad philosophy for the field, move toward the establishment of a code of ethics for the entire field, and teach techniques based on general principles. They should further inculcate in their students a feeling of commonality and purpose, a belief that adult education represents a continuing

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[108]Ibid., p. 126.

[109]Alan S. Hackel, "Some Aspects of Teacher and Leader Training and Recruitment for Higher Adult Education," paper presented at the National Seminar on Adult Education, Chicago, Illinois, February 11-13, 1968, pp. 11-13.

career, and an understanding of the social needs for adult education and of the social role to be provided by its practitioners.

Also important are the views of the continuing education practitioners who are actively engaged in implementing continuing education programs. Drawing on two studies of this group, Hackel noted that their concerns seemed somewhat more practical in nature, and more involved with the problems of the practice of adult education.[110] They tended to see the following as important: leadership maturity; initiative in program development; an understanding of adult psychology; ability as a teacher; proficiency in the use of communication media; an understanding of community organization, development and its power structure; experience in working with adults, individually or in groups; public relations, promotional and organization ability; significant knowledge in an academic area; specific coursework in adult education; a broad liberal arts background; at least a Master's degree; training and experience in educational administration; and some occupational experience outside of the field of education.

They also found the following areas to be important: to gain a better understanding of the basic needs which cause adults to participate in educational programs; a better understanding and insight into the changing interests of adults in vocations, family, leisure, religion, health, etc.; an increased ability to apply psychological principles to the selection of objectives; techniques

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[110]Ibid.

to relate programs more closely to needs and interests of adults; the ability to relate more closely to the general needs of the community; skill in recognizing community needs and resources that are important to adult education programs; a better understanding of the educational methods that apply to adults; more information regarding the kinds of educational materials most suitable for mature adults; and, procedures for their own continuing education.

The concerns of these two groups of adult educators, the educators of adult educators and the practitioners in the field, differed only in degree. That is, they had concern for the same professional areas, but at different levels or regarding different aspects.

Chamberlain, in an attempt to determine the competencies (which he broadly defined to include knowledge, attitudes, and skills) required of a successful professional in continuing education, obtained the opinions of (1) professors of continuing education, (2) graduate students, or those who had recently graduated, and (3) heads of continuing education agencies.[111] The competencies that Chamberlain listed can be utilized as a basis for both program development and evaluation. The 15 competencies that received the highest rating, in descending rank order, were:

1. The adult educator believes that there is potentiality for growth in most people.

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[111]M. N. Chamberlain, "The Professional Adult Educator: An Examination of His Competencies and of the Programs of Graduate Study Which Prepare Him for His Work in the Field," loc. cit.

2. The adult educator is imaginative in program development.
3. The adult educator can communicate effectively--speaks and writes well.
4. The adult educator has an understanding of the conditions under which adults are most likely to learn.
5. The adult educator is himself learning.
6. The adult educator is an effective group leader.
7. The adult educator knows himself--his values, his strengths, and weaknesses.
8. The adult educator has an open mind--willing to accept other's ideas.
9. The adult educator has an understanding of what motivates adults to participate in programs.
10. The adult educator has a strong commitment to adult education.
11. The adult educator can organize and direct complex administrative activities.
12. The adult educator has developed a system of values about adult education.
13. The adult educator has an understanding of the structure of the community, its organization and grouping.
14. The adult educator believes that innovation and experiment are necessary to the development of the field.
15. The adult educator believes in freedom of thought and expression.[112]

The responses were factor-analyzed to determine the pattern of perceptions. Chamberlain noted, that though wide variances appeared in the responses, there are identifiable concepts, skills, and values that constitute important qualifications needed by leaders in continuing education. He concluded that it is possible to construct a program of graduate study to assist the potential leader in acquiring these qualifications.[113]

In the responses the sub-group of professors tended to place a high value on concepts--the intellectual aspects--as did the directors of adult education in voluntary organizations and the

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[112]Ibid., p. 44.

[113]Ibid., p. 164.

observers of adult education. However, the directors also highly regarded relationships to the group, while the observers emphasized relationships to society. On the other hand, the directors of evening colleges downgraded concepts while emphasizing skills--the practical approach--and the deans of general extension divisions followed a similar pattern, but also gave positive emphasis to values.

College presidents and librarians gave a slight preference for societal relationships. Training directors in labor and industry stressed values and downgraded relationships. Graduate students in adult education showed a lack of enthusiasm for skills and group relationships, but did indicate the importance of societal relationships. The directors of public school adult education were difficult to classify. They downgraded values and had a slight prejudice favoring group relationships.[114]

Jensen expressed the point of view that continuing education is a practical discipline, and that its primary objective is in assisting individuals in coping effectively with a changing world.[115] Graduate programs should prepare professional practitioners to deal with such problems and provide continuing education leadership. Experience gained should lead to the development of generalizations and principles which provide guidelines for the professional.

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[114]Ibid., pp. 60-62.

[115]Gale Jensen, "How Adult Education Borrows and Reformulates Knowledge of Other Disciplines," loc. cit.

In contrast to Jensen's position, Boyd maintained that graduate study in continuing education should emphasize continuing education as a field of study.[116] Doctoral programs, in particular, should be devoted to preparing individuals whose primary role will be research and teaching in continuing education. The doctorate should be a scholarly degree, with the holders of the degree devoted to observing, analyzing, and developing knowledge and theory to explain the nature of continuing education. Boyd suggested that there were other degrees that would meet the needs of the professional practitioner.

Douglah and Moss stated that the present confusion regarding the objectives of graduate study in continuing education may be due primarily to a failure to define the roles of professionals in continuing education.[117] As a basis for a definition, Douglah and Moss distinguish between continuing education as a field of study and continuing education as a profession. Professional roles should be delineated on the degree to which a holder of a position utilized the content of continuing education in the accomplishment of his position responsibilities.

Douglah and Moss identified two major professional roles, the continuing education practitioner and the continuing education

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[116] R. D. Boyd, "New Designs for Adult Education Doctoral Programs," loc. cit.

[117] M. S. Douglah and G. M. Moss, "Adult Education as a Field of Study and Its Implications for the Preparation of Adult Educators," Adult Education, 19-2 (Winter, 1969), pp. 127-134.

scholar. The continuing education scholars, those who do research and teach continuing education, should have extensive knowledge of the field of continuing education as a body of content. Consequently, their professional preparation should stress continuing education as a field of study and research.

Graduate study for the continuing education practitioner would be designed around the specific professional role objective. Students who are preparing to be administrators should receive graduate preparation that stresses the management of continuing education institutions. Program planners would receive preparation in adult learning and curriculum planning, with additional emphasis on the community settings in which continuing education programs take place.

One of the major areas of difference in the discussion concerning the purpose of graduate study in continuing education is the relative degree of research capability required. The need for extensive research capability was emphasized by Boyd and by Douglah and Moss for the continuing education scholar. The need for extensive preparation in research is not considered as important, by them, for the continuing education practitioner.

Sheats discussed the value that preparation in applied research can be to the practitioner.[118] Applied research differs from traditional research by its orientation to decision making.

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[118]P. H. Sheats, "The Relevance of Research for the University Adult Education Administrator," Adult Leadership, 8-20 (February, 1972), pp. 302-305.

Preparation in applied research stresses the facilitation of decision making in such areas as planning and budgeting.

## Program Components of Graduate Programs in Continuing Education

While every graduate program in continuing education has its unique aspects, a basic core of continuing education courses appears to be present in every program in some form. It is generally recognized that the content of current graduate programs is largely determined by professors of continuing education and is based upon their perceptions of the learning experiences required to develop the qualifications needed by professionals in the field.[119] Dillon and Cologne's 1959 survey of graduate programs revealed that the basic content of continuing education graduate programs included: (1) an introductory survey of the field, (2) methods and materials, (3) organizations and administration, (4) psychology of adult learning, (5) directed field experience, and (6) seminars.[120] Ingham and Quazilbash in a later study, found essentially the same common elements. They were: (1) survey of the field of continuing

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[119] A. Y. Scates, "Professional Preparation for Educators of Adults: A Survey of the Status and Content of Graduate Training Programs in Adult Education" (Unpublished Ph.D. dissertation, George Washington University, 1963).

[120] H. J. Dillon and R. Cologne, A Report of a Survey Concerning the Current Status of Enrollment, Types of Courses Offered, General Content, Available Internship Experiences, Suggested Print Source Materials, and Other Precedures Used in the Preparation of Students Majoring in the Field of Adult Education (Chicago, Illinois: Commission of Professors of Adult Education, 1959), pp. 1-7.

education, (2) program development in continuing education, (3) adult learning, (4) general administration, and (5) seminars.[121]

Along with the basic core of continuing education courses, most doctoral programs in continuing education have a strong interdisciplinary orientation. One of the means by which continuing education develops a unique body of knowledge suited to its purposes is through utilizing and/or reformulating knowledge that has been developed by other disciplines. Of these disciplines, those in behavioral sciences are especially important.[122]

Scates, as part of his study of the preparation of professionals in continuing education, obtained the judgments of persons in the field as to the relative value of various content areas.[123] Those who were queried included: (1) professors of education interested in continuing education, (2) persons associated with the National University Extension Association, (3) educators active in the Association of University Evening Colleges, (4) directors of continuing education programs listed by the American Association of Junior Colleges, and (5) members of the National Association of Public School Adult Educators. The respondents were asked to rate 17 different content areas. The psychology of

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[121]R. J. Ingham and H. Quazilbash, A Survey of Graduate Programs in Adult Education in the United States and Canada (Tallahassee, Florida: Department of Adult Education, Florida State University, 1968), pp. 1-13.

[122]Gale Jensen, "How Adult Education Borrows and Reformulates Knowledge of Other Disciplines," loc. cit.

[123]A. Y. Scates, "Professional Preparation for Educators of Adults: A Survey of the Status and Content of Graduate Training Programs in Adult Education," loc. cit.

adults was considered to be the most important. This was followed in degrees of consensus by group processes, the counseling and guidance of adults, program planning and curriculum, and the selection and training of teachers and administrators.

Veri's research had the objective of designing a doctoral program that would be based on the expressed learning needs of professionals in the field.[124] His study was based on the models of graduate programs developed by Knowles and Essert. Subject-matter areas were described as core, generalist producing, and specialist producing. Veri assumed that there were three positions for which professionals in continuing education can be prepared--administration, teaching, and research. The following subject matter areas were recommended for inclusion in a doctoral program:

1. Core Experiences:
   History and Philosophy of Adult Education
   Designing and Evaluating Adult Education Programs
   Psychology of Adult Education
   Sociology of Adult Education
   Social Change
   Special Problems in Adult Education
   Motivation
2. Generalist Producing Experiences:
   Organization and Administration of Adult Education Agencies
   Methods and Media in Adult Education
   Educational Psychology: General Survey
   Cultural Change
   Fundamental Research Techniques
   Utilization and Evaluation of Audio-Visual Aids
   Interpreting Educational Research
   Social Psychology

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[124] C. C. Veri, "The Design of a Doctoral Degree Program in Adult Education Based on the Expressed Needs of Professional Practitioners" (Unpublished Ph.D. dissertation, University of Nebraska, 1968).

3. Administration Specialist Producing Experiences:
   Public Relations
   Personnel Administration
   Internship in Adult Education
   Budget Development and Control in Education
   Public Speaking
   Community Planning and Organization
4. Teaching Specialist Producing Experiences:
   Integrating Seminar in Adult Education
   Contemporary Educational Trends
   Philosophies of Education
5. Research Specialist Producing Experiences:
   Statistical Methods
   Research Design in Education
   Advanced Statistical Methods
   Sociology of Small Groups
   Sociological Research Design and Analysis.[125]

## Evaluation of Graduate Programs in Continuing Education

A survey of the literature indicated that while continuing education professionals frequently wrote about the need for evaluation, few efforts have been made toward a systematic evaluation of graduate programs in continuing (adult) education. Only two major studies of this nature have been undertaken. The first was Aker's attempt to identify criteria that would be useful in evaluating the effectiveness of graduate programs in continuing (adult) education.[126] The second was Noel's study which was concerned with evaluating the doctoral program in adult and community college education at North Carolina State University at Raleigh.[127]

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[125]Ibid., p. 88.

[126]G. F. Aker, "The Identification of Criteria for Evaluating Graduate Programs in Adult Education," loc. cit.

[127]James Noel, "Perceptions Held by Doctoral Graduates of the Department of Adult and Community College Education at North Carolina State University as Related to Department Objectives and Learning Experiences" (Unpublished Ed.D. dissertation, North Carolina State University, 1972).

Aker's study consisted of three phases. The first phase involved a review of the literature of various professions in search of evaluation methodology. The second phase involved an identification of educational objectives of graduate programs in continuing (adult) education and descriptions of specific professional behaviors that would serve as criteria for determining the achievement of these objectives.

Aker identified 215 behaviors. A panel of professors of continuing (adult) education selected 23 as being observable, measurable, and useful for evaluating the achievement of the overall objectives of graduate study. The 23 behaviors identified were:

The adult educator:

1. Helps people control and adjust to change rather than maintain the status quo.
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.
3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of the needs and abilities of the individual learners.
4. Helps his clientele acquire the ability for critical thinking.
5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or interpersonal threat.
6. Identifies potential leaders and helps them to develop their potentials and capacities.
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.
8. Is actively involved in continuing study that will increase his professional competence.
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
10. Actively shares, participates, and learns with the learners in the learning experiences.

11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.
12. Identifies and interprets trends that have implications for adult education.
13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.
14. Arranges learning experiences so that the learners can integrate theory and practice.
15. Is effective in building a teaching team among lay leaders and group members.
16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.
17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.
18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.
19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understandings and skills necessary for lifelong learning.
20. Objectively presents contrasting points of view.
21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.
22. Recognizes when the communication process is not functioning adequately or when it breaks down.
23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.[128]

A third phase of Aker's study was a survey of graduate students and doctoral degree recipients in continuing (adult) education to assess their opinions of the importance of the selected behaviors. On the basis of the findings, Aker concluded that each of the 23 behaviors represented an essential component in the overall performance of the professional in continuing education. A majority of the graduate students and degree recipients, however, expressed a need for improving their qualifications in each of the

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[128]G. F. Aker, "The Identification of Criteria for Evaluating Graduate Programs in Adult Education," op. cit., pp. 164-165.

23 behaviors. The behaviors for which the highest percentage of both graduate students and degree recipients expressed a need to improve their qualifications were those in which the adult educator:

16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.

23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

Aker concluded that existing graduate programs were not placing appropriate emphasis on developing abilities to evaluate programs and to analyze critically both research and theoretical writings.

Aker's study was concerned with developing general evaluative criteria for graduate programs in continuing education. The study by Noel used a similar methodology but was concerned with evaluating a specific doctoral program, that of the Department of Adult and Community College Education at North Carolina State University at Raleigh.[129] The purposes of the study were to determine the perceptions held by doctoral graduates of the extent to which their doctoral programs had contributed toward their preparation in the objective areas of the Department of Adult and Community College Education and the relevance of the Departments' objectives and program components to their professional responsibilities.

The Department at North Carolina State University has five broad objectives. In order to measure the attainment and relevance

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[129]James Noel, "Perceptions Held by Doctoral Graduates of the Department of Adult and Community College Education at North Carolina State University as Related to Department Objectives and Learning Experiences," op. cit.

of the five broad Department objectives, Noel identified thirty-eight learning outcomes (which he termed "competencies") to be used as evaluative criteria. The five broad objectives and the thirty-eight competencies (sic.) were as follows:

> Objective 1: an understanding of the scope and significance of the field of adult and community college education and its contribution to society.
>
> > Competency 1: an understanding of the historical development of adult education and/or community college movements and the factors and forces that have influenced their development.
> >
> > Competency 2: an understanding of the philosophical issues affecting the field of adult and/or community college education.
> >
> > Competency 3: an understanding of the contemporary American social milieu and its implications for adult and/or community college education.
> >
> > Competency 4: an understanding of the variety of organizational settings in which adult education takes place and an understanding of their differentiated roles and problems.
> >
> > Competency 5: the development of a personal philosophy or set of values concerning adult education and/or community college education.
>
> Objective 2: to understand the role of adult and community college education as a process of social change.
>
> > Competency 6: an understanding of the forces and factors operating in society that give rise to technological, cultural, social, and economic change.
> >
> > Competency 7: an understanding of the way in which technological, cultural, social, and economic change affect the individual, the community, and the nation.
> >
> > Competency 8: an understanding of what motivates individuals to participate in education programs and the ability to use this knowledge in planning programs of behavioral change.

Competency 9: an understanding of the dynamics of group behavior and the processes involved in group change.

Competency 10: an understanding of the structure of the community and the ability to plan and execute strategies of community change.

Objective 3a: to understand intensively a specialized area of adult and community college education--Learning and Curriculum.

Competency 11: an understanding of the unique physical, psychological, and social characteristics of the adult learner.

Competency 12: an understanding of experimental studies, scientific investigations, and theories of learning that are pertinent to establishing learning experiences.

Competency 13: an understanding of the conditions under which learners are most likely to learn and the implications of these conditions for designing effective learning experiences.

Competency 14: an understanding of the basic concepts and principles involved in cognitive change, attitudinal change, and in mastering psychomotor processes.

Competency 15: an understanding of the concepts, theories, and principles involved in curriculum development.

Competency 16: the ability to diagnose learner needs and translate these into objectives and programs.

Competency 17: the ability to design and organize learning experiences that are appropriate to the educational level, interests, needs, past experiences, and abilities of the learner.

Competency 18: the ability to use the procedures and principles of evaluation to clarify and change objectives.

Competency 19: an understanding of the concepts, theories, and principles involved in utilizing the programming process in effecting organizational and societal change.

Competency 20: the ability to apply the programming process to a variety of institutional settings and situations.

Objective 3b: to understand intensively a specialized area of adult and community college education--Organization and Administration.

Competency 21: an understanding of the theories and dynamics of the organization.

Competency 22: an understanding of the theories and principles of administration.

Competency 23: an understanding of the nature of leadership and the ability to provide leadership in professional activities.

Competency 24: an understanding of fundamental administrative processes such as planning, organizing, managing, and controlling.

Competency 25: the ability to involve and use others in orderly decision-making processes.

Competency 26: the ability to identify, analyze, and effectively manage conflict and potential conflict in an organization.

Competency 27: an understanding of the procedures by which an administrator attempts to maintain a satisfactory level of organizational renewal.

Competency 28: the ability as an administrator to analyze critical social issues and relate them to the educational system as an instrument of societal change.

Competency 29: the ability as an administrator to evaluate institutional effectiveness.

Competency 30: the ability to relate administrative theory and research to current practices in the field of administration.

Objective 4: to develop competence in designing and conducting scholarly research in the field of adult and community college education.

Competency 31: the ability to select and define a significant problem for research.

Competency 32: the ability to prepare and execute a research design.

Competency 33: the ability to use and interpret statistical data and procedures in conducting research.

Competency 34: the ability to report research clearly and logically so that it will be of use to other educators.

Objective 5: to develop the competency to identify and evaluate significant scholarly work in adult and community college education and related fields.

Competency 35: the ability to integrate new research findings into the existing body of professional literature.

Competency 36: the ability to interpret, synthesize, and apply research findings from other disciplines that have significance for the field of education.

Competency 37: the ability to locate, read, interpret, and apply research findings to action-oriented programs.

Competency 38: the ability to evaluate critically and to discuss scholarly research with other educators and professionals.[130]

Noel found that, in general, the graduates of The North Carolina State University doctoral program in Adult and Community College Education had a high regard for their professional program. The graduates reported that, with only certain exceptions among the individual competencies (sic.), their doctoral programs contributed adequately toward their professional preparation. With one exception, the objectives received high ratings of relevance from the graduates. The exception was the ability to design and conduct research which received ratings of relevance that were substantially lower than those given the other objectives. The doctoral program components, such as preparation of the dissertation and coursework completed within the Department of Adult and Community College Education, were generally evaluated as relevant to the graduates'

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[130]Ibid., pp. 27-29.

current professional responsibilities. There were, however, several program components which received ratings of little relevance.

## Summary

The intent of this chapter has been to review the available literature concerning evaluation theory and methodology in education and the literature concerning graduate study, general evaluative studies of graduate study, overall studies of doctoral programs of particular universities, studies evaluating specific doctoral programs in education, and, in particular, doctoral study in continuing (adult) education. The literature on evaluation gave direction to the design of the study and provided a basis for the formulation of the learning objectives. The literature on doctoral study in continuing (adult) education provided an initial base, in addition to its own statements of mission, self-assessment instruments, course and seminar syllabi, for developing a comprehensive set of professional continuing education goals and objectives with which to appraise the doctoral program at Michigan State University. It also furnished a basis for relating the doctoral program at M.S.U. to other doctoral programs in continuing (adult) education.

The review of the literature has established a framework for the present study. The fundamental intents of the study were to accomplish its purposes and in the process to advance that framework. The primary tasks of the study then became: (1) to develop and validate a comprehensive model of professional continuing

education goals and objectives to be used as an evaluation standard, (2) to obtain the appropriate evaluative data, (3) to process and analyze the data, (4) to summarize the findings, and (5) to present the major conclusions and recommendations.

Chapter III discusses the development of the evaluation standard, and the collecting, processing, analyzing, and reporting of the research data.

# CHAPTER III

# DESIGN AND METHODOLOGY

## Introduction

The general problem of this study was to appraise the doctoral program in continuing (adult) education at Michigan State University from Spring Term 1956 to Fall Term 1975.

A major concern in educational program evaluation is whether to assess a program against only those program objectives specifically stated for the program being evaluated or against a broader or idealized range of possibilities for programs in the class to which it belongs--knowing that the selected program will probably fail to meet or even attempt to meet some of them. The latter approach was used for this study. The primary tasks of the study then became: (1) to develop and validate a comprehensive model of professional continuing education goals and objectives to be used as an evaluation standard, (2) to obtain the appropriate evaluative data, (3) to process and analyze the data, (4) to summarize the findings, and (5) to present the major conclusions and recommendations.

## The Development of the Evaluation Standard

The development of the idealized model of professional continuing education goals and objectives to be used as the evaluation

standard was done based on an extensive review of the literature as reported in Chapter II, statements of mission, self-assessment instruments, course and seminar syllabi of the Michigan State University doctoral program in continuing education and similar programs, and lists developed by other investigators. The several hundred goals and objectives obtained in this research were grouped into related aggregations or program goals. Eventually eight possible program goals were identified.

For each goal evaluative criteria for measuring its relevance and the contribution of the doctoral program toward achieving it were identified by asking the following question: What does this goal imply in the nature of cognitive, affective, and psycho-motor learning objectives to be attained? The question was answered in most cases by adapting and/or modifying objectives from the extended list. From this extensive inquiry a comprehensive model of professional continuing education doctoral program goals and objectives was developed to be subjected to validation (see Appendix A).

Suchman stated that validity is the single most important methodological criterion for evaluating any instrument to be used in evaluative research.[131] The validity of the survey instrument in this study had to be concerned with the question of how accurately the identified professional continuing education objectives represented desired comprehensive professional continuing education

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[131]E. A. Suchman, Evaluative Research (New York: Russell Sage Foundation, 1967), pp. 120-121.

learning goals. The identified learning objectives were subjected to content validation. According to Kerlinger, content validation is guided by the query: "Is the substance or content of this measure representative of the content or the universe of content of the property being measured?"[132] Suchman identified the determination of content validity by a panel of experts "consensual validity."[133] Goode and Hatt identified it as "jury opinion."[134]

The content validation of the learning objectives was obtained by several methods. The list of comprehensive continuing education doctoral program learning goals and objectives was submitted to thirty-eight professionals in continuing education, selected because of their recognized expertise, experience, and contribution to the profession of continuing education. Eleven of the panel members were in continuing education positions at Michigan State University. Only one member of this panel was directly associated with the Continuing Education Graduate Program. The other twenty-seven panel members were nationally recognized professionals in continuing education. Changes were made on the basis of the responses of the panel to the validation instrument. The resulting comprehensive set of continuing education doctoral program goals and objectives (see Appendix B), became the basis of

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[132]F. N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 446.

[133]E. A. Suchman, Evaluative Research, loc. cit.

[134]W. J. Goode and P. K. Hatt, Methods in Social Research (New York: McGraw-Hill, 1952), p. 237.

the study and of the survey instrument (Appendix C). The study itself had as one of its purposes further validation of these goals and objectives.

## Collecting the Research Data

The nature of the data to obtain was derived from the review of the literature. Two sources were used to collect the data required for the study: (1) the records of the Graduate Student Affairs Office of the College of Education, and (2) the survey instruments returned by the respondents.

The records of the Graduate Student Affairs Office provided for each graduate the graduate's date of birth, sex, date admitted, date comprehensive examinations were passed, date thesis accepted, degree conferred (Ph.D. or Ed.D.), and date degree conferred. The additional data for the study were gathered by the survey instrument. The data requested in Part I of the instrument were primary professional responsibility, years of experience in primary professional responsibility, type of employing organization, years of professional experience in continuing education prior to admission to the doctoral program, primary focus of the doctoral program, and compatibility of current professional position with the primary professional objectives held while working toward the doctorate. Obtaining data in three additional areas was central to the design of the rest of the survey instrument. Parts II, III, and IV of the survey instrument are devoted, respectively, to obtaining answers to the following general questions:

1. What is the relevance, as perceived by the doctoral degree recipients, of the model of professional continuing education goals and objectives to their current professional responsibilities?

2. What is the extent to which their doctoral programs at Michigan State University contributed, as perceived by the doctoral degree recipients, toward their achievement of these continuing education objectives?

3. What is the extent to which selected components of their doctoral programs at Michigan State University contributed, as perceived by the doctoral degree recipients, toward their professional development?

The essential elements in parts II, III, and IV of the survey instrument are 5-point numerical rating scales. Kerlinger described a rating scale as a "psychological measuring instrument that requires the rater or observer to assign the rated object to categories or continua that have numerals assigned to them."[135] An advantage of numerical rating scales is that they yield numbers that can be used in statistical analysis. In addition, Kerlinger stated that because the numbers may represent equal intervals in the mind of the observer, they may approach interval measurement. The scale response alternatives were also carefully developed based on the findings of Bass[136] so that they would more likely represent equal intervals.

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[135]F. N. Kerlinger, Foundations of Behavioral Research, op. cit., p. 514.

[136]Bernard M. Bass; Wayne F. Cascio; and Edward J. O'Connor, "Standardized Magnitude Estimations of Expressions of Frequency and Amount," Journal of Applied Psychology, 59-3 (June, 1974), pp. 313-320.

The survey instrument incorporating the validated professional continuing education objectives was pretested by administering it to fifteen randomly selected advanced doctoral candidates in the continuing education doctoral program at Michigan State University. Goode and Hatt indicated that the accuracy of pretesting is increased by using as judges a sample of a population similar to that to which the instrument will subsequently be applied.[137] The instrument was also given to several College of Education faculty members and members of the Office of Research Consultation of the College of Education, for their suggestions.

Reliability refers to the accuracy or precision of a measuring instrument and indicates the probability of obtaining the same results upon repeated application. Goode and Hatt suggested that not less than 8 to 10 judges should be used.[138] For the purposes of this study, the judges were fifteen additional randomly selected advanced doctoral candidates. The statistical technique of comparison used was a coefficient alpha which Thorndike and Hagen refer to as reliability coefficient.[139] Coefficient alphas in excess of .80 were obtained for parts II (.92), III (.87), and IV (.83) of the survey instrument.

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[137]W. J. Goode and P. K. Hatt, Methods in Social Research, loc. cit.

[138]Ibid.

[139]R. L. Thorndike and E. Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley and Sons, 1969), pp. 131-132.

The questionnaire method for collecting the majority of the data was used for several reasons. Because of the size of the study population, the personal interview method was deemed unrealistic, at least, as the primary data collection method. Geographic dispersion of the 100 individuals in the study population also made personal interviewing a difficult alternative. In addition, telephone interviewing was also eliminated as a possibility. The length of the questionnaire would have resulted in considerable expense if a long distance telephone interview had been used, and would have allowed little time for respondents to consider each item. The review of the literature indicated that in similar studies, the questionnaire method was used with considerable success, in terms of response rate. Consequently, it was believed that a questionnaire could be utilized with reasonable assurance that enough returns would be received to make meaningful comparisons.

Much consideration was given to the problems involved in the use of the questionnaire method, and wherever possible, appropriate steps were taken to avert them. The various drafts of the instrument were, as mentioned before, critiqued in detail by administrators, faculty, fellow students familiar with the general problem, and members of the Office of Research Consultation.

The study population was comprised of all of the 100 doctoral degree recipients who majored in Continuing or Adult Education in the College of Education at Michigan State University.

The period covered almost 20 years, beginning with the awarding of the first doctoral degree in Adult Education in June of 1956 and included the awarding of doctoral degrees in Continuing Education through December of 1975.

The decision was reached that the study should include the entire population rather than a sample. The reasons for this decision were several. The size of the population was not unreasonably large. It was also believed that in the population there might be a number of unique, valuable suggestions offered, any one of which could be missed if a sample was used. Since individual replies were of interest, and the population was small, the study investigated the entirety of the population. A replication of this study, involving larger numbers of respondents could be accomplished through the use of random or stratified sampling procedures.

Addresses of the doctoral recipients were obtained from: (1) the alumni Office at Michigan State University, (2) the Placement Office at Michigan State University, (3) faculty members and students in the Department of Administration and Higher Education, and (4) professional organization membership lists, especially that of The Adult Education Association of the United States.

Each study subject received: (1) an offset press survey instrument in booklet form, (2) an automatically typed and individually addressed cover letter explaining the purposes and significance of the study and requesting his or her assistance,

and (3) a stamped, pre-addressed return envelope. Doctoral recipients who did not respond to the initial mailing were sent a reminder letter and an extra survey instrument three weeks after the estimated arrival date of the first mailing. Completed instruments were received from all 100 graduates of the doctoral program in Continuing (Adult) education at Michigan State University.

## Processing, Analyzing and Reporting the Data

The responses to the closed-ended questions in the survey instrument were coded and transferred to scoring sheets. After the item responses had been scored and verified, they were transferred to standard punched data cards. The data collected were prepared and presented in tabular and written form. The analyses are descriptive and comparative using, in most cases, frequency distributions and mean scores. The responses to the open-ended questions obtained in Part IV of the survey instrument were grouped into related categories and reported in summary form.

The data were analyzed and are reported in seven sections. The first section describes selected characteristics of the study population. The second section presents the graduates' ratings of the relevance of the continuing education goals and objectives to their current primary professional responsibilities. The third section reports the graduates' ratings of relevance of the goals and objectives by selected professional and personal factors. The fourth section presents the graduates' ratings of the contributions of their doctoral programs toward their achievement of the continuing

education goals and objectives. The fifth section reports the graduates' ratings of the contributions by selected professional and personal factors. The sixth section presents the ratings by graduates of relevance and contribution and associated incongruence factors in relation to the continuing education doctoral program goals and objectives. The last section reports the extent to which selected program components in their individual doctoral programs at Michigan State University were perceived by the graduates as having contributed to their professional development.

The survey instrument was designed to gather data that were deemed to be relevant to an appropriate and meaningful appraisal of the doctoral program at Michigan State University. It is beyond the scope of this dissertation to report all of the comparative analyses that were made. It was decided that the comparative analyses selected to be reported should meet certain operational guidelines which included the appropriate statistical measures to be used. These were mean scores and standard deviations.[140] Tests of statistical significance were deemed inappropriate because an entire population was surveyed and therefore actual population values were obtained.[141] The comparative analyses selected were

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[140]See Russell L. Ackoff, Scientific Method: Optimizing Applied Research Decisions (New York: John Wiley, 1962), pp. 189-194; Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), pp. 26-32.

[141]Earl R. Babbie, Survey Research Methods (Belmont, Calif.: Wadsworth Publishing, 1973), p. 73; Gene V. Glass and J. C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, 1960), pp. 212, 240-241.

based on their logical relationship to an appraisal of a professional development program, the magnitude of the differences in mean scores, and the magnitude of the standard deviations.

A major problem in analyzing and reporting the data has to do with the incongruence factor which is the simple arithmetic difference between the relevance mean rating (preference data) and the contribution mean rating (performance data) for a particular goal or objective. Obtaining the incongruence factor is a useful exercise, but it has to be employed with consideration of its methodological problems. An interval scale, such as those used in this study, is characterized by a common and constant appearing unit of measure which assigns a real number to all objects in an orderly set. It can be misleading to say that any value in an interval scale is some multiple of another. The incongruence factor, however, is dependent on calculations made from the data obtained from two primary questions in the survey instrument which asked for subjective measures and used two different interval scales each having arbitrary units of measure and arbitrary zero points.

Difficulties were encountered in several other phases of the design and execution of the study which required decisions to be made. Primary of these were judgments concerning which data were required, how to collect and analyze the data, and which data to report.

## Summary

This chapter discussed the development of the evaluation standard and the collecting, processing, analyzing and reporting of the research data. Chapter IV is devoted to the presentation and analysis of the data and Chapter V consists of a summary of the findings, conclusions, and recommendations and a personal note.

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# CHAPTER IV

# ANALYSIS OF THE DATA

## Introduction

The primary purposes of the study were:

1. To enlarge the initial set of professional continuing education goals and objectives into a more comprehensive model.

2. To investigate certain aspects of the professional activities of doctoral degree recipients.

3. To discover the relevance, as perceived by doctoral degree recipients, of the expanded set of continuing education doctoral program goals and objectives to their current professional responsibilities.

4. To discover the extent to which their doctoral programs at Michigan State University had contributed, as perceived by doctoral degree recipients, toward their achievement of these goals and objectives.

5. To discover the relationships between the ratings, by doctoral degree recipients, of the relevance of the model of professional continuing education goals and objectives and the ratings of the extent to which their doctoral programs at Michigan State University had contributed toward their achievement of these goals and objectives.

6. To discover the extent to which selected program components in their doctoral program at Michigan State University are perceived by graduates as having contributed toward their professional development.

7. To discover whether ratings of relevance and contribution are differentially related to professional and personal characteristics of graduates prior to, during, and since graduate study.

8. To present findings, analyze and interpret those findings, draw conclusions and offer suggestions for continuing the improvement of the doctoral program in continuing education at Michigan State University.

The first section of this chapter describes selected characteristics of the population of this study, the 100 continuing education doctoral degree recipients of Michigan State University. The second section presents the graduates' ratings of the relevance of the continuing education goals and objectives to their current primary professional responsibilities. The third section reports the graduates' ratings of the goals and objectives by selected professional and personal factors.

The fourth section of this chapter presents the graduates' ratings of the contributions of their doctoral programs toward their achievement of the continuing education goals and objectives. The fifth section reports the graduates' ratings of the contributions of their doctoral programs by selected professional and personal factors.

The sixth section presents the ratings by graduates of relevance and contribution and associated incongruence factors in relation to the continuing education doctoral program goals and objectives. The last section of this chapter reports the extent to which program components in their individual doctoral programs at

M.S.U. were perceived by the graduates as having contributed to their professional development.

## Characteristics of the Graduates

The first section is divided into three parts: (1) characteristics of the graduates at admission to the doctoral program, (2) characteristics of the graduates as participants in the doctoral program, and (3) characteristics of the graduates as professionals since graduation.

The first part of this section reports the following data: age of the graduates when admitted, sex, extent of professional experience in continuing education prior to admission to the doctoral program, and period during which admitted. The second part of this section presents the following data: primary focus of doctoral program, length of time of doctoral program from admission to graduation, length of time of doctoral program from completion of comprehensive examinations to graduation, student status during the coursework phase of doctoral program, employment status during the dissertation phase of doctoral program, age when graduated, graduate degree earned, and period during which the degree was received. The third part of the section reports the following data: present age of the graduates, length of time from graduation to receipt of the Doctoral Degree Recipient Survey (January 30, 1976), primary professional responsibility, years of experience in current primary professional responsibility, type of organization in which employed, primary professional responsibility

by type of employing organization, distribution of graduates' time in professional activities by primary professional role, and compatibility of current position with professional objectives.

Age When Admitted

The first characteristic of the graduates at admission to the doctoral program reported is age when admitted. Data gathered from the transcripts showed (see Table 1) that 3 percent (with an N of 100 the number of graduates is correspondingly the percentage of the population of graduates) of the graduates were 20-24 years of age when admitted to the doctoral program, 18 percent were 25-29, 29 percent were 30-34, 26 percent were 35-39, 13 percent were 40-44, 6 percent were 45-49, 4 percent were 50-54, and 1 percent were 55-59 when admitted. The mean age of the graduates when admitted to the program was 35.9 and the range was 22.9 to 56.6 years.

TABLE 1.--Age of Graduates when Admitted.

| Age (Years) | Graduates | |
|---|---|---|
| | Number | Percent |
| 20-24 | 3 | 3.0 |
| 25-29 | 18 | 18.0 |
| 30-34 | 29 | 29.0 |
| 35-39 | 26 | 26.0 |
| 40-44 | 13 | 13.0 |
| 45-49 | 6 | 6.0 |
| 50-54 | 4 | 4.0 |
| 55-59 | 1 | 1.0 |
| >59 | -- | -- |
| Total | 100 | 100.0 |

## Sex of the Graduates

Eighty-six percent of the graduates were males and 14 percent were female, as reported in Table 2.

TABLE 2.--Sex of the Graduates.

| | Graduates | |
|---|---|---|
| Sex | Number | Percent |
| Male | 86 | 86.0 |
| Female | 14 | 14.0 |
| Total | 100 | 100.0 |

## Extent of Prior Professional Experience

The graduates were asked to indicate the extent of professional experience they had had in continuing education prior to admission to the doctoral program in continuing (adult) education at Michigan State University (see Table 3). Twenty-seven percent of the graduates reported they had had none, 12 percent from 1 to 2 years, 28 percent from 3 to 5 years, 23 percent from 6 to 10 years, 7 percent from 11 to 15 years, and 3 percent from 16 to 20 years. The mean amount of professional experience in continuing education prior to admission to the doctoral program was 4.6 years and the range was from no experience to 20 years of experience.

TABLE 3.--Extent of Professional Experience in Continuing Education Prior to Admission to Doctoral Program.

| Experience (Years) | Graduates | |
|---|---|---|
| | Number | Percent |
| None | 27 | 27.0 |
| 1-2 years | 12 | 12.0 |
| 3-5 years | 28 | 28.0 |
| 6-10 years | 23 | 23.0 |
| 11-15 years | 7 | 7.0 |
| 16-20 years | 3 | 3.0 |
| Total | 100 | 100.0 |

Period Admitted

Table 4 reports the number of graduates admitted by period. In 1955 the doctoral program in continuing education was established at Michigan State University and 5 doctoral candidates initially admitted to other doctoral programs transferred into it. Thirty-seven percent were admitted during the period 1956-1960, 34 percent during the period 1961-1965, 21 percent during the period 1966-1970, and the remaining 3 percent of those that graduated during the period of this study (1956-1975) were admitted in 1971.

Primary Focus of Doctoral Program

The first characteristic of the graduates as participants in the doctoral program reported is primary focus of doctoral program. Each respondent was asked to state the primary focus of his or her doctoral program (see Table 5). Forty percent reported that it was

TABLE 4.--Graduates by Period Admitted.

| Period Admitted | Graduates | |
|---|---|---|
| | Number | Percent |
| 1951-1955 | 5 | 5.0 |
| 1956-1960 | 37 | 37.0 |
| 1961-1965 | 34 | 34.0 |
| 1966-1970 | 21 | 21.0 |
| 1971-1975 | 3 | 3.0 |
| Total | 100 | 100.0 |

TABLE 5.--Graduates by Primary Focus of Doctoral Program.

| Program Focus | Graduates | |
|---|---|---|
| | Number | Percent |
| General university extension | 40 | 40.0 |
| General continuing education | 20 | 20.0 |
| Public School adult education | 16 | 16.0 |
| Cooperative extension | 6 | 6.0 |
| Continuing professional education | 6 | 6.0 |
| Adult basic education | 6 | 6.0 |
| Radio and/or TV education | 4 | 4.0 |
| Business or industrial training | 2 | 2.0 |
| Total | 100 | 100.0 |

general university extension, 20 percent general continuing education, 16 percent public school adult education, 6 percent cooperative extension, 6 percent continuing professional education, 6 percent adult basic education, 4 percent radio and/or TV education, and 2 percent business or industrial training.

Length of Time to Complete Doctoral Program

The various lengths of time spent by graduates in completing the doctoral program from admission to graduation are reported in Table 6. It is not known how many of the graduates entered their doctoral program in continuing (adult) education with advanced standing. Four percent of the graduates completed the program in less than 2 years, 33 percent in 2 to 3 years, 38 percent in 4 to 5 years, 16 percent in 6 to 7 years, and 9 percent in more than 7 years. The mean length of time to complete the doctoral program was 4.9 years, and the range was from 1.2 to 13.2 years.

The length of time from the completion of doctoral comprehensive examinations to graduation is reported in Table 7. Thirty-four percent of the graduates completed their program in less than 1 year after completing their comprehensive examinations, 61 percent in 1 to 3 years after completing their comprehensive examinations, and 5 percent in more than 3 years. The mean length of time from completion of comprehensive examinations to graduation was 1.6 years and the range was 0.1 to 6.1 years.

TABLE 6.--Length of Time to Complete Doctoral Program from Admission to Graduation.

| Time (Years) | Graduates | |
|---|---|---|
| | Number | Percent |
| <2 years | 4 | 4.0 |
| 2-3 years | 33 | 33.0 |
| 4-5 years | 38 | 38.0 |
| 6-7 years | 16 | 16.0 |
| >7 years | 9 | 9.0 |
| Total | 100 | 100.0 |

TABLE 7.--Length of Time from Completion of Comprehensive Examinations to Graduation.

| Time (Years) | Graduates | |
|---|---|---|
| | Number | Percent |
| <1 year | 34 | 34.0 |
| 1-3 years | 61 | 61.0 |
| >3 years | 5 | 5.0 |
| Total | 100 | 100.0 |

Student Employment Status

As shown in Table 8, 43 percent of the graduates reported that during the coursework phase of their doctoral program they were primarily full-time students, while 57 percent reported that they were primarily part-time students. During the dissertation phase of their doctoral program (see Table 9) 55 percent of the

TABLE 8.--Student Status of the Graduates During the Coursework Phase of Their Doctoral Program.

| | Graduates | |
|---|---|---|
| Student Status | Number | Percent |
| Primarily full-time | 43 | 43.0 |
| Primarily part-time | 57 | 57.0 |
| Total | 100 | 100.0 |

TABLE 9.--Employment Status of the Graduates During the Dissertation Phase of Their Doctoral Program.

| | Graduates | |
|---|---|---|
| Employment Status | Number | Percent |
| Employed full-time | 55 | 55.0 |
| Employed part-time | 20 | 20.0 |
| A full-time student | 25 | 25.0 |
| Total | 100 | 100.0 |

graduates were employed full-time, 20 percent were employed part-time, and 25 percent were full-time students.

Age When Graduated

Data gathered from the transcripts showed (see Table 10) that 3 percent of the graduates were 25-29 years of age when they were graduated, 21 percent were 30-34, 25 percent were 35-39, 28 percent were 40-44, 12 percent were 45-49, 7 percent were 50-54, and 4 percent were 55-59 years of age. The mean age of the graduates at the time of graduation was 40.9 years. The range in age was 25.4 to 59.8 years.

TABLE 10.--Age of Graduates When Graduated.

| | Graduates | |
|---|---|---|
| Age | Number | Percent |
| 25-29 | 3 | 3.0 |
| 30-34 | 21 | 21.0 |
| 35-39 | 25 | 25.0 |
| 40-44 | 28 | 28.0 |
| 45-49 | 12 | 12.0 |
| 50-54 | 7 | 7.0 |
| 55-59 | 4 | 4.0 |
| >59 | -- | -- |
| Total | 100 | 100.0 |

Graduate Degree Earned

Table 11 shows that 86 percent of the graduates received the Ph.D. degree, while 14 percent received the Ed.D. degree.

TABLE 11.--Graduate Degree Earned.

| Degree | Graduates | |
|---|---|---|
| | Number | Percent |
| Ph.D. | 86 | 86.0 |
| Ed.D. | 14 | 14.0 |
| Total | 100 | 100.0 |

Period Graduated

Table 12 reports that 11 percent of the respondents graduated during the period 1956-1960, 36 percent during the period 1961-1965,

TABLE 12.--Graduates by Period Graduated.

| Period Graduated | Graduates | |
|---|---|---|
| | Number | Percent |
| 1956-1960 | 11 | 11.0 |
| 1961-1965 | 36 | 36.0 |
| 1966-1970 | 26 | 26.0 |
| 1971-1975 | 27 | 27.0 |
| Total | 100 | 100.0 |

26 percent during the period 1966-1970, and 27 percent during the period 1971-1975.

Present Age

The first characteristic reported of the graduates as professionals since graduation is their age at the time they completed the survey instrument (January, 1976). As displayed in Table 13, 1 percent of the graduates were 30-34 years of age, 11 percent were 35-39 years of age, 20 percent were 40-44 years of age, 25 percent were 45-49 years of age, 25 percent were 50-54 years of age, 7 percent were 55-59 years of age, 6 percent were 60-64 years of age, 4

TABLE 13.--Present Age of the Graduates.

| | Graduates | |
|---|---|---|
| Age (Years) | Number | Percent |
| <30 years | -- | -- |
| 30-34 years | 1 | 1.0 |
| 35-39 years | 11 | 11.0 |
| 40-44 years | 20 | 20.0 |
| 45-49 years | 25 | 25.0 |
| 50-54 years | 25 | 25.0 |
| 55-59 years | 7 | 7.0 |
| 60-64 years | 6 | 6.0 |
| 65-69 years | 4 | 4.0 |
| 70-74 years | 1 | 1.0 |
| >74 years | -- | -- |
| Total | 100 | 100.0 |

percent were 65-69 years of age, and 1 percent were 70-74 years of age. The mean age of the graduates when they completed the survey instrument was 49.3 years, and the range was from 32.8 to 72.2 years.

## Length of Time from Graduation to Receipt of Survey Instrument

Table 14 reports the length of time from the graduation of the doctoral recipient to the receipt of the survey instrument. For 18 percent of the graduates this was less than 3 years, for 14 percent from 3 to 5 years, for 43 percent from 6 to 10 years, for 20 percent from 11 to 15 years, and for 5 percent more than 15 years. The mean length of time from graduation to receipt of the survey instrument was 8.4 years and the range was 0.2 to 19.7 years.

TABLE 14.--Length of Time from Graduation to Receipt of Doctoral Degree Recipient Survey (January 30, 1976).

| | Graduates | |
|---|---|---|
| Time (Years) | Number | Percent |
| <3 years | 18 | 18.0 |
| 3-5 years | 14 | 14.0 |
| 6-10 years | 43 | 43.0 |
| 11-15 years | 20 | 20.0 |
| >15 years | 5 | 5.0 |
| Total | 100 | 100.0 |

## Primary Professional Role

The graduates were asked to identify their primary professional role in their current positions. As shown in Table 15, 59 percent reported that their primary role was in administration, 27 percent in teaching, 3 percent in research, and 11 percent in program development.

TABLE 15.--Primary Professional Role of Graduates.

| | Graduates | |
|---|---|---|
| Primary Role | Number | Percent |
| Administration | 59 | 59.0 |
| Teaching | 27 | 27.0 |
| Research | 3 | 3.0 |
| Program development | 11 | 11.0 |
| Total | 100 | 100.0 |

## Extent of Experience in Primary Professional Role

The respondents were asked to state the years of experience they had had in their primary professional role (see Table 16). Seven percent reported less than 3 years of experience, 16 percent from 3 to 5 years, 35 percent from 6 to 10 years, 20 percent from 11 to 15 years, 18 percent from 16 to 20 years, and 4 percent more than 20 years of experience. The mean years of experience the

TABLE 16.--Years of Experience in Current Primary Professional Role.

| Experience (Years) | Graduates | |
|---|---|---|
| | Number | Percent |
| <3 years | 7 | 7.0 |
| 3-5 years | 16 | 16.0 |
| 6-10 years | 35 | 35.0 |
| 11-15 years | 20 | 20.0 |
| 16-20 years | 18 | 18.0 |
| >20 years | 4 | 4.0 |
| Total | 100 | 100.0 |

graduates had had in their primary professional role was 10.5 years and the range was 1 to 32 years.

Type of Employing Organization

The graduates were asked to indicate the type of organization in which they were employed (see Table 17). Fifty-three percent of the graduates were employed by colleges or universities (other than The Cooperative Extension Service), 21 percent by public schools, 14 percent by community colleges, 4 percent by The Cooperative Extension Service, 4 percent by governmental agencies, 2 percent by voluntary associations, and 2 percent by churches.

TABLE 17.--Type of Organization in Which Graduates were Employed.

| Type of Organization | Graduates | |
|---|---|---|
| | Number | Percent |
| College or University (Not Cooperative Extension Service) | 53 | 53.0 |
| Public Schools (Elementary or Secondary) | 21 | 21.0 |
| Community College | 14 | 14.0 |
| Cooperative Extension Service | 4 | 4.0 |
| County, State, National or International Government Agency | 4 | 4.0 |
| Voluntary Association | 2 | 2.0 |
| Church | 2 | 2.0 |
| Total | 100 | 100.0 |

Primary Professional Role by Type of Employing Organization

A relevant question is the distribution of primary professional role by type of employing organization. As Table 18 indicates, a predominant number (52 percent) of the graduates were in administrative positions with 4-year colleges, universities, community colleges, or public schools; while 27 percent were correspondingly in teaching positions in 4-year colleges, universities, community colleges or public schools.

TABLE 18.--Numbers of Graduates in Each Primary Professional Role Category by Type of Employing Organization.

| Type of Organization | Primary Responsibility | | | | |
|---|---|---|---|---|---|
| | Administration | Teaching | Research | Program Development Specialist | Total |
| College or University (Not Cooperative Extension Service) | 24 | 22 | 3 | 4 | 53 |
| Cooperative Extension Service | 1 | -- | -- | 3 | 4 |
| Community College | 9 | 3 | -- | 2 | 14 |
| Public Schools (Elementary or Secondary) | 19 | 2 | -- | -- | 21 |
| Voluntary Association | 2 | -- | -- | -- | 2 |
| County, State, National or International Governmental Agency | 2 | -- | -- | 2 | 4 |
| Church | 2 | -- | -- | -- | 2 |
| Total | 59 | 27 | 3 | 11 | 100 |

## Distribution of Graduates' Time in Professional Activities by Primary Professional Role

Table 19 reports the mean percentage of time that the graduates spend in their present position in each of several professional activities by primary professional role. The graduates as a whole reported that they spent 47.10 percent of their time in administration, 20.68 percent in teaching, and 14.39 in program development. Lesser amounts of time are spent in counseling (6.59 percent), research (5.98 percent), consulting (3.25 percent), and writing (2.01 percent).

## Compatibility of Current Position with Professional Objectives

The graduates were asked to indicate if they were employed in positions which were compatible with the primary employment objective(s) they held while working toward the doctorate (see Table 20). Fifty-six percent of the graduates reported that their current positions were compatible with the primary professional employment objectives they held as doctoral students, 21 percent reported that their current positions were not compatible, and 23 percent reported that their current positions were compatible only in part with those objectives.

## Summary

In the investigation of the characteristics of the graduates at admission to the doctoral program it was found that their mean age was 35.9 years, 86 percent were male, their mean years of

TABLE 19.--Average Percentage of Time that Graduates Spend in Their Present Position in Each of Several Professional Activities by Primary Professional Role.

| Professional Activity | Average Percentage of Time | | | | |
|---|---|---|---|---|---|
| | Administrators | Teachers | Researchers | Program Development Specialists | Total |
| Administration | 72.29 | 8.52 | 11.67 | 16.36 | 47.10 |
| Teaching | 3.78 | 63.34 | 6.67 | 10.46 | 20.68 |
| Counseling | 5.66 | 8.33 | 3.33 | 8.18 | 6.59 |
| Research | 3.10 | 5.93 | 55.00 | 8.18 | 5.98 |
| Program Development | 11.00 | 8.33 | 10.00 | 48.64 | 14.39 |
| Consulting | 2.88 | 2.96 | 1.66 | 6.36 | 3.25 |
| Writing | 1.29 | 2.59 | 11.67 | 1.82 | 2.01 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

TABLE 20.--Compatibility of Current Position with the Primary Employment Objective(s) of the Graduate while Working Toward the Doctorate.

| Compatibility | Graduate | |
|---|---|---|
| | Number | Percent |
| Compatible | 56 | 56.0 |
| Not compatible | 21 | 21.0 |
| Compatible only in part | 23 | 23.0 |
| Total | 100 | 100.0 |

professional experience in continuing education prior to admission was 4.6 years, and the majority (71 percent) were admitted during the period 1956-1965.

The examination of the characteristics of the graduates as participants in the doctoral program showed that the majority of them (76 percent) had as the primary focus of their doctoral programs general university extension, general continuing education, or public school adult education, their mean length of time to complete their doctoral program was 4.9 years and their mean length of time from completing their comprehensive examinations to completing their doctoral program was 1.6 years. It was also found that a slight majority (57 percent) of the doctoral degree recipients were primarily part-time students, i.e. employed full or part-time, during the coursework phase of their doctoral program, while a larger majority (75 percent) were employed either full-time (55

percent) or part-time (20 percent) during the dissertation phase. In addition, it was discovered that their mean age at graduation was 40.9 years, that the majority (86 percent) earned the Ph.D. degree, and slightly more than half (53 percent) of the graduates received their degrees during the period 1966-1975.

In the investigation of the characteristics of the graduates as professionals since graduation it was found that their mean age was 49.3 years and that the mean length of time from graduation to the receipt of the Doctoral Degree Recipient Survey was 8.4 years. It was also discovered that the primary professional role of the majority (86 percent) of the graduates was administration (59 percent) or teaching (27 percent). Eleven percent of the graduates held positions that were primarily program development while 3 percent held positions that were primarily research. The investigation also found that the mean years of experience the graduates had had in their primary professional role was 10.5 years, and that a large majority (88 percent) of the graduates were employed by colleges or universities, excluding The Cooperative Extension Service (53 percent), public schools (21 percent), or community colleges (14 percent). In addition, it was found that a predominant number (52 percent) of the graduates were in administrative positions with 4-year colleges, universities, community colleges, or public schools, while 27 percent were correspondingly in teaching positions in 4-year colleges, universities, community colleges or public schools. The research discovered that as a group they spent 47

percent of their professional time in administration, 21 percent in teaching, and 14 percent in program development. Lesser amounts of time were spent in counseling (7 percent), research (6 percent), cousulting (3 percent), and writing (2 percent). The investigation further showed that 56 percent of the graduates reported that their current positions were compatible with the primary professional employment objectives they held as doctoral students, 23 percent reported that their current positions were compatible only in part with those objectives, and 21 percent reported that their current positions were not compatible.

This section has presented selected characteristics of the graduates at admission to the doctoral program, as participants in the doctoral program, and as professionals since graduation. The next section of this chapter presents the graduates' ratings of the relevance of the professional continuing education goals and objectives to their current primary professional responsibilities.

## Graduates' Ratings of the Relevance of the Model of Professional Continuing Education Goals and Objectives

Two primary purposes of this study were (1) to discover the relevance, as perceived by the doctoral degree recipients, of the model of professional continuing education program goals and objectives to their current professional responsibilities, and (2) to discover if and how participant ratings would vary with their professional roles and other professional and personal factors. This section reports the graduates' ratings of the relevance of

each of the sixty-seven continuing education doctoral program objectives, which were grouped into eight program goals. The next section presents an analysis of the graduates' aggregated ratings of the eight program goals by selected professional and personal factors.

The graduates were asked to give their judgments, by means of a rating scale, about the relevance of each of the sixty-seven professional continuing education objectives to their current professional responsibilities. The graduates' ratings were based on the following scale: very relevant = 4, relevant = 3, somewhat relevant = 2, not particularly relevant = 1, and not at all relevant = 0. The graduates' ratings are reported below for each objective and goal. Ratings of the program objectives are reported (with an N of 100 the number of responses is correspondingly the percentage of the population making that response) and weighted relevance mean ratings are presented. In calculating the overall relevance mean rating of each goal, the total aggregated and weighted ratings by the graduates of the objectives of that goal have been used.

## Ratings of Relevance for Program Goal 1

Program goal 1 was: To understand the development, role, scope and structure of continuing education.

Eight objectives were subsumed under program goal 1. They were:

1.1 (1)[142]--to understand the historical development of continuing education and the factors that have influenced it.

1.2 (2)--to understand the inevitability of change in individuals, organizations and communities.

1.3 (3)--to be able to identify and assess the effects of internal and external change upon individuals, organizations, and communities, and to understand their implications for continuing education.

1.4 (4)--to understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change.

1.5 (5)--to understand the major philosophical issues in the field of continuing education.

1.6 (6)--to understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators.

1.7 (7)--to understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships.

1.8 (8)--to thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education.

The combined ratings by graduates of the relevance of the eight objectives of goal 1 are described in Table 21. The ratings indicated that 39.9 percent of the graduates considered goal 1 to be very relevant to their primary professional responsibilities, 45.8 percent to be relevant, and 14.4 percent to be somewhat relevant. The graduates' weighted and aggregated mean ratings of the relevance of the eight objectives of goal 1 was 3.255 which was fourth among the relevance mean rankings assigned to program

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[142]Numbers in parentheses are from the alternative numbering system of the continuing education program objectives used in Appendix B and the survey instrument (see Appendix C).

goals. The weighted relevance mean ratings of the eight objectives of goal 1 varied from 3.560 (objective 4) to 2.960 (objective 1) which meant that the weighted relevance mean ratings of the eight objectives of goal 1 varied from sixth to sixty-fifth among the weighted relevance mean ratings of the sixty-seven objectives.

Ratings of Relevance for Program Goal 2

Program goal 2 was: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

Nine objectives were subsumed under program goal 2. They were:

2.1 (9)--to understand the unique physical, psychological and social characteristics of individual adults as learners.

2.2 (10)--to be able to differentiate among significant varieties of organization and community development situations.

2.3 (11)--to understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood.

2.4 (12)--to be able to diagnose adult learning needs and aspirations.

2.5 (13)--to be able to translate individual adult learning needs and aspirations into learning objectives.

2.6 (14)--to understand the structure and processes of group behavior and the interaction among individual, organization and community development.

2.7 (15)--to be able to identify and diagnose organization and community development needs.

2.8 (16)--to be able to translate organization and community development needs into appropriate organization and community development objectives.

TABLE 21.--Ratings by Graduates of the Relevance of the Objectives of Program Goal 1 to Their Current Professional Responsibilities.

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 1 | | 20 | 56 | 24 | -- | -- | 2.960 | 65 |
| 2 | | 46 | 49 | 5 | -- | -- | 3.410 | 16 |
| 3 | | 57 | 37 | 6 | -- | -- | 3.510 | 7 |
| 4 | | 61 | 34 | 5 | -- | -- | 3.560 | 6 |
| 5 | | 30 | 49 | 21 | -- | -- | 3.090 | 57 |
| 6 | | 42 | 48 | 10 | -- | -- | 3.320 | 23 |
| 7 | | 34 | 52 | 14 | -- | -- | 3.200 | 48 |
| 8 | | 29 | 41 | 30 | -- | -- | 2.990 | 62 |
| Total | N | 319 | 366 | 115 | -- | -- | 3.255 | 4 |
| | % | 39.9 | 45.8 | 14.4 | -- | -- | | |

2.9 (17)--to develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance.

The combined ratings by graduates of the relevance of the nine objectives of goal 2 are described in Table 22. The ratings indicated that 47.4 percent of the graduates considered goal 2 to be very relevant to their primary professional responsibilities, 43.1 percent to be relevant, 9.3 percent to be somewhat relevant, and 0.1 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the nine objectives of goal 2 was 3.378 which was second among the relevance mean rankings assigned to program goals. The weighted relevance mean ratings of the nine objectives of goal 2 varied from 3.590 (objective 9) to 3.200 (objective 17) which meant that the weighted relevance mean ratings of the nine objectives varied from fourth to forty-eighth among the weighted relevance mean ratings of the sixty-seven objectives.

Ratings of Relevance for Program Goal 3

Program goal 3 was: To be able to develop continuing education programs.

Eight objectives were subsumed under program goal 3. They were:

3.1 (18)--to understand the theories and principles of program development.

3.2 (19)--to understand the factors that motivate adults to participate in learning activities.

TABLE 22.--Ratings by Graduates of the Relevance of the Objectives of Program Goal 2 to Their Current Professional Responsibilities.

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 9 | | 62 | 35 | 3 | -- | -- | 3.590 | 4 |
| 10 | | 38 | 49 | 13 | -- | -- | 3.250 | 39 |
| 11 | | 40 | 48 | 12 | -- | -- | 3.280 | 35 |
| 12 | | 58 | 33 | 9 | -- | -- | 3.490 | 9 |
| 13 | | 52 | 37 | 11 | -- | -- | 3.410 | 16 |
| 14 | | 45 | 46 | 9 | -- | -- | 3.360 | 22 |
| 15 | | 47 | 48 | 5 | -- | -- | 3.420 | 15 |
| 16 | | 50 | 42 | 7 | -- | 1 | 3.400 | 19 |
| 17 | | 35 | 50 | 15 | -- | -- | 3.200 | 48 |
| Total | N | 427 | 388 | 84 | -- | 1 | 3.378 | 2 |
| | % | 47.4 | 43.1 | 9.3 | -- | 0.1 | | |

3.3 (20)--to understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning.

3.4 (21)--to be able to develop continuing education programs for a wide variety of individual, organization and community development situations.

3.5 (22)--to be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners.

3.6 (23)--to be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs.

3.7 (24)--to be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization.

3.8 (25)--to be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs.

The combined ratings by graduates of the relevance of the eight objectives of goal 3 are displayed in Table 23. The ratings indicated that 42.0 percent of the graduates considered program goal 3 to be very relevant to their primary professional responsibilities, 45.5 percent to be relevant, 9.3 percent to be somewhat relevant, 2.4 percent to be not particularly relevant, and 0.9 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the eight objectives of goal 3 was 3.254 which was fifth among the relevance mean rankings assigned to program goals. The weighted relevance mean rankings of the eight program objectives of goal 3 varied from 3.450 (objective 19) to 3.110 (objective 24) which meant that the

TABLE 23.--Ratings by Graduates of the Relevance of the Objectives of Program Goal 3 to Their Current Professional Responsibilities.

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 18 | | 40 | 51 | 8 | 1 | -- | 3.300 | 29 |
| 19 | | 53 | 41 | 5 | -- | 1 | 3.450 | 14 |
| 20 | | 33 | 51 | 14 | 2 | -- | 3.150 | 53 |
| 21 | | 51 | 36 | 9 | 2 | 2 | 3.320 | 23 |
| 22 | | 40 | 44 | 11 | 5 | -- | 3.190 | 50 |
| 23 | | 46 | 42 | 8 | 3 | 1 | 3.290 | 33 |
| 24 | | 35 | 49 | 10 | 4 | 2 | 3.110 | 56 |
| 25 | | 38 | 50 | 9 | 2 | 1 | 3.220 | 43 |
| Total | N | 336 | 364 | 74 | 19 | 7 | 3.254 | 5 |
| | % | 42.0 | 45.5 | 9.3 | 2.4 | 0.9 | | |

weighted relevance mean rankings of the eight objectives varied from fourteenth to fifty-sixth among the weighted mean rankings of the sixty-seven objectives.

Ratings of Relevance for Program Goal 4

Program goal 4 was: To be able to effectively, humanely and ethically implement continuing education programs.

Ten objectives were subsumed under program goal 4. They were:

4.1 (26)--to understand the theories, practices and policies involved in continuing education program implementation.

4.2 (27)--to be sensitive to issues of effectiveness, humaneness and ethics in program implementation.

4.3 (28)--to be able to effectively use methods, materials, media and facilities appropriate in continuing education programs.

4.4 (29)--to be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served.

4.5 (30)--to be able to allocate and account for appropriate financial, physical and other resources.

4.6 (31)--to be able to organize, train and lead employed and volunteer staff.

4.7 (32)--to be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators.

4.8 (33)--to be able to generate confidence, participation and cooperation among adults in group learning activities.

4.9 (34)--to be able to guide adult learning activities so that theory and practice are appropriately related.

4.10 (35)--to be able to promote and interpret programs.

The combined ratings by graduates of the relevance of the ten objectives of goal 4 are described in Table 24. The ratings

TABLE 24.--*Ratings by Graduates of the Relevance of the Objectives of Program Goal 4 to Their Current Professional Responsibilities.*

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 26 | | 38 | 47 | 11 | 4 | -- | 3.190 | 50 |
| 27 | | 46 | 39 | 13 | 2 | -- | 3.290 | 33 |
| 28 | | 43 | 45 | 9 | 3 | -- | 3.280 | 35 |
| 29 | | 39 | 39 | 14 | 6 | 2 | 3.070 | 58 |
| 30 | | 45 | 45 | 5 | 5 | -- | 3.300 | 29 |
| 31 | | 66 | 21 | 8 | 5 | -- | 3.480 | 10 |
| 32 | | 38 | 39 | 15 | 7 | 1 | 3.060 | 60 |
| 33 | | 47 | 41 | 8 | 4 | -- | 3.310 | 28 |
| 34 | | 42 | 42 | 11 | 5 | -- | 3.210 | 46 |
| 35 | | 41 | 44 | 14 | 1 | -- | 3.250 | 39 |
| Total | N | 445 | 402 | 108 | 42 | 3 | 3.244 | 6 |
| | % | 44.5 | 40.2 | 10.8 | 4.2 | 0.3 | | |

indicated that 44.5 percent considered goal 4 to be very relevant to their primary professional responsibilities, 40.2 percent to be relevant, 10.8 percent to be somewhat relevant, 4.2 percent to be not particularly relevant, and 0.3 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the ten objectives of goal 4 was 3.244 which was sixth among the relevance mean rankings assigned to program goals. The weighted relevance mean ratings of the ten objectives of goal 4 varied from 3.480 (objective 31) to 3.060 (objective 32) which meant that the weighted relevance mean ratings of the ten objectives varied from tenth to sixtieth among the weighted relevance mean ratings of the sixty-seven objectives.

Ratings of Relevance for Program Goal 5

Program goal 5 was: To be able to evaluate continuing education programs.

Seven objectives were subsumed under program goal 5. They were:

5.1 (36)--to understand the principles and procedures of educational evaluation.

5.2 (37)--to be able to establish criteria for evaluating continuing education programs.

5.3 (38)--to be able to evaluate continuing education methods, materials, and media.

5.4 (39)--to be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs.

5.5 (40)--to be able to measure learning outcomes.

5.6 (41)--to be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation.

5.7 (42)--to be able and willing to frequently reexamine the purposes of one's continuing education organization.

The combined ratings by graduates of the relevance of the seven objectives of goal 5 are displayed in Table 25. The ratings indicated that 55.7 percent of the graduates considered goal 5 to be very relevant to their primary professional responsibilities, 36.6 percent to be relevant, 6.7 percent to be somewhat relevant, 0.9 percent to be not particularly relevant, and 0.1 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the objectives of goal 5 was 3.469 which was first among the relevance mean rankings assigned to program goals. The weighted relevance mean ratings of the seven objectives of goal 5 ranged from 3.600 (objective 39) to 3.370 (objective 40) which meant that the weighted relevance mean ratings of the seven objectives varied from first to twenty-first among the weighted relevance mean ratings of the sixty-seven objectives.

## Ratings of Relevance for Program Goal 6

Program goal 6 was: To understand social systems and be effective in actualizing human potential in and through them.

Ten objectives were subsumed under program goal 6. They were:

6.1 (43)--to understand the interdependence between individuals and institutions.

TABLE 25.--*Ratings by Graduates of the Relevance of the Objectives of Program Goal 5 to Their Current Professional Responsibilities.*

| Program Objective | | Relevance | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
| 36 | | 54 | 40 | 5 | 1 | -- | 3.470 | 11 |
| 37 | | 53 | 42 | 4 | 1 | -- | 3.470 | 11 |
| 38 | | 54 | 35 | 9 | 2 | -- | 3.410 | 16 |
| 39 | | 64 | 32 | 4 | -- | -- | 3.600 | 1 |
| 40 | | 50 | 39 | 10 | -- | 1 | 3.370 | 21 |
| 41 | | 56 | 35 | 8 | 1 | -- | 3.460 | 13 |
| 42 | | 59 | 33 | 7 | 1 | -- | 3.500 | 8 |
| Total | N | 390 | 256 | 47 | 6 | 1 | 3.469 | 1 |
| | % | 55.7 | 36.6 | 6.7 | 0.9 | 0.1 | | |

6.2 (44)--to understand the general character and function of social institutions and their potential for enhancing or frustrating human development.

6.3 (45)--to understand the effects of social complexity and be able to facilitate individual and group learning to deal with it.

6.4 (46)--to be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components.

6.5 (47)--to understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them.

6.6 (48)--to understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration.

6.7 (49)--to be an effective participant in professional and other associations which promote individual, organization and community development.

6.8 (50)--to understand strategies of social change and be able to use them to facilitate organization and community development.

6.9 (51)--to be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development.

6.10 (52)--to understand the significance of social policy and be an effective participant in its formulation and modification.

The combined ratings by graduates of the relevance of the ten objectives of goal 6 are described in Table 26. The ratings indicated that 41.8 percent of the graduates considered goal 6 to be very relevant to their primary professional responsibilities, 45.3 percent to be relevant, 10.7 percent to be somewhat relevant, 1.9 percent to be not particularly relevant, and 0.3 percent to be not at all relevant. The graduates' weighted and aggregated mean

TABLE 26.--*Ratings by Graduates of the Relevance of the Objectives of Program Goal 6 to Their Current Professional Responsibilities.*

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 43 | | 43 | 44 | 13 | -- | -- | 3.300 | 29 |
| 44 | | 38 | 50 | 11 | 1 | -- | 3.250 | 39 |
| 45 | | 38 | 52 | 9 | 1 | -- | 3.270 | 38 |
| 46 | | 47 | 41 | 8 | 3 | 1 | 3.300 | 29 |
| 47 | | 64 | 32 | 4 | -- | -- | 3.600 | 1 |
| 48 | | 41 | 43 | 12 | 4 | -- | 3.210 | 46 |
| 49 | | 43 | 38 | 17 | 2 | -- | 3.220 | 43 |
| 50 | | 48 | 44 | 6 | 2 | -- | 3.380 | 20 |
| 51 | | 39 | 47 | 12 | 1 | 1 | 3.220 | 43 |
| 52 | | 17 | 62 | 15 | 5 | 1 | 2.890 | 66 |
| Total | N | 418 | 453 | 107 | 19 | 3 | 3.264 | 3 |
| | % | 41.8 | 45.3 | 10.7 | 1.9 | 0.3 | | |

ratings of the relevance of the ten objectives of goal 6 was 3.264 which was third among the relevance mean rankings assigned program goals. The weighted relevance mean ratings of the ten objectives of goal 6 varied from 3.600 (objective 47) to 2.890 (objective 52) which meant that the weighted relevance mean ratings of the ten objectives of goal 6 varied from first to sixty-sixth among the weighted relevance mean ratings of the sixty-seven objectives.

Ratings of Relevance for Program Goal 7

Program goal 7 was: To become a leader in the community of lifelong learners.

Eight objectives were subsumed under program goal 7. They were:

7.1 (53)--to appreciate the importance of continued personal and professional development.

7.2 (54)--to be able to communicate at a professional level.

7.3 (55)--to be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields.

7.4 (56)--to be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields.

7.5 (57)--to be able to identify and define appropriate problems for research.

7.6 (58)--to be able to design, conduct and report research so that it can be of benefit to others.

7.7 (59)--to develop and pursue learning activities which will improve professional practice.

7.8 (60)--to develop and pursue learning activities which will improve personal, family and community life.

The combined ratings by graduates of the relevance of the eight objectives of goal 7 are displayed in Table 27. The ratings indicated that 38.6 percent of the graduates considered goal 7 to be very relevant to their primary professional responsibilities, 45.6 percent to be relevant, 12.9 percent to be somewhat relevant, 2.4 percent to be not particularly relevant, and 0.5 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the eight objectives of goal 7 was 3.195 which was eighth among the relevance mean rankings assigned to program goals. The weighted relevance mean ratings of the eight objectives of goal 7 varied from 3.580 (objective 54) to 2.980 (objective 57) which meant that the weighted relevance mean ratings of the eight objectives of goal 7 varied from fifth to sixty-fourth among the weighted relevance mean ratings of the sixty-seven objectives.

## Ratings of Relevance for Program Goal 8

Program goal 8 was: To develop a reasoned personal and professional philosophy.

Seven objectives were subsumed under program goal 8. They were:

8.1 (61)--to understand the role of knowledge (whether valid or not) in individual, organization, community and national development.

8.2 (62)--to understand the ethical and humane issues confronted by persons in the helping professions.

8.3 (63)--to respect the dignity, worth and growth potential of every human being.

TABLE 21 Ratings by Graduates of the Relevance of the Objectives of Program Goal 7 to Their Current

TABLE 27.--Ratings by Graduates of the Relevance of the Objectives of Program Goal 7 to Their Current Professional Responsibilities.

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 53 | | 43 | 47 | 9 | 1 | -- | 3.320 | 23 |
| 54 | | 66 | 29 | 3 | 1 | 1 | 3.580 | 5 |
| 55 | | 38 | 46 | 12 | 4 | -- | 3.180 | 52 |
| 56 | | 46 | 41 | 12 | 1 | -- | 3.320 | 23 |
| 57 | | 29 | 49 | 15 | 5 | 2 | 2.980 | 64 |
| 58 | | 28 | 50 | 16 | 5 | 1 | 2.990 | 62 |
| 59 | | 30 | 53 | 16 | 1 | -- | 3.120 | 54 |
| 60 | | 29 | 50 | 20 | 1 | -- | 3.070 | 58 |
| Total | N | 309 | 365 | 103 | 19 | 4 | 3.195 | 8 |
| | % | 38.6 | 45.6 | 12.9 | 2.4 | 0.5 | | |

8.4 (64)--to develop a philosophy concerning the relationships between individuals and society.

8.5 (65)--to develop commitment to the increase of valid knowledge and its application to human affairs.

8.6 (66)--to develop positions on the major philosophical issues in continuing education.

8.7 (67)--to develop a code of humane and ethical behavior.

The combined ratings by graduates of the relevance of the seven objectives of goal 8 are described in Table 28. The ratings indicated that 39.3 percent of the graduates considered goal 8 to be very relevant to their primary professional responsibilities, 44.7 percent to be relevant, 14.0 percent to be somewhat relevant, 1.7 percent to be not particularly relevant, and 0.3 percent to be not at all relevant. The graduates' weighted and aggregated mean ratings of the relevance of the seven objectives of goal 8 was 3.210 which was seventh among the relevance mean rankings assigned to program goals. The weighted relevance mean ratings of the seven objectives of goal 8 varied from 3.600 (objective 63) to 2.870 (objective 66) which meant that the weighted relevance mean ratings of the seven objectives of goal 8 varied from first to sixty-seventh among the weighted relevance mean ratings of the sixty-seven objectives.

TABLE 28.--Ratings by Graduates of the Relevance of the Objectives of Program Goal 8 to Their Current Professional Responsibilities.

| Program Objective | | Relevance: Very Relevant | Relevant | Somewhat Relevant | Not Particularly Relevant | Not at All Relevant | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 61 | | 25 | 55 | 19 | -- | 1 | 3.030 | 61 |
| 62 | | 30 | 54 | 14 | 2 | -- | 3.120 | 54 |
| 63 | | 67 | 26 | 7 | -- | -- | 3.600 | 1 |
| 64 | | 43 | 44 | 11 | 2 | -- | 3.280 | 35 |
| 65 | | 38 | 50 | 11 | 1 | -- | 3.250 | 39 |
| 66 | | 22 | 50 | 22 | 5 | 1 | 2.870 | 67 |
| 67 | | 50 | 34 | 14 | 2 | -- | 3.320 | 23 |
| Total | N | 275 | 313 | 98 | 12 | 2 | 3.210 | 7 |
| | % | 39.3 | 44.7 | 14.0 | 1.7 | 0.3 | | |

Summary

The goals are seen by the graduates as almost universally relevant (see Table 29). The overall relevance mean rating of the graduates for all eight program goals was 3.281 (between "relevant" and "very relevant") and varied only 0.274 from 3.469 for goal 5 to 3.195 for goal 7. The relevance mean rating of the sixty-seven program objectives ranged only 0.730 from 3.600 for objectives 39, 47, and 63 to 2.870 for objective 66 (see Appendix D).

The four program goals rated most relevant, in order of relevance mean rating, were: goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), and goal 1 (To understand the development, role, scope and structure of continuing education). The four program goals rated almost as relevant, in order of relevance mean rating, were: goal 3 (To be able to develop continuing education programs), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), and goal 7 (To become a leader in the community of lifelong learners).

TABLE 29.--Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities.

| Program Goal | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1 | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | 4 |
| 2 | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | 2 |
| 3 | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | 5 |
| 4 | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | 6 |
| 5 | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | 1 |
| 6 | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | 3 |
| 7 | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | 8 |
| 8 | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | 7 |
| Total | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

The ten program objectives rated most relevant, in order of relevance mean rating, were objective 39 (To be able to evaluate educator performance {including one's own} in developing and implementing continuing education programs), objective 47 (To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them), objective 63 (To respect the dignity, worth and growth potential of every human being), objective 9 (To understand the unique physical, psychological and social characteristics of individual adults as learners), objective 54 (To be able to communicate at a professional level), objective 4 (To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change), objective 3 (To be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education), objective 42 (To be able and willing to frequently reexamine the purposes of one's continuing education organization), objective 12 (To be able to diagnose adult learning needs and aspirations), and objective 31 (To be able to organize, train and lead employed and volunteer staff).

The ten program objectives rated least relevant, in order of relevance mean rating (high to low), were: objective 29 (To be able to integrate specific continuing education projects into the

continuing development of the individuals, organization or community being served), objective 60 (To develop and pursue learning activities which will improve personal, family and community life), objective 32 (To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators), objective 61 (To understand the role of knowledge {whether valid or not} in individual, organization, community and national development), objective 8 (To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education), objective 58 (To be able to design, conduct and report research so that it can be of benefit to others), objective 57 (To be able to identify and define appropriate problems for research), objective 1 (To understand the historical development of continuing education and the factors that have influenced it), objective 52 (To understand the significance of social policy and be an effective participant in its formulation and modification), and objective 66 (To develop positions on the major philosophical issues in continuing education).

The full list of program objectives, arranged in order of relevance ratings, is to be found in Appendix D. This section has presented the graduates' ratings of the relevance of the

comprehensive model of professional continuing education goals and objectives to their current professional responsibilities. The next section presents an analysis of the graduates' ratings of the relevance of the eight program goals by selected professional and personal factors.

## Analyses of the Graduates' Ratings of the Relevance of Professional Continuing Education Goals and Objectives by Selected Professional and Personal Factors

This section presents analyses of the graduates' aggregated ratings of the relevance of the eight program goals by selected professional and personal factors. Ratings of relevance are examined by primary professional role, type of employing organization, years of professional experience in continuing education prior to admission to the doctoral program, student status during the coursework phase of the doctoral program and period during which the doctoral degree was received. Appendix D reports the graduates' ratings of relevance of the sixty-seven program objectives by the same factors.

### Analysis of Ratings of Relevance for Program Goal 1

Goal 1 was: To understand the development, role, scope and structure of continuing education.

The ratings by graduates of the relevance of goal 1 by primary professional role are described in Table 30. The graduates' weighted and aggregated relevance mean rating of the eight objectives of goal 1 was 3.255. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.300 which ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was program development was 3.284 which ranked second while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.227 which ranked third.

The ratings by graduates of the relevance of goal 1 by type of employing organization are displayed in Table 31. The weighted and aggregated relevance mean rating of the graduates employed by churches was 3.375 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by community colleges was 3.330 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.295 which ranked third, and of graduates employed by government agencies was 3.188 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by public schools was 3.173 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 3.063 which ranked sixth, and of the graduates employed by voluntary associations was 2.938 which ranked seventh.

TABLE 30.--Ratings by Graduates of the Relevance of Program Goal 1 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 186 | 39.4 | 207 | 43.9 | 79 | 16.7 | -- | -- | -- | -- | 3.227 | 3 |
| Teacher/ Researcher | 94 | 39.2 | 124 | 51.7 | 22 | 9.2 | -- | -- | -- | -- | 3.300 | 1 |
| Program Development Specialist | 39 | 44.3 | 35 | 39.8 | 14 | 15.9 | -- | -- | -- | -- | 3.284 | 2 |
| Total | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | |

TABLE 31.--Ratings by Graduates of the Relevance of Program Goal 1 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 181 | 42.7 | 187 | 44.1 | 56 | 13.2 | -- | -- | -- | -- | 3.295 | 3 |
| Cooperative Extension Service | 9 | 28.1 | 16 | 50.0 | 7 | 21.9 | -- | -- | -- | -- | 3.063 | 6 |
| Community College | 53 | 47.3 | 43 | 38.4 | 16 | 14.3 | -- | -- | -- | -- | 3.330 | 2 |
| Public Schools (Elementary or Secondary) | 52 | 31.0 | 93 | 55.4 | 23 | 13.7 | -- | -- | -- | -- | 3.173 | 5 |
| Voluntary Association | 3 | 18.8 | 9 | 56.3 | 4 | 25.0 | -- | -- | -- | -- | 2.938 | 7 |
| County, State, National or International Government Agency | 13 | 40.6 | 12 | 37.5 | 7 | 21.9 | -- | -- | -- | -- | 3.188 | 4 |
| Church | 8 | 50.0 | 6 | 37.5 | 2 | 12.5 | -- | -- | -- | -- | 3.375 | 1 |
| Total | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | |

The ratings by graduates of the relevance of goal 1 by years of professional experience in continuing education prior to their admission to the doctoral program are reported in Table 32. The weighted and aggregated relevance mean rating of graduates who had had 11 to 15 years of prior professional experience was 3.339 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 1 to 2 years of prior professional experience was 3.313 which ranked second, and that of those who had had 3 to 5 years of prior professional experience was 3.308 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.292 which ranked fourth, those who had had no prior professional experience was 3.236 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 3.152 which ranked sixth.

The ratings by graduates of the relevance of goal 1 by student status during the coursework phase of the doctoral program are shown in Table 33. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.297 which ranked first while the weighted and aggregated mean rating of the graduates who were primarily part-time students was 3.224.

The ratings by graduates of the relevance of goal 1 by period during which the doctoral degree was received are described in Table 34. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period

TABLE 32.--Ratings by Graduates of the Relevance of Program Goal 1 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 80 | 37.0 | 107 | 49.5 | 29 | 13.4 | -- | -- | -- | -- | 3.236 | 5 |
| 1-2 years | 41 | 42.7 | 44 | 45.8 | 11 | 11.5 | -- | -- | -- | -- | 3.313 | 2 |
| 3-5 years | 96 | 42.9 | 101 | 45.1 | 27 | 12.1 | -- | -- | -- | -- | 3.308 | 3 |
| 6-10 years | 65 | 35.3 | 82 | 44.6 | 37 | 20.1 | -- | -- | -- | -- | 3.152 | 6 |
| 11-15 years | 26 | 46.4 | 23 | 41.1 | 7 | 12.5 | -- | -- | -- | -- | 3.339 | 1 |
| 16-20 years | 11 | 45.8 | 9 | 37.5 | 4 | 16.7 | -- | -- | -- | -- | 3.292 | 4 |
| Total | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | |

TABLE 33.--Ratings by Graduates of the Relevance of Program Goal 1 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 143 | 41.6 | 160 | 46.5 | 41 | 11.9 | -- | -- | -- | -- | 3.297 | 1 |
| Primarily Part-Time | 176 | 38.6 | 206 | 45.2 | 74 | 16.2 | -- | -- | -- | -- | 3.224 | 2 |
| Total | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | |

TABLE 34.--Ratings by Graduates of the Relevance of Program Goal 1 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 40 | 45.5 | 28 | 31.8 | 20 | 22.7 | -- | -- | -- | -- | 3.227 | 3 |
| 1961-1965 | 95 | 33.0 | 161 | 55.9 | 32 | 11.1 | -- | -- | -- | -- | 3.219 | 4 |
| 1966-1970 | 91 | 43.8 | 77 | 37.0 | 40 | 19.2 | -- | -- | -- | -- | 3.245 | 2 |
| 1971-1975 | 93 | 43.1 | 100 | 46.3 | 23 | 10.7 | -- | -- | -- | -- | 3.324 | 1 |
| Total | 319 | 39.9 | 366 | 45.8 | 115 | 14.4 | -- | -- | -- | -- | 3.255 | |

1971-1975 was 3.324 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 3.245 which ranked second while that of the graduates who received their degree in the period 1956-1960 was 3.227 which ranked third and those who received their degree in 1961-1965 was 3.219 which ranked fourth.

Analysis of Ratings of Relevance for Program Goal 2

Goal 2 was: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

The ratings by graduates of the relevance of goal 2 by primary professional role are displayed in Table 35. The weighted and aggregated relevance mean rating of graduates of the nine objectives of goal 2 was 3.378. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was program development was 3.616 which ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.615 which ranked second while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.213 which ranked third.

The ratings by graduates of the relevance of goal 2 by type of employing organization are described in Table 36. The weighted and aggregated relevance mean rating of the graduates employed by

TABLE 35.--Ratings by Graduates of the Relevance of Program Goal 2 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 193 | 36.3 | 258 | 48.6 | 80 | 15.1 | -- | -- | -- | -- | 3.213 | 3 |
| Teacher/ Researcher | 173 | 64.1 | 92 | 34.1 | 4 | 1.5 | -- | -- | 1 | 0.4 | 3.615 | 2 |
| Program Development Specialist | 61 | 61.6 | 38 | 38.4 | -- | -- | -- | -- | -- | -- | 3.616 | 1 |
| Total | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | |

TABLE 36.--Ratings by Graduates of the Relevance of Program Goal 2 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 253 | 53.0 | 191 | 40.0 | 32 | 6.7 | -- | -- | 1 | 0.2 | 3.457 | 3 |
| Cooperative Extension Service | 19 | 52.8 | 13 | 36.1 | 4 | 11.1 | -- | -- | -- | -- | 3.417 | 4 |
| Community College | 56 | 44.4 | 48 | 38.1 | 22 | 17.5 | -- | -- | -- | -- | 3.270 | 6 |
| Public Schools (Elementary or Secondary) | 62 | 32.8 | 105 | 55.6 | 22 | 11.6 | -- | -- | -- | -- | 3.212 | 7 |
| Voluntary Association | 7 | 38.9 | 9 | 50.0 | 2 | 11.1 | -- | -- | -- | -- | 3.278 | 5 |
| County, State, National or International Government Agency | 19 | 52.8 | 15 | 41.7 | 2 | 5.6 | -- | -- | -- | -- | 3.472 | 2 |
| Church | 11 | 61.1 | 7 | 38.9 | -- | -- | -- | -- | -- | -- | 3.611 | 1 |
| Total | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | |

churches was 3.611 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by government agencies was 3.472 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.457 which ranked third, and of graduates employed by The Cooperative Extension Service was 3.417 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by voluntary associations was 3.278 which ranked fifth, of the graduates employed by community colleges was 3.270 which ranked sixth, and of the graduates employed by public schools was 3.212 which ranked seventh.

The ratings by graduates of the relevance of goal 2 by years of professional experience in continuing education prior to their admission to the doctoral program are reported in Table 37. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.481 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 6 to 10 years of prior professional experience was 3.435 which ranked second and that of those who had had 3 to 5 years of prior professional experience was 3.405 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 11 to 15 years of prior professional experience was 3.381 which ranked fourth, those who had had no prior professional experience was 3.370 which ranked fifth, and those who had had 1 to 2 years of prior professional experience was 3.194 which ranked sixth.

TABLE 37.--Ratings by Graduates of the Relevance of Program Goal 2 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 107 | 44.0 | 119 | 49.0 | 17 | 7.0 | -- | -- | -- | -- | 3.370 | 5 |
| 1-2 years | 34 | 31.5 | 61 | 56.5 | 13 | 12.0 | -- | -- | -- | -- | 3.194 | 6 |
| 3-5 years | 128 | 50.8 | 100 | 39.7 | 23 | 9.1 | -- | -- | 1 | 0.4 | 3.405 | 3 |
| 6-10 years | 111 | 53.6 | 75 | 36.2 | 21 | 10.1 | -- | -- | -- | -- | 3.435 | 2 |
| 11-15 years | 32 | 50.8 | 23 | 36.5 | 8 | 12.7 | -- | -- | -- | -- | 3.381 | 4 |
| 16-20 years | 15 | 55.6 | 10 | 37.0 | 2 | 7.4 | -- | -- | -- | -- | 3.481 | 1 |
| Total | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | |

The ratings by graduates of the relevance of goal 2 by student status during the coursework phase of the doctoral program are described in Table 38. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.460 which ranked first while the weighted and aggregated relevance mean rating of the graduates who were primarily part-time students was 3.316.

The ratings by graduates of the relevance of goal 2 by period during which the doctoral degree was received are shown in Table 39. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 3.481 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.364 which ranked second, while that of the graduates who received their degree in the period 1966-1970 was 3.321 which ranked third and those who received their degree in 1956-1960 was 3.303 which ranked fourth.

## Analysis of Ratings of Relevance for Program Goal 3

Goal 3 was: To be able to develop continuing education programs.

The ratings by graduates of the relevance of goal 3 by primary professional role are described in Table 40. The graduates' weighted and aggregated relevance mean rating of the eight objectives of goal 3 was 3.254. The weighted and aggregated relevance mean

TABLE 38.--Ratings by Graduates of the Relevance of Program Goal 2 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 207 | 53.5 | 151 | 39.0 | 29 | 7.5 | -- | -- | -- | -- | 3.460 | 1 |
| Primarily Part-Time | 220 | 42.9 | 237 | 46.2 | 55 | 10.7 | -- | -- | 1 | 0.2 | 3.316 | 2 |
| Total | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | |

TABLE 39.--Ratings by Graduates of the Relevance of Program Goal 2 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 47 | 47.5 | 37 | 37.4 | 14 | 14.1 | -- | -- | 1 | 1.0 | 3.303 | 4 |
| 1961-1965 | 138 | 42.6 | 166 | 51.2 | 20 | 6.2 | -- | -- | -- | -- | 3.364 | 2 |
| 1966-1970 | 109 | 46.6 | 91 | 38.9 | 34 | 14.5 | -- | -- | -- | -- | 3.321 | 3 |
| 1971-1975 | 133 | 54.7 | 94 | 38.7 | 16 | 6.6 | -- | -- | -- | -- | 3.481 | 1 |
| Total | 427 | 47.4 | 388 | 43.1 | 84 | 9.3 | -- | -- | 1 | 0.1 | 3.378 | |

TABLE 40.--Ratings by Graduates of the Relevance of Program Goal 3 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 179 | 37.9 | 216 | 45.8 | 56 | 11.9 | 15 | 3.2 | 6 | 1.3 | 3.159 | 3 |
| Teacher/ Researcher | 94 | 39.2 | 123 | 51.3 | 18 | 7.5 | 4 | 1.7 | 1 | 0.4 | 3.271 | 2 |
| Program Development Specialist | 63 | 71.6 | 25 | 28.4 | -- | -- | -- | -- | -- | -- | 3.716 | 1 |
| Total | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | |

rating of the graduates whose primary professional role was program development was 3.716 which ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.271 which ranked second, while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.159 which ranked third.

The ratings by graduates of the relevance of goal 3 by type of employing organization are reported in Table 41. The weighted and aggregated relevance mean rating of the graduates employed by The Cooperative Extension Service was 3.719 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by government agencies was 3.594 which ranked second, of the graduates employed by community colleges was 3.375 which ranked third, and of graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.269 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by voluntary associations was 3.063 which ranked fifth, of the graduates employed by public schools was 3.024 which ranked sixth, and of the graduates employed by churches was 3.000 which ranked seventh.

The ratings by graduates of the relevance of goal 3 by years of professional experience in continuing education prior to their admission to the doctoral program are displayed in Table 42. The weighted and aggregated relevance mean rating of graduates who

TABLE 41.--Ratings by Graduates of the Relevance of Program Goal 3 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 177 | 41.7 | 204 | 48.1 | 30 | 7.1 | 6 | 1.4 | 7 | 1.7 | 3.269 | 4 |
| Cooperative Extension Service | 24 | 75.0 | 7 | 21.9 | 1 | 3.1 | -- | -- | -- | -- | 3.719 | 1 |
| Community College | 55 | 49.1 | 46 | 41.1 | 9 | 8.0 | 2 | 1.8 | -- | -- | 3.375 | 3 |
| Public Schools (Elementary or Secondary) | 50 | 29.8 | 80 | 47.6 | 30 | 17.9 | 8 | 4.8 | -- | -- | 3.024 | 6 |
| Voluntary Association | 4 | 25.0 | 10 | 62.5 | 1 | 6.3 | 1 | 6.3 | -- | -- | 3.063 | 5 |
| County, State, National or International Government Agency | 19 | 59.4 | 13 | 40.6 | -- | -- | -- | -- | -- | -- | 3.594 | 2 |
| Church | 7 | 43.8 | 4 | 25.0 | 3 | 18.8 | 2 | 12.5 | -- | -- | 3.000 | 7 |
| Total | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | |

TABLE 42.--Ratings by Graduates of the Relevance of Program Goal 3 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 70 | 32.4 | 111 | 51.4 | 24 | 11.1 | 6 | 2.8 | 5 | 2.3 | 3.088 | 6 |
| 1-2 years | 36 | 37.5 | 47 | 49.0 | 9 | 9.4 | 2 | 2.1 | 2 | 2.1 | 3.177 | 5 |
| 3-5 years | 100 | 44.6 | 105 | 46.9 | 17 | 7.6 | 2 | 0.9 | -- | -- | 3.353 | 2 |
| 6-10 years | 91 | 49.5 | 65 | 35.3 | 21 | 11.4 | 7 | 3.8 | -- | -- | 3.304 | 4 |
| 11-15 years | 26 | 46.4 | 25 | 44.6 | 3 | 5.4 | 2 | 3.6 | -- | -- | 3.339 | 3 |
| 16-20 years | 13 | 54.2 | 11 | 45.8 | -- | -- | -- | -- | -- | -- | 3.542 | 1 |
| Total | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | |

had had 16 to 20 years of prior professional experience was 3.542 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 3 to 5 years of prior professional experience was 3.353 which ranked second and that of those who had had 11 to 15 years of prior professional experience was 3.339 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 6 to 10 years of prior professional experience was 3.304 which ranked fourth. Those who had had 1 to 2 years of prior professional experience was 3.177 which ranked fifth, and those who had had no prior professional experience was 3.088 which ranked sixth.

The ratings by graduates of the relevance of goal 3 by student status during the coursework phase of the doctoral program are shown in Table 43. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.267 which ranked first, while the weighted and aggregated relevance mean rating of the graduates who were primarily part-time students was 3.243.

The ratings of the relevance of goal 3 by period during which the doctoral degree was received are described in Table 44. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 3.454 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 3.240 which ranked second, while that of the graduates who received their degree in the period

TABLE 43.--Ratings by Graduates of the Relevance of Program Goal 3 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 152 | 44.2 | 150 | 43.6 | 28 | 8.1 | 10 | 2.9 | 4 | 1.2 | 3.267 | 1 |
| Primarily Part-Time | 184 | 40.4 | 214 | 46.9 | 46 | 10.1 | 9 | 2.0 | 3 | 0.7 | 3.243 | 2 |
| Total | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | |

TABLE 44.--Ratings by Graduates of the Relevance of Program Goal 3 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 34 | 38.6 | 27 | 30.7 | 17 | 19.3 | 8 | 9.1 | 2 | 2.3 | 2.943 | 4 |
| 1961-1965 | 96 | 33.3 | 164 | 56.9 | 24 | 8.3 | -- | -- | 4 | 1.4 | 3.208 | 3 |
| 1966-1970 | 91 | 43.8 | 86 | 41.4 | 22 | 10.6 | 8 | 3.9 | 1 | 0.5 | 3.240 | 2 |
| 1971-1975 | 115 | 53.2 | 87 | 40.3 | 11 | 5.1 | 3 | 1.4 | -- | -- | 3.454 | 1 |
| Total | 336 | 42.0 | 364 | 45.5 | 74 | 9.3 | 19 | 2.4 | 7 | 0.9 | 3.254 | |

1961-1965 was 3.208 which ranked third and those who received their degree in 1956-1960 was 2.943 which ranked fourth.

## Analysis of Ratings of Relevance for Program Goal 4

Goal 4 was: To be able to effectively, humanely and ethically implement continuing education programs.

The ratings by graduates of the relevance of goal 4 by primary professional role are displayed in Table 45. The graduates' weighted and aggregated relevance mean rating of the ten objectives of goal 4 was 3.244. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.570 which was ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was program development was 3.200 which ranked second while the weighted and aggregated relevance mean rating of graduates whose primary professional role was administration was 3.086 which was ranked third.

The ratings by graduates of the relevance of goal 4 by type of employing organization are reported in Table 46. The weighted and aggregated relevance mean rating of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.342 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by voluntary associations and community colleges was 3.300 which ranked second, and of graduates employed by government agencies

TABLE 45.--Ratings by Graduates of the Relevance of Program Goal 4 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 218 | 36.9 | 249 | 42.2 | 82 | 13.9 | 38 | 6.4 | 3 | 0.5 | 3.086 | 3 |
| Teacher/ Researcher | 185 | 61.7 | 101 | 33.7 | 14 | 4.7 | -- | -- | -- | -- | 3.570 | 1 |
| Program Development Specialist | 42 | 38.2 | 52 | 47.3 | 12 | 10.9 | 4 | 3.6 | -- | -- | 3.200 | 2 |
| Total | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | |

TABLE 46.--Ratings by Graduates of the Relevance of Program Goal 4 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 253 | 47.7 | 219 | 41.3 | 45 | 8.5 | 12 | 2.3 | 1 | 0.2 | 3.342 | 1 |
| Cooperative Extension Service | 10 | 25.0 | 23 | 57.5 | 5 | 12.5 | 2 | 5.0 | -- | -- | 3.025 | 6 |
| Community College | 73 | 52.1 | 46 | 32.9 | 11 | 7.9 | 10 | 7.1 | -- | -- | 3.300 | 2 |
| Public Schools (Elementary or Secondary) | 76 | 36.2 | 84 | 40.0 | 37 | 17.6 | 11 | 5.2 | 2 | 1.0 | 3.052 | 5 |
| Voluntary Association | 7 | 35.0 | 12 | 60.0 | 1 | 5.0 | -- | -- | -- | -- | 3.300 | 2 |
| County, State, National or International Government Agency | 16 | 40.0 | 16 | 40.0 | 5 | 12.5 | 3 | 7.5 | -- | -- | 3.125 | 4 |
| Church | 10 | 50.0 | 2 | 10.0 | 4 | 20.0 | 4 | 20.0 | -- | -- | 2.900 | 7 |
| Total | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | |

was 3.125 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by public schools was 3.052 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 3.025 which ranked sixth, and of the graduates employed by churches was 2.900 which ranked seventh.

The ratings by graduates of the relevance of goal 4 by years of professional experience in continuing education prior to their admission to the doctoral program are shown in Table 47. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.600 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 3 to 5 years of prior professional experience was 3.454 which ranked second, and that of those who had had 1 to 2 years of prior professional experience was 3.250 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had no prior professional experience was 3.181 which ranked fourth, that of those who had had 11 to 15 years of prior professional experience was 3.086 which ranked fifth, and that of those who had had 6 to 10 years of prior professional experience was 3.061 which ranked sixth.

The ratings by graduates of the relevance of goal 4 by student status during the coursework phase of the doctoral program are described in Table 48. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.277 which ranked first while the weighted and aggregated relevance mean rating of the graduates who were primarily part-time students was 3.219.

TABLE 47.--Ratings by Graduates of the Relevance of Program Goal 4 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 115 | 42.6 | 109 | 40.4 | 29 | 10.7 | 14 | 5.2 | 3 | 1.1 | 3.181 | 4 |
| 1-2 years | 54 | 45.0 | 47 | 39.2 | 14 | 11.7 | 5 | 4.2 | -- | -- | 3.250 | 3 |
| 3-5 years | 149 | 53.2 | 109 | 38.9 | 22 | 7.9 | -- | -- | -- | -- | 3.454 | 2 |
| 6-10 years | 80 | 34.8 | 97 | 42.2 | 40 | 17.4 | 13 | 5.7 | -- | -- | 3.061 | 6 |
| 11-15 years | 27 | 38.6 | 31 | 44.3 | 3 | 4.3 | 9 | 12.9 | -- | -- | 3.086 | 5 |
| 16-20 years | 20 | 66.7 | 9 | 30.0 | -- | -- | 1 | 3.3 | -- | -- | 3.600 | 1 |
| Total | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | |

TABLE 48.--Ratings by Graduates of the Relevance of Program Goal 4 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 200 | 46.5 | 171 | 39.8 | 39 | 9.1 | 18 | 4.2 | 2 | 0.5 | 3.277 | 1 |
| Primarily Part-Time | 245 | 43.0 | 231 | 40.5 | 69 | 12.1 | 24 | 4.2 | 1 | 0.2 | 3.219 | 2 |
| Total | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | |

The ratings by graduates of the relevance of goal 4 by period during which the doctoral degree was received are displayed in Table 49. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 3.352 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.272 which ranked second, while that of the graduates who received their degree during the period 1966-1970 was 3.158 which ranked third and those who received their degree in 1956-1960 was 3.091 which ranked fourth.

## Analysis of Ratings of Relevance for Program Goal 5

Goal 5 was: To be able to evaluate continuing education programs.

The ratings by graduates of the relevance of goal 5 by primary professional role are described in Table 50. The weighted and aggregated relevance mean rating of the graduates of the seven objectives of goal 5 was 3.469. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.505 which ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was program development was 3.481 which ranked second, while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.448 which ranked third.

TABLE 49.--Ratings by Graduates of the Relevance of Program Goal 4 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 49 | 44.6 | 32 | 29.1 | 19 | 17.3 | 10 | 9.1 | -- | -- | 3.091 | 4 |
| 1961-1965 | 153 | 42.5 | 163 | 45.3 | 34 | 9.4 | 9 | 2.5 | 1 | 0.3 | 3.272 | 2 |
| 1966-1970 | 102 | 39.2 | 113 | 43.5 | 31 | 11.9 | 12 | 4.6 | 2 | 0.8 | 3.158 | 3 |
| 1971-1975 | 141 | 52.2 | 94 | 34.8 | 24 | 8.9 | 11 | 4.1 | -- | -- | 3.352 | 1 |
| Total | 445 | 44.5 | 402 | 40.2 | 108 | 10.8 | 42 | 4.2 | 3 | 0.3 | 3.244 | |

TABLE 50.--Ratings by Graduates of the Relevance of Program Goal 5 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 238 | 57.6 | 130 | 31.5 | 38 | 9.2 | 6 | 1.5 | 1 | 0.2 | 3.448 | 3 |
| Teacher/ Researcher | 107 | 51.0 | 102 | 48.6 | 1 | 0.5 | -- | -- | -- | -- | 3.505 | 1 |
| Program Development Specialist | 45 | 58.4 | 24 | 31.2 | 8 | 10.4 | -- | -- | -- | -- | 3.481 | 2 |
| Total | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | |

The ratings by graduates of the relevance of goal 5 by type of employing organization are reported in Table 51. The weighted and aggregated relevance mean rating of the graduates employed by community colleges was 3.582 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by government agencies was 3.571 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.553 which ranked third, and of graduates employed by voluntary associations was 3.429 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by public schools was 3.299 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 3.286 which ranked sixth, and of the graduates employed by churches was 2.429 which ranked seventh.

The ratings by graduates of the relevance of goal 5 by years of professional experience in continuing education prior to their admission to the doctoral program are shown in Table 52. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.571 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 3 to 5 years of prior professional experience was 3.515 which ranked second, and that of those who had had 1 to 2 years of prior professional experience was 3.512 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had no prior professional experience

TABLE 51.--Ratings by Graduates of the Relevance of Program Goal 5 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 216 | 58.2 | 144 | 38.8 | 11 | 3.0 | -- | -- | -- | -- | 3.553 | 3 |
| Cooperative Extension Service | 13 | 46.4 | 10 | 35.7 | 5 | 17.9 | -- | -- | -- | -- | 3.286 | 6 |
| Community College | 61 | 62.2 | 33 | 33.7 | 4 | 4.1 | -- | -- | -- | -- | 3.582 | 1 |
| Public Schools (Elementary or Secondary) | 70 | 47.6 | 55 | 37.4 | 19 | 12.9 | 2 | 1.4 | 1 | 0.7 | 3.299 | 5 |
| Voluntary Association | 9 | 64.3 | 3 | 21.4 | 1 | 7.1 | 1 | 7.1 | -- | -- | 3.429 | 4 |
| County, State, National or International Government Agency | 19 | 67.9 | 6 | 21.4 | 3 | 10.7 | -- | -- | -- | -- | 3.571 | 2 |
| Church | 2 | 14.3 | 5 | 35.7 | 4 | 28.6 | 3 | 21.4 | -- | -- | 2.429 | 7 |
| Total | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | |

TABLE 52.--Ratings by Graduates of the Relevance of Program Goal 5 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 112 | 59.3 | 58 | 30.7 | 16 | 8.5 | 2 | 1.1 | 1 | 0.5 | 3.471 | 4 |
| 1-2 years | 46 | 54.8 | 35 | 41.7 | 3 | 3.6 | -- | -- | -- | -- | 3.512 | 3 |
| 3-5 years | 110 | 56.1 | 78 | 39.8 | 7 | 3.6 | 1 | 0.5 | -- | -- | 3.515 | 2 |
| 6-10 years | 84 | 52.2 | 58 | 36.0 | 16 | 9.9 | 3 | 1.9 | -- | -- | 3.385 | 6 |
| 11-15 years | 25 | 51.0 | 20 | 40.8 | 4 | 8.2 | -- | -- | -- | -- | 3.429 | 5 |
| 16-20 years | 13 | 61.9 | 7 | 33.3 | 1 | 4.8 | -- | -- | -- | -- | 3.571 | 1 |
| Total | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | |

was 3.471 which ranked fourth, those who had had 11 to 15 years of prior professional experience was 3.429 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 3.385 which ranked sixth.

The ratings by graduates of the relevance of goal 5 by student status during the coursework phase of the doctoral program are described in Table 53. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.478 which ranked first, while the weighted and aggregated relevance mean rating of the graduates who were primarily part-time students was 3.461.

The ratings by graduates of the relevance of goal 5 by period during which the doctoral degree was received are displayed in Table 54. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1956-1960 was 3.597 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.591 which ranked second, while that of the graduates who received their degree in the period 1971-1975 was 3.466 which ranked third and those who received their degree in 1966-1970 was 3.247 which ranked fourth.

## Analysis of Ratings of Relevance for Program Goal 6

Goal 6 was: To understand social systems and be effective in actualizing human potential in and through them.

TABLE 53.--Ratings by Graduates of the Relevance of Program Goal 5 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 171 | 56.8 | 108 | 35.9 | 18 | 6.0 | 3 | 1.0 | 1 | 0.3 | 3.478 | 1 |
| Primarily Part-Time | 219 | 54.9 | 148 | 37.1 | 29 | 7.3 | 3 | 0.8 | -- | -- | 3.461 | 2 |
| Total | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | |

TABLE 54.--Ratings by Graduates of the Relevance of Program Goal 5 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 47 | 61.0 | 29 | 37.7 | 1 | 1.3 | -- | -- | -- | -- | 3.597 | 1 |
| 1961-1965 | 163 | 64.7 | 75 | 29.8 | 14 | 5.6 | -- | -- | -- | -- | 3.591 | 2 |
| 1966-1970 | 82 | 45.1 | 71 | 39.0 | 22 | 12.1 | 6 | 3.3 | 1 | 0.6 | 3.247 | 4 |
| 1971-1975 | 98 | 51.9 | 81 | 42.9 | 10 | 5.3 | -- | -- | -- | -- | 3.466 | 3 |
| Total | 390 | 55.7 | 256 | 36.6 | 47 | 6.7 | 6 | 0.9 | 1 | 0.1 | 3.469 | |

The ratings by graduates of the relevance of goal 6 by primary professional role are described in Table 55. The graduates' weighted and aggregated relevance mean rating of the ten objectives of goal 6 was 3.264. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.449 which was ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was program development was 3.045 which was ranked second, while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 2.980 which ranked third.

The ratings by graduates of the relevance of goal 6 by type of employing organization are reported in Table 56. The weighted and aggregated relevance mean rating of the graduates employed by voluntary associations was 3.500 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by community colleges was 3.364 which ranked second, of the graduates employed by public schools was 3.290 which ranked third, and of graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.268 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by churches was 3.250 which ranked fifth, of the graduates employed by government agencies was 3.025 which ranked sixth, and of the graduates employed by The Cooperative Extension Service was 2.850 which ranked seventh.

TABLE 55.--Ratings by Graduates of the Relevance of Program Goal 6 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 304 | 51.5 | 249 | 42.2 | 36 | 6.1 | -- | -- | 1 | 0.2 | 3.449 | 1 |
| Teacher/ Researcher | 77 | 25.7 | 156 | 52.0 | 52 | 17.3 | 14 | 4.7 | 1 | 0.3 | 2.980 | 3 |
| Program Development Specialist | 37 | 33.6 | 48 | 43.6 | 19 | 17.3 | 5 | 4.5 | 1 | 0.9 | 3.045 | 2 |
| Total | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | |

TABLE 56.--Ratings by Graduates of the Relevance of Program Goal 6 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 229 | 43.2 | 229 | 43.2 | 58 | 10.9 | 13 | 2.5 | 1 | 0.2 | 3.268 | 4 |
| Cooperative Extension Service | 7 | 17.5 | 21 | 52.5 | 11 | 27.5 | 1 | 2.5 | -- | -- | 2.850 | 7 |
| Community College | 64 | 45.7 | 64 | 45.7 | 11 | 7.9 | 1 | 0.7 | -- | -- | 3.364 | 2 |
| Public Schools (Elementary or Secondary) | 81 | 38.6 | 109 | 51.9 | 20 | 9.5 | -- | -- | -- | -- | 3.290 | 3 |
| Voluntary Association | 10 | 50.0 | 10 | 50.0 | -- | -- | -- | -- | -- | -- | 3.500 | 1 |
| County, State, National or International Government Agency | 16 | 40.0 | 15 | 37.5 | 4 | 10.0 | 4 | 10.0 | 1 | 2.5 | 3.025 | 6 |
| Church | 11 | 55.0 | 5 | 25.0 | 3 | 15.0 | -- | -- | 1 | 5.0 | 3.250 | 5 |
| Total | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | |

The ratings by graduates of the relevance of goal 6 by years of professional experience in continuing education prior to their admission to the doctoral program are displayed in Table 57. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.567 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 1 to 2 years of prior professional experience was 3.442 which ranked second and that of those who had had no prior professional experience was 3.267 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 6 to 10 years of prior professional experience was 3.248 which ranked fourth, that of those who had had 3 to 5 years of prior professional experience was 3.204 which ranked fifth, and that of those who had had 11 to 15 years of prior professional experience was 3.114 which ranked sixth.

The ratings by graduates of the relevance of goal 6 by student status during the coursework phase of the doctoral program are described in Table 58. The weighted and aggregated relevance mean rating of the primarily part-time students was 3.323 which ranked first while the weighted and aggregated relevance mean rating of the graduates who were primarily full-time students was 3.186.

The ratings by graduates of the relevance of goal 6 by period during which the doctoral degree was received are shown in Table 59. The weighted and aggregated relevance mean rating of

TABLE 57.--Ratings by Graduates of the Relevance of Program Goal 6 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 108 | 40.0 | 128 | 47.4 | 33 | 12.2 | -- | -- | 1 | 0.4 | 3.267 | 3 |
| 1-2 years | 62 | 51.7 | 49 | 40.8 | 9 | 7.5 | -- | -- | -- | -- | 3.442 | 2 |
| 3-5 years | 112 | 40.0 | 126 | 45.0 | 30 | 10.7 | 11 | 3.9 | 1 | 0.4 | 3.204 | 5 |
| 6-10 years | 94 | 40.9 | 106 | 46.1 | 24 | 10.4 | 5 | 2.2 | 1 | 0.4 | 3.248 | 4 |
| 11-15 years | 25 | 35.7 | 31 | 44.3 | 11 | 15.7 | 3 | 4.3 | -- | -- | 3.114 | 6 |
| 16-20 years | 17 | 56.7 | 13 | 43.3 | -- | -- | -- | -- | -- | -- | 3.567 | 1 |
| Total | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | |

TABLE 58.--Ratings by Graduates of the Relevance of Program Goal 6 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 156 | 36.3 | 212 | 49.3 | 50 | 11.6 | 10 | 2.3 | 2 | 0.5 | 3.186 | 2 |
| Primarily Part-Time | 262 | 46.0 | 241 | 42.3 | 57 | 10.0 | 9 | 1.5 | 1 | 0.2 | 3.323 | 1 |
| Total | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | |

TABLE 59.--Ratings by Graduates of the Relevance of Program Goal 6 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 48 | 43.6 | 46 | 41.8 | 12 | 10.9 | 4 | 3.6 | -- | -- | 3.255 | 3 |
| 1961-1965 | 146 | 40.6 | 180 | 50.0 | 31 | 8.6 | 2 | 0.6 | 1 | 0.3 | 3.300 | 2 |
| 1966-1970 | 125 | 48.1 | 111 | 42.7 | 20 | 7.7 | 4 | 1.5 | -- | -- | 3.373 | 1 |
| 1971-1975 | 99 | 36.7 | 116 | 43.0 | 44 | 16.3 | 9 | 3.3 | 2 | 0.7 | 3.115 | 4 |
| Total | 418 | 41.8 | 453 | 45.3 | 107 | 10.7 | 19 | 1.9 | 3 | 0.3 | 3.264 | |

the graduates who received their doctoral degree during the period 1966-1970 was 3.373 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.300 which ranked second while that of the graduates who received their degree in the period 1956-1960 was 3.255 which ranked third and those who received their degree in 1971-1975 was 3.115 which ranked fourth.

Analysis of Ratings of Relevance for Program Goal 7

Goal 7 was: To become a leader in the community of lifelong learners.

The ratings by graduates of the relevance of goal 7 by primary professional role are displayed in Table 60. The weighted and aggregated relevance mean rating of the graduates of the eight objectives of goal 7 was 3.195. The weighted and aggregated relevance mean rating of the graduates in teaching or research was 3.413 which ranked first. The weighted and aggregated relevance mean rating of the graduates in program development was 3.170 which ranked second, while the weighted and aggregated relevance mean rating of those in administration was 3.089 which ranked third.

The ratings by graduates of the relevance of goal 7 by type of employing organization are described in Table 61. The weighted and aggregated relevance mean rating of the graduates employed by government agencies was 3.438 which ranked first. The weighted and aggregated relevance mean rating of the graduates

TABLE 60.--Ratings by Graduates of the Relevance of Program Goal 7 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 161 | 34.1 | 219 | 46.4 | 69 | 14.6 | 19 | 4.0 | 4 | 0.8 | 3.089 | 3 |
| Teacher/ Researcher | 122 | 50.8 | 95 | 39.6 | 23 | 9.6 | -- | -- | -- | -- | 3.413 | 1 |
| Program Development Specialist | 26 | 29.5 | 51 | 58.0 | 11 | 12.5 | -- | -- | -- | -- | 3.170 | 2 |
| Total | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | |

*TABLE 61.--Ratings* by Graduates of the Relevance of Program Goal 7 to Their Current Professional Responsibilities by Type of Employing Organization.

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 180 | 42.5 | 186 | 43.9 | 52 | 12.3 | 6 | 1.4 | -- | -- | 3.274 | 2 |
| Cooperative Extension Service | 9 | 28.1 | 21 | 65.6 | 2 | 6.3 | -- | -- | -- | -- | 3.219 | 3 |
| Community College | 40 | 35.7 | 49 | 43.8 | 20 | 17.9 | 3 | 2.7 | -- | -- | 3.125 | 4 |
| Public Schools (Elementary or Secondary) | 51 | 30.4 | 87 | 51.8 | 23 | 13.7 | 4 | 2.4 | 3 | 1.8 | 3.065 | 5 |
| Voluntary Association | 3 | 18.8 | 8 | 50.0 | 2 | 12.5 | 2 | 12.5 | 1 | 6.3 | 2.625 | 7 |
| County, State, National or International Government Agency | 18 | 56.3 | 10 | 31.3 | 4 | 12.5 | -- | -- | -- | -- | 3.438 | 1 |
| Church | 8 | 50.0 | 4 | 25.0 | -- | -- | 4 | 25.0 | -- | -- | 3.000 | 6 |
| Total | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | |

employed by colleges or universities (excluding The Cooperative Extension Service) was 3.274 which ranked second, of the graduates employed by The Cooperative Extension Service was 3.219 which ranked third, and of graduates employed by community colleges was 3.125 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by public schools was 3.065 which ranked fifth, of the graduates employed by churches was 3.000 which ranked sixth, and of the graduates employed by voluntary associations was 2.625 which ranked seventh.

The ratings by graduates of the relevance of goal 7 by years of professional experience in continuing education prior to their admission to the doctoral program are reported in Table 62. The weighted and aggregated relevance mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.542 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had 3 to 5 years of prior professional experience was 3.375 which ranked second, and that of those who had had 6 to 10 years of prior professional experience was 3.147 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 11 to 15 years of prior professional experience was 3.107 which ranked fourth. That of those who had had no prior professional experience was 3.097 which ranked fifth, and that of those who had had 1 to 2 years of prior professional experience was 3.052 which ranked sixth.

The ratings by graduates of the relevance of goal 7 by student status during the coursework phase of the doctoral program

TABLE 62.--Ratings by Graduates of the Relevance of Program Goal 7 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 64 | 29.6 | 118 | 54.6 | 28 | 13.0 | 3 | 1.4 | 3 | 1.4 | 3.097 | 5 |
| 1-2 years | 26 | 27.1 | 49 | 51.0 | 21 | 21.9 | -- | -- | -- | -- | 3.052 | 6 |
| 3-5 years | 114 | 50.9 | 87 | 38.8 | 17 | 7.6 | 5 | 2.2 | 1 | 0.5 | 3.375 | 2 |
| 6-10 years | 75 | 40.8 | 72 | 39.1 | 26 | 14.1 | 11 | 6.0 | -- | -- | 3.147 | 3 |
| 11-15 years | 17 | 30.4 | 28 | 50.0 | 11 | 19.6 | -- | -- | -- | -- | 3.107 | 4 |
| 16-20 years | 13 | 54.2 | 11 | 45.8 | -- | -- | -- | -- | -- | -- | 3.542 | 1 |
| Total | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | |

are shown in Table 63. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.355 which ranked first, while the weighted and aggregated relevance mean rating of the graduates who were primarily part-time students was 3.075.

The ratings by graduates of the relevance of goal 7 by period during which the doctoral degree was received are displayed in Table 64. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 3.315 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.250 which ranked second, while that of the graduates who received their degree in the period 1956-1960 was 3.205 which ranked third and those who received their degree in 1966-1970 was 2.990 which ranked fourth.

Analysis of Ratings of Relevance for Program Goal 8

Goal 8 was: To develop a reasoned personal and professional philosophy.

The ratings by graduates of the relevance of goal 8 by primary professional role are described in Table 65. The graduates' weighted and aggregated relevance mean rating of the seven objectives of goal 8 was 3.210. The weighted and aggregated relevance mean rating of the graduates whose primary professional role was teaching or research was 3.405 which was ranked first. The weighted and aggregated relevance mean rating of the graduates whose primary

TABLE 63.--Ratings by Graduates of the Relevance of Program Goal 7 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 160 | 46.5 | 152 | 44.2 | 27 | 7.9 | 4 | 1.2 | 1 | 0.3 | 3.355 | 1 |
| Primarily Part-Time | 149 | 32.7 | 213 | 46.7 | 76 | 16.7 | 15 | 3.3 | 3 | 0.7 | 3.075 | 2 |
| Total | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | |

TABLE 64.--Ratings by Graduates of the Relevance of Program Goal 7 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 37 | 42.1 | 33 | 37.5 | 17 | 19.3 | 1 | 1.1 | -- | -- | 3.205 | 3 |
| 1961-1965 | 102 | 35.4 | 156 | 54.2 | 30 | 10.4 | -- | -- | -- | -- | 3.250 | 2 |
| 1966-1970 | 77 | 37.0 | 75 | 36.1 | 37 | 17.8 | 15 | 7.2 | 4 | 1.9 | 2.990 | 4 |
| 1971-1975 | 93 | 43.1 | 101 | 46.8 | 19 | 8.8 | 3 | 1.4 | -- | -- | 3.315 | 1 |
| Total | 309 | 38.6 | 365 | 45.6 | 103 | 12.9 | 19 | 2.4 | 4 | 0.5 | 3.195 | |

TABLE 65.--Ratings by Graduates of the Relevance of Program Goal 8 to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 147 | 35.6 | 169 | 40.9 | 84 | 20.3 | 11 | 2.7 | 2 | 0.5 | 3.085 | 3 |
| Teacher/ Researcher | 95 | 45.2 | 105 | 50.0 | 10 | 4.8 | -- | -- | -- | -- | 3.405 | 1 |
| Program Development Specialist | 33 | 42.9 | 39 | 50.6 | 4 | 5.2 | 1 | 1.3 | -- | -- | 3.351 | 2 |
| Total | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | |

professional role was program development was 3.351 which was ranked second, while the weighted and aggregated relevance mean rating of the graduates whose primary professional role was administration was 3.085 which was ranked third.

The ratings by graduates of the relevance of goal 8 by type of employing organization are reported in Table 66. The weighted and aggregated relevance mean rating of the graduates employed by community colleges was 3.347 which ranked first. The weighted and aggregated relevance mean rating of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 3.267 which ranked second, of the graduates employed by voluntary associations was 3.214 which ranked third, and of graduates employed by The Cooperative Extension Service was 3.179 which ranked fourth. The weighted and aggregated relevance mean rating of the graduates employed by government agencies was 3.143 which ranked fifth, of the graduates employed by public schools was 3.034 which ranked sixth, and of the graduates employed by churches was 2.786 which ranked seventh.

The ratings by graduates of the relevance of goal 8 by years of professional experience in continuing education prior to their admission to the doctoral program are displayed in Table 67. The weighted and aggregated relevance mean rating of graduates who had had 3 to 5 years of prior professional experience was 3.342 which ranked first. The weighted and aggregated relevance mean rating of graduates who had had no prior professional experience

*TABLE 66.--Ratings by Graduates of the Relevance of Program Goal 8 to Their Current Professional Responsibilities by Type of Employing Organization.*

| Type of Organization | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 152 | 41.0 | 169 | 45.6 | 47 | 12.7 | 3 | 0.8 | -- | -- | 3.267 | 2 |
| Cooperative Extension Service | 5 | 17.9 | 23 | 82.1 | -- | -- | -- | -- | -- | -- | 3.179 | 4 |
| Community College | 47 | 48.0 | 39 | 39.8 | 11 | 11.2 | 1 | 1.0 | -- | -- | 3.347 | 1 |
| Public Schools (Elementary or Secondary) | 47 | 32.0 | 65 | 44.2 | 28 | 19.0 | 7 | 4.8 | -- | -- | 3.034 | 6 |
| Voluntary Association | 6 | 42.9 | 7 | 50.0 | -- | -- | -- | -- | 1 | 7.1 | 3.214 | 3 |
| County, State, National or International Government Agency | 12 | 42.9 | 9 | 32.1 | 6 | 21.4 | 1 | 3.6 | -- | -- | 3.143 | 5 |
| Church | 6 | 12.9 | 1 | 7.1 | 6 | 42.9 | -- | -- | 1 | 7.1 | 2.786 | 7 |
| Total | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | |

TABLE 67.--Ratings by Graduates of the Relevance of Program Goal 8 to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 77 | 40.7 | 85 | 45.0 | 25 | 13.2 | 2 | 1.1 | -- | -- | 3.254 | 2 |
| 1-2 years | 36 | 42.9 | 34 | 40.5 | 12 | 14.3 | 2 | 2.4 | -- | -- | 3.238 | 4 |
| 3-5 years | 90 | 45.9 | 85 | 43.4 | 20 | 10.2 | -- | -- | 1 | 0.5 | 3.342 | 1 |
| 6-10 years | 50 | 31.1 | 69 | 42.9 | 33 | 20.5 | 8 | 5.0 | 1 | 0.6 | 2.988 | 6 |
| 11-15 years | 15 | 30.6 | 31 | 63.3 | 3 | 6.1 | -- | -- | -- | -- | 3.245 | 3 |
| 16-20 years | 7 | 33.3 | 9 | 42.9 | 5 | 23.8 | -- | -- | -- | -- | 3.095 | 5 |
| Total | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | |

was 3.254 which ranked second and that of those who had had 11 to 15 years of prior professional experience was 3.245 which ranked third. The weighted and aggregated relevance mean rating of graduates who had had 1 to 2 years of prior professional experience was 3.238 which ranked fourth, those who had had 16 to 20 years of prior professional experience was 3.095 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.988 which ranked sixth.

The ratings by graduates of the relevance of goal 8 by student status during the coursework phase of the doctoral program are shown in Table 68. The weighted and aggregated relevance mean rating of the primarily full-time students was 3.292 which ranked first while the weighted and aggregated mean rating of the graduates who were primarily part-time was 3.148.

The ratings by graduates of the relevance of goal 8 by period during which the doctoral degree was received are described in Table 69. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 3.365 which ranked first. The weighted and aggregated relevance mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 3.210 which ranked second, while that of the graduates who received their degree in the period 1966-1970 was 3.104 which ranked third and those who received their degree in 1956-1960 was 3.078 which ranked fourth.

TABLE 68.--Ratings by Graduates of the Relevance of Program Goal 8 to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 128 | 42.5 | 137 | 45.5 | 33 | 11.0 | 2 | 0.7 | 1 | 0.3 | 3.292 | 1 |
| Primarily Part-Time | 147 | 36.8 | 176 | 44.1 | 65 | 16.3 | 10 | 2.5 | 1 | 0.3 | 3.148 | 2 |
| Total | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | |

TABLE 69.--Ratings by Graduates of the Relevance of Program Goal 8 to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 29 | 37.7 | 32 | 41.6 | 9 | 11.7 | 7 | 9.1 | -- | -- | 3.078 | 4 |
| 1961-1965 | 91 | 36.1 | 125 | 49.6 | 34 | 13.5 | 2 | 0.8 | -- | -- | 3.210 | 2 |
| 1966-1970 | 69 | 37.9 | 69 | 37.9 | 40 | 22.0 | 2 | 1.1 | 2 | 1.1 | 3.104 | 3 |
| 1971-1975 | 86 | 45.5 | 87 | 46.0 | 15 | 7.9 | 1 | 0.5 | -- | -- | 3.365 | 1 |
| Total | 275 | 39.3 | 313 | 44.7 | 98 | 14.0 | 12 | 1.7 | 2 | 0.3 | 3.210 | |

Summary

The graduates' overall relevance mean ratings of the eight continuing education doctoral program goals varied by primary professional role, type of employing organization, extent of prior professional experience, student status during the coursework phase of the doctoral program and period during which the doctoral degree was received.

The graduates' ratings of the overall relevance of the eight doctoral program goals varied only slightly (the range was 0.156) by primary professional role (see Table 70). Graduates in teaching or research positions rated the eight program goals highest (3.377), while those in program development rated them second highest (3.346), and those in administration least high (3.221). The exceptions were in the ratings given goals 2, 3 and 6.

The graduates' ratings of the overall relevance of the eight doctoral program goals varied slightly more widely (the range was 0.271) by type of employing organization (see Table 71). Graduates employed by colleges or universities, excluding The Cooperative Extension Service (3.338), and those employed by community colleges (3.332) rated them highest. Those employed by government agencies rated them almost as high (3.306). Those employed by The Cooperative Extension Service rated them somewhat lower (3.205), as did graduates employed by voluntary associations (3.179), and those employed by public schools (3.146). Those employed by churches rated them lowest (3.067), though still quite high.

TABLE 70.--Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities by Primary Professional Role.

| Professional Role | | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 59 | 1626 | 41.1 | 1697 | 42.9 | 524 | 13.3 | 89 | 2.3 | 17 | 0.4 | 3.221 | 3 |
| Teacher/ Researcher | 30 | 947 | 47.1 | 898 | 44.7 | 144 | 7.2 | 18 | 0.9 | 3 | 0.1 | 3.377 | 1 |
| Program Development Specialist | 11 | 346 | 46.8 | 312 | 42.3 | 68 | 9.2 | 10 | 1.4 | 1 | 0.1 | 3.346 | 2 |
| Total | 100 | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

TABLE 71.--*Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities by Type of Employing Organization.*

| Type of Organization | | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension) | 53 | 1641 | 46.2 | 1529 | 43.1 | 331 | 9.3 | 40 | 1.1 | 10 | 0.3 | 3.338 | 1 |
| Cooperative Extension Service | 4 | 96 | 35.8 | 134 | 50.0 | 35 | 13.1 | 3 | 1.1 | -- | -- | 3.205 | 4 |
| Community College | 14 | 449 | 47.9 | 368 | 39.2 | 104 | 11.1 | 17 | 1.8 | -- | -- | 3.332 | 2 |
| Public Schools (Elementary or Secondary) | 21 | 489 | 34.8 | 678 | 48.2 | 202 | 14.4 | 32 | 2.3 | 6 | 0.4 | 3.146 | 6 |
| Voluntary Association | 2 | 49 | 36.6 | 68 | 50.7 | 11 | 8.2 | 4 | 3.0 | 2 | 1.5 | 3.179 | 5 |
| County, State, National or International Government Agency | 4 | 132 | 49.3 | 96 | 35.8 | 31 | 11.6 | 8 | 3.0 | 1 | 0.4 | 3.306 | 3 |
| Church | 2 | 63 | 47.0 | 34 | 25.4 | 22 | 16.4 | 13 | 9.7 | 2 | 1.5 | 3.067 | 7 |
| Total | 100 | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

There were numerous exceptions to the general pattern in the ratings given the individual goals.

The graduates' ratings of the overall relevance of the eight doctoral program goals varied similarly (the range was 0.258) by years of professional experience in continuing education prior to admission to the doctoral program (see Table 72). Graduates who had had 16 to 20 years of prior professional experience rated the eight program goals highest (3.473) and those who had had 3 to 5 years of prior professional experience rated them only slightly lower (3.366). Those who had had 1 to 2 years experience (3.272), those who had had 11 to 15 years (3.245), those who had had no prior professional experience in continuing education prior to admission to the doctoral program (3.243), and those who had had 6 to 10 years of prior professional experience (3.215), differed very little, if at all, in their ratings of relevance of the eight goals. There were numerous exceptions to the general pattern in the ratings given the individual goals.

The graduates' ratings of the overall relevance of the eight doctoral program goals varied very slightly (the range was only 0.069) by student status during the coursework phase of their doctoral program (see Table 73). Graduates who were primarily full-time students during the coursework phase tended to rate the goals as slightly more relevant (3.321) than did those who were primarily part-time students (3.252). The exception was the rating given goal 6.

TABLE 72.--Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 733 | 40.5 | 835 | 46.2 | 201 | 11.1 | 27 | 1.5 | 13 | 0.7 | 3.243 | 5 |
| 1-2 years | 335 | 41.7 | 366 | 45.5 | 92 | 11.4 | 9 | 1.1 | 2 | 0.3 | 3.272 | 3 |
| 3-5 years | 899 | 47.9 | 791 | 42.2 | 163 | 8.7 | 19 | 1.0 | 4 | 0.2 | 3.366 | 2 |
| 6-10 years | 650 | 42.2 | 624 | 40.5 | 218 | 14.2 | 47 | 3.1 | 2 | 0.1 | 3.215 | 6 |
| 11-15 years | 193 | 41.2 | 212 | 45.2 | 50 | 10.7 | 14 | 3.0 | -- | -- | 3.245 | 4 |
| 16-20 years | 109 | 54.2 | 79 | 39.3 | 12 | 6.0 | 1 | 0.5 | -- | -- | 3.473 | 1 |
| Total | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

TABLE 73.--Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Relevance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | Mean Rating | Rank |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 1317 | 45.7 | 1241 | 43.1 | 265 | 9.2 | 47 | 1.6 | 11 | 0.4 | 3.321 | 1 |
| Primarily Part-Time | 1602 | 42.0 | 1666 | 43.6 | 471 | 12.3 | 70 | 1.8 | 10 | 0.3 | 3.252 | 2 |
| Total | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

The graduates' ratings of the overall relevance of the eight doctoral program goals varied slightly (the range was 0.144) by period during which they received their doctoral degrees (see Table 74). Graduates who received their doctoral degrees during the period 1971-1975 rated the eight program goals highest (3.352); those who received their degrees during 1961-1965 rated them slightly lower (3.299); those who received their degrees during 1966-1970 (3.216) and those who received their degrees during 1956-1960 (3.208) recorded very similar and only slightly lower ratings of relevance. There were numerous exceptions to the general pattern in the ratings given the individual goals.

This section has presented an analysis of the graduates' ratings of the relevance of the eight doctoral program goals by selected professional and personal factors. Appendix D reports the graduates' ratings of the relevance of the sixty-seven program objectives by the same factors. The next section of this chapter presents the graduates' ratings of the contributions of their doctoral programs toward their achievement of the doctoral program goals and objectives.

## Graduates' Ratings of the Contributions of the Program Toward Their Achievement of Professional Continuing Education Goals and Objectives

Two primary purposes of this study were: (1) to discover the contributions, as rated by the doctoral degree recipients, of their doctoral program toward the achievement of professional continuing education goals and objectives, and (2) to discover if

TABLE 74.--Aggregated Ratings by Graduates of the Overall Relevance of Doctoral Program Goals to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Relevance | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Relevant | | Relevant | | Somewhat Relevant | | Not Particularly Relevant | | Not at All Relevant | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 331 | 44.9 | 264 | 35.8 | 109 | 14.8 | 30 | 4.1 | 3 | 0.4 | 3.208 | 4 |
| 1961-1965 | 984 | 40.8 | 1190 | 49.3 | 219 | 9.1 | 13 | 0.5 | 6 | 0.3 | 3.299 | 2 |
| 1966-1970 | 746 | 42.8 | 693 | 39.8 | 246 | 14.1 | 47 | 2.7 | 10 | 0.6 | 3.216 | 3 |
| 1971-1975 | 838 | 47.4 | 760 | 42.0 | 162 | 9.0 | 27 | 1.5 | 2 | 0.1 | 3.352 | 1 |
| Total | 2919 | 43.6 | 2907 | 43.4 | 736 | 11.0 | 117 | 1.8 | 21 | 0.3 | 3.281 | |

and how participant ratings of contributions would vary with their professional roles and other professional and personal factors. This section reports the graduates' ratings of the contributions of their individual doctoral programs toward the achievement of each of the sixty-seven continuing education program objectives, which are grouped into eight program goals. The next section presents an analysis of the graduates' aggregated contribution ratings for the eight program goals by selected professional and personal factors.

The graduates were asked to give their judgments, by means of a rating scale, about the extent to which their doctoral programs at M.S.U. had contributed toward their achievement of each of the sixty-seven continuing education doctoral program objectives. The graduates' ratings were based on the following scale: to a great extent = 4, to a considerable extent = 3, to a moderate extent = 2, to some extent = 1, and not at all = 0. Ratings of the program objectives and weighted contribution mean ratings are presented. In calculating the overall contribution mean rating of each goal, the total aggregated and weighted responses of the graduates to the objectives of that goal have been used.

Ratings of Contribution Toward Program Goal 1

Program goal 1 was: To understand the development, role, scope and structure of continuing education.

Eight objectives were subsumed under program goal 1. They were:

1.1 (1)[143]--to understand the historical development of continuing education and the factors that have influenced it.

1.2 (2)--to understand the inevitability of change in individuals, organizations and communities.

1.3 (3)--to be able to identify and assess the effects of internal and external change upon individuals, organizations, and communities, and to understand their implications for continuing education.

1.4 (4)--to understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change.

1.5 (5)--to understand the major philosophical issues in the field of continuing education.

1.6 (6)--to understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators.

1.7 (7)--to understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships.

1.8 (8)--to thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education.

The combined ratings by graduates of the contribution of their programs toward their achievement of the eight objectives of goal 1 are described in Table 75. The ratings revealed that 20.6 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the eight objectives of goal 1, 47.1 percent to a considerable extent, 26.4 percent to a moderate extent, 5.0 percent to some extent, and

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[143]Numbers in parentheses are from the alternative numbering system of the continuing education program objectives used in Appendix B and the survey instrument (see Appendix C).

TABLE 75.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 1.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 1 | | 26 | 42 | 26 | 6 | -- | 2.880 | 7 |
| 2 | | 21 | 53 | 21 | 3 | 2 | 2.880 | 7 |
| 3 | | 10 | 51 | 30 | 8 | 1 | 2.610 | 27 |
| 4 | | 19 | 58 | 17 | 6 | -- | 2.900 | 5 |
| 5 | | 24 | 47 | 25 | 4 | -- | 2.910 | 4 |
| 6 | | 20 | 40 | 33 | 5 | 2 | 2.710 | 14 |
| 7 | | 25 | 44 | 30 | 1 | -- | 2.930 | 3 |
| 8 | | 20 | 42 | 29 | 7 | 2 | 2.710 | 14 |
| Total | N | 165 | 377 | 211 | 40 | 7 | 2.816 | 1 |
| | % | 20.6 | 47.1 | 26.4 | 5.0 | 0.9 | | |

0.9 percent not at all. The graduates' weighted and aggregated rating of the contributions of their doctoral programs toward their achievement of the eight objectives of goal 1 was 2.816 which ranked it first among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the eight objectives of goal 1 ranged from 2.930 (objective 7) to 2.610 (objective 3), which meant that the weighted contribution mean ratings of the eight objectives of goal 1 varied from third to twenty-seventh among the weighted contribution mean ratings for the sixty-seven objectives.

Ratings of Contribution Toward Program Goal 2

Program goal 2 was: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

Nine objectives were subsumed under program goal 2. They were:

2.1 (9)--to understand the unique physical, psychological and social characteristics of individual adults as learners.

2.2 (10)--to be able to differentiate among significant varieties of organization and community development situations.

2.3 (11)--to understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood.

2.4 (12)--to be able to diagnose adult learning needs and aspirations.

2.5 (13)--to be able to translate individual adult learning needs and aspirations into learning objectives.

2.6 (14)--to understand the structure and processes of group behavior and the interaction among individual, organization and community development.

2.7 (15)--to be able to identify and diagnose organization and community development needs.

2.8 (16)--to be able to translate organization and community development needs into appropriate organization and community development objectives.

2.9 (17)--to develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance.

The combined ratings by graduates of the contribution of their programs toward their achievement of the nine objectives of goal 2 are described in Table 76. The ratings showed that 13.8 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 2, 35.8 percent to a considerable extent, 36.4 percent to a moderate extent, 11.8 percent to some extent, and 2.2 percent not at all. The graduates' weighted and aggregated mean rating of the contributions of their doctoral programs toward their achievement of the nine objectives of goal 2 was 2.471 which ranked it fifth among the contribution weighted mean ratings assigned to program goals. The weighted contribution mean ratings associated with the nine objectives of goal 2 varied from 2.840 (objective 9) to 2.160 (objective 17) which meant that the weighted contribution mean ratings ranged from ninth to sixty-sixth among the weighted contribution mean ratings for the sixty-seven objectives.

TABLE 76.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 2.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 9 | | 23 | 47 | 21 | 9 | -- | 2.840 | 9 |
| 10 | | 13 | 41 | 35 | 10 | 1 | 2.550 | 33 |
| 11 | | 17 | 29 | 37 | 14 | 3 | 2.430 | 52 |
| 12 | | 15 | 28 | 42 | 13 | 2 | 2.410 | 57 |
| 13 | | 16 | 29 | 41 | 11 | 3 | 2.440 | 49 |
| 14 | | 10 | 47 | 29 | 14 | -- | 2.530 | 34 |
| 15 | | 12 | 38 | 37 | 10 | 3 | 2.460 | 45 |
| 16 | | 13 | 33 | 39 | 13 | 2 | 2.420 | 54 |
| 17 | | 5 | 30 | 47 | 12 | 6 | 2.160 | 66 |
| Total | N | 124 | 322 | 328 | 106 | 20 | 2.471 | 5 |
| | % | 13.8 | 35.8 | 36.4 | 11.8 | 2.2 | | |

Ratings of Contribution Toward Program Goal 3

Program goal 3 was: To be able to develop continuing education programs.

Eight objectives were subsumed under program goal 3. They were:

3.1 (18)--to understand the theories and principles of program development.

3.2 (19)--to understand the factors that motivate adults to participate in learning activities.

3.3 (20)--to understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning.

3.4 (21)--to be able to develop continuing education programs for a wide variety of individual, organization and community development situations.

3.5 (22)--to be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners.

3.6 (23)--to be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs.

3.7 (24)--to be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization.

3.8 (25)--to be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs.

The combined ratings by graduates of the contribution of their programs toward their achievement of the eight objectives of goal 3 are displayed in Table 77. The ratings revealed that 16.0 percent of the graduates considered that their doctoral programs

TABLE 77.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 3.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 18 | | 15 | 44 | 29 | 8 | 4 | 2.580 | 30 |
| 19 | | 21 | 44 | 27 | 7 | 1 | 2.770 | 11 |
| 20 | | 10 | 42 | 39 | 7 | 2 | 2.510 | 38 |
| 21 | | 18 | 41 | 31 | 9 | 1 | 2.660 | 20 |
| 22 | | 12 | 39 | 38 | 10 | 1 | 2.510 | 38 |
| 23 | | 13 | 34 | 42 | 6 | 5 | 2.440 | 49 |
| 24 | | 21 | 39 | 29 | 9 | 2 | 2.680 | 18 |
| 25 | | 18 | 38 | 28 | 14 | 2 | 2.560 | 31 |
| Total | N | 128 | 321 | 263 | 70 | 18 | 2.589 | 4 |
| | % | 16.0 | 40.1 | 32.9 | 8.8 | 2.3 | | |

had contributed to a great extent toward their achievement of the objectives of goal 3, 40.1 percent to a considerable extent, 32.9 percent to a moderate extent, 8.8 percent to some extent, and 2.3 percent not at all. The graduates' weighted and aggregated mean rating of the contributions of their doctoral programs toward their achievement of goal 3 was 2.589 which was fourth among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the eight objectives of goal 3 varied from 2.770 (objective 19) to 2.440 (objective 23) which meant that the weighted contribution mean ratings ranged from eleventh to forty-ninth among the weighted contribution mean ratings for the sixty-seven objectives.

Ratings of Contribution Toward Program Goal 4

Program goal 4 was: To be able to effectively, humanely and ethically implement continuing education programs.

Ten objectives were subsumed under program goal 4. They were:

4.1 (26)--to understand the theories, practices and policies involved in continuing education program implementation.

4.2 (27)--to be sensitive to issues of effectiveness, humaneness and ethics in program implementation.

4.3 (28)--to be able to effectively use methods, materials, media and facilities appropriate in continuing education programs.

4.4 (29)--to be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served.

4.5 (30)--to be able to allocate and account for appropriate financial, physical and other resources.

4.6 (31)--to be able to organize, train and lead employed and volunteer staff.

4.7 (32)--to be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators.

4.8 (33)--to be able to generate confidence, participation and cooperation among adults in group learning activities.

4.9 (34)--to be able to guide adult learning activities so that theory and practice are appropriately related.

4.10 (35)--to be able to promote and interpret programs.

The combined ratings by graduates of the contribution of their programs toward their achievement of the ten objectives of goal 4 are described in Table 78. The graduates' ratings showed that 14.8 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 4, 36.4 percent to a considerable extent, 32.8 percent to a moderate extent, 12.6 percent to some extent, and 3.4 percent not at all. The graduates' weighted and aggregated mean rating of the contributions of their doctoral programs toward their achievement of the ten objectives of goal 4 was 2.466 which was seventh among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the objectives of goal 4 ranged from 2.750 (objective 26) to 2.130 (objective 30) which meant that the weighted contribution mean ratings ranged from twelfth to sixty-seventh among the weighted contribution mean ratings for the sixty-seven objectives.

TABLE 78.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 4.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 26 | | 21 | 40 | 33 | 5 | 1 | 2.750 | 12 |
| 27 | | 19 | 44 | 23 | 12 | 2 | 2.660 | 20 |
| 28 | | 11 | 42 | 30 | 14 | 3 | 2.440 | 49 |
| 29 | | 13 | 34 | 42 | 9 | 2 | 2.470 | 42 |
| 30 | | 8 | 29 | 40 | 14 | 9 | 2.130 | 67 |
| 31 | | 13 | 32 | 32 | 16 | 7 | 2.280 | 62 |
| 32 | | 13 | 31 | 32 | 17 | 7 | 2.260 | 63 |
| 33 | | 16 | 37 | 31 | 15 | 1 | 2.520 | 37 |
| 34 | | 12 | 38 | 35 | 14 | 1 | 2.460 | 45 |
| 35 | | 22 | 37 | 30 | 10 | 1 | 2.690 | 17 |
| Total | N | 148 | 364 | 328 | 126 | 34 | 2.466 | 7 |
| | % | 14.8 | 36.4 | 32.8 | 12.6 | 3.4 | | |

Ratings of Contribution Toward Program Goal 5

Program goal 5 was: To be able to evaluate continuing education programs.

Seven objectives were subsumed under program goal 5. They were:

5.1 (36)--to understand the principles and procedures of educational evaluation.

5.2 (37)--to be able to establish criteria for evaluating continuing education programs.

5.3 (38)--to be able to evaluate continuing education methods, materials, and media.

5.4 (39)--to be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs.

5.5 (40)--to be able to measure learning outcomes.

5.6 (41)--to be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation.

5.7 (42)--to be able and willing to frequently reexamine the purposes of one's continuing education organization.

The combined ratings by graduates of the contribution of their programs toward their achievement of the seven objectives of goal 5 are described in Table 79. The ratings showed that 12.4 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 5, 36.3 percent to a considerable extent, 34.4 percent to a moderate extent, 13.1 percent to some extent, and 3.7 percent not at all. The weighted and aggregated mean rating by the graduates of the contributions of their doctoral programs toward

TABLE 79.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 5.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 36 | | 15 | 36 | 34 | 11 | 4 | 2.470 | 42 |
| 37 | | 14 | 39 | 34 | 12 | 1 | 2.530 | 34 |
| 38 | | 10 | 33 | 40 | 15 | 2 | 2.340 | 59 |
| 39 | | 14 | 29 | 44 | 11 | 2 | 2.420 | 54 |
| 40 | | 8 | 36 | 35 | 12 | 9 | 2.220 | 65 |
| 41 | | 11 | 38 | 29 | 17 | 5 | 2.330 | 60 |
| 42 | | 15 | 43 | 25 | 14 | 3 | 2.530 | 34 |
| Total | N | 87 | 254 | 241 | 92 | 26 | 2.406 | 8 |
| | % | 12.4 | 36.3 | 34.4 | 13.1 | 3.7 | | |

their achievement of goal 5 was 2.406 which ranked it eighth among the contribution mean rankings assigned to program goals. The weighted contribution mean ratings associated with the seven objectives of goal 5 varied from 2.530 (objectives 37 and 42) to 2.220 (objective 40) which meant that the weighted contribution mean ratings ranged from thirty-fourth to sixty-fifth among the weighted contribution mean ratings for the sixty-seven objectives.

Ratings of Contribution Toward Program Goal 6

Program goal 6 was: To understand social systems and be effective in actualizing human potential in and through them.

Ten objectives were subsumed under program goal 6. They were:

6.1 (43)--to understand the interdependence between individuals and institutions.

6.2 (44)--to understand the general character and function of social institutions and their potential for enhancing or frustrating human development.

6.3 (45)--to understand the effects of social complexity and be able to facilitate individual and group learning to deal with it.

6.4 (46)--to be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components.

6.5 (47)--to understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them.

6.6 (48)--to understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration.

6.7 (49)--to be an effective participant in professional and other associations which promote individual, organization and community development.

6.8 (50)--to understand strategies of social change and be able to use them to facilitate organization and community development.

6.9 (51)--to be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development.

6.10 (52)--to understand the significance of social policy and be an effective participant in its formulation and modification.

The combined ratings by graduates of the contribution of their programs toward their achievement of the ten objectives of goal 6 are displayed in Table 80. The ratings revealed that 13.3 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 6, 41.4 percent to a considerable extent, 28.3 percent to a moderate extent, 12.8 percent to some extent, and 4.2 percent not at all. The graduates' weighted and aggregated mean rating of the contributions of their doctoral programs toward their achievement of the ten objectives of goal 6 was 2.468 which ranked it sixth among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the ten objectives of goal 6 ranged from 2.840 (objective 47) to 2.260 (objective 48) which meant that the weighted contribution mean ratings ranged from ninth to sixty-third among the weighted contribution mean ratings for the sixty-seven objectives.

TABLE 80.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 6.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 43 | | 11 | 44 | 30 | 10 | 5 | 2.460 | 45 |
| 44 | | 11 | 46 | 27 | 12 | 4 | 2.480 | 41 |
| 45 | | 7 | 47 | 29 | 15 | 2 | 2.420 | 54 |
| 46 | | 19 | 45 | 21 | 12 | 3 | 2.650 | 23 |
| 47 | | 28 | 40 | 23 | 6 | 3 | 2.840 | 9 |
| 48 | | 8 | 37 | 34 | 15 | 6 | 2.260 | 63 |
| 49 | | 17 | 39 | 23 | 12 | 9 | 2.430 | 52 |
| 50 | | 11 | 40 | 34 | 13 | 2 | 2.450 | 48 |
| 51 | | 13 | 34 | 32 | 18 | 3 | 2.360 | 58 |
| 52 | | 8 | 42 | 30 | 15 | 5 | 2.330 | 60 |
| Total | N | 133 | 414 | 283 | 128 | 42 | 2.468 | 6 |
| | % | 13.3 | 41.4 | 28.3 | 12.8 | 4.2 | | |

Ratings of Contribution Toward Program Goal 7

Program goal 7 was: To become a leader in the community of lifelong learners.

Eight objectives were subsumed under program goal 7. They were:

7.1 (53)--to appreciate the importance of continued personal and professional development.

7.2 (54)--to be able to communicate at a professional level.

7.3 (55)--to be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields.

7.4 (56)--to be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields.

7.5 (57)--to be able to identify and define appropriate problems for research.

7.6 (58)--to be able to design, conduct and report research so that it can be of benefit to others.

7.7 (59)--to develop and pursue learning activities which will improve professional practice.

7.8 (60)--to develop and pursue learning activities which will improve personal, family and community life.

The combined ratings by graduates of the contribution of their programs toward their achievement of the eight objectives of goal 7 are described in Table 81. The ratings showed that 21.4 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 7, 42.9 percent to a considerable extent, 23.5 percent to a moderate extent, 10.8 percent to some extent, and 1.5 percent not at all. The weighted and aggregated mean rating

TABLE 81.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 7.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 53 | | 32 | 40 | 18 | 6 | 4 | 2.900 | 5 |
| 54 | | 32 | 46 | 19 | 3 | -- | 3.070 | 1 |
| 55 | | 20 | 44 | 25 | 9 | 2 | 2.710 | 14 |
| 56 | | 17 | 45 | 25 | 13 | -- | 2.660 | 20 |
| 57 | | 23 | 38 | 22 | 15 | 2 | 2.650 | 23 |
| 58 | | 23 | 35 | 24 | 17 | 1 | 2.620 | 26 |
| 59 | | 12 | 53 | 25 | 10 | -- | 2.670 | 19 |
| 60 | | 12 | 42 | 30 | 13 | 3 | 2.470 | 42 |
| Total | N | 171 | 343 | 188 | 86 | 12 | 2.719 | 2 |
| | % | 21.4 | 42.9 | 23.5 | 10.8 | 1.5 | | |

by the graduates of the contributions of their doctoral programs toward their achievement of goal 7 was 2.719 which ranked it second among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the eight objectives of goal 7 ranged from 3.070 (objective 54) to 2.470 (objective 60) which meant that the weighted contribution mean ratings ranged from first to forty-second among the weighted contribution mean ratings for the sixty-seven objectives.

Ratings of Contribution Toward Program Goal 8

Program goal 8 was: To develop a reasoned personal and professional philosophy.

Seven objectives were subsumed under program goal 8. They were:

8.1 (61)--to understand the role of knowledge (whether valid or not) in individual, organization, community and national development.

8.2 (62)--to understand the ethical and humane issues confronted by persons in the helping professions.

8.3 (63)--to respect the dignity, worth and growth potential of every human being.

8.4 (64)--to develop a philosophy concerning the relationships between individuals and society.

8.5 (65)--to develop commitment to the increase of valid knowledge and its application to human affairs.

8.6 (66)--to develop positions on the major philosophical issues in continuing education.

8.7 (67)--to develop a code of humane and ethical behavior.

The combined ratings by graduates of the contribution of their programs toward their achievement of the seven objectives of goal 8 are displayed in Table 82. The graduates' ratings revealed that 20.0 percent of the graduates considered that their doctoral programs had contributed to a great extent toward their achievement of the objectives of goal 8, 42.6 percent to a considerable extent, 25.7 percent to a moderate extent, 7.9 percent to some extent, and 3.9 percent not at all. The graduates' weighted and aggregated mean rating of the contributions of their doctoral programs toward their achievement of the seven objectives of goal 8 was 2.670 which ranked it third among the contribution mean ratings assigned to program goals. The weighted contribution mean ratings associated with the seven objectives of goal 8 varied from 3.040 (objective 63) to 2.510 (objective 66) which meant that the weighted contribution mean ratings ranged from second to thirty-eighth among the weighted contribution mean ratings for the sixty-seven objectives.

Summary

The contribution mean ratings of the graduates were more widely dispersed than were the relevance mean ratings (see Table 83). The overall contribution mean rating of the graduates for all eight program goals was 2.569 (between "to a considerable extent" and "to a moderate extent") and varied only 0.410 from 2.816 for goal 1 to 2.406 for goal 5. The contribution mean rating of the sixty-seven

TABLE 82.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of the Objectives of Program Goal 8.

| Program Objective | | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| 61 | | 16 | 44 | 27 | 11 | 2 | 2.610 | 27 |
| 62 | | 19 | 34 | 35 | 8 | 4 | 2.560 | 31 |
| 63 | | 38 | 42 | 12 | 2 | 6 | 3.040 | 2 |
| 64 | | 16 | 49 | 24 | 5 | 6 | 2.640 | 25 |
| 65 | | 17 | 52 | 20 | 9 | 2 | 2.730 | 13 |
| 66 | | 10 | 45 | 32 | 12 | 1 | 2.510 | 38 |
| 67 | | 24 | 32 | 30 | 8 | 6 | 2.600 | 29 |
| Total | N | 140 | 298 | 180 | 55 | 27 | 2.670 | 3 |
| | % | 20.0 | 42.6 | 25.7 | 7.9 | 3.9 | | |

TABLE 83.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals.

| Program Goal | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1 | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | 1 |
| 2 | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | 5 |
| 3 | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | 4 |
| 4 | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | 7 |
| 5 | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | 8 |
| 6 | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | 6 |
| 7 | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | 2 |
| 8 | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | 3 |
| Total | 1096 | 16.4 | 2693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

program objectives ranged only 0.940 from 3.070 for objective 54 to 2.130 for objective 30 (see Appendix E).

The four program goals which received the highest contribution mean ratings, in order of contribution mean rating, were: goal 1 (To understand the development, role, scope and structure of continuing education), goal 7 (To become a leader in the community of lifelong learners), goal 8 (To develop a reasoned personal and professional philosophy), and goal 3 (To be able to develop continuing education programs). The four goals for which the program received very slightly lower ratings were: goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), and goal 5 (To be able to evaluate continuing education programs).

The ten program objectives in order of contribution mean rating for which the program received the highest contribution mean ratings, in order of contribution mean rating, were: objective 54 (To be able to communicate at a professional level), objective 63 (To respect the dignity, worth and growth potential of every human being), objective 7 (To understand the variety of organizations and agencies in continuing education, their special roles and their

inter-relationships), objective 5 (To understand the major philosophical issues in the field of continuing education), objective 4 (To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change), objective 53 (To appreciate the importance of continued personal and professional development), objective 1 (To understand the historical development of continuing education and the factors that have influenced it), objective 2 (To understand the inevitability of change in individuals, organizations and communities), objective 9 (To understand the unique physical, psychological and social characteristics of individual adults as learners), and objective 47 (To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them).

The ten program objectives for which the program received the lowest contribution mean ratings, in order of contribution mean rating, were: objective 51 (To be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development), objective 38 (To be able to evaluate continuing education methods, materials and media), objective 41 (To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation), objective 52 (To understand the significance of social policy and be an effective participant in its formulation

and modification), objective 31 (To be able to organize, train and lead employed and volunteer staff), objective 32 (To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators), objective 48 (To understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration), objective 40 (To be able to measure learning outcomes), objective 17 (To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance), and objective 30 (To be able to allocate and account for appropriate financial, physical and other resources).

The full list of program objectives, arranged in order of the degree to which the doctoral program was judged to have contributed toward achievement, is to be found in Appendix E.

This section has presented the graduates' ratings of the contributions of their doctoral programs toward their achievement of the professional continuing education goals and objectives. The next section presents an analysis of the graduates' ratings of contribution of their doctoral programs toward the achievement of the eight program goals by selected professional and personal factors.

## Analyses of the Graduates' Ratings of the Contribution of Their Doctoral Programs Toward Their Achievement of Professional Continuing Education Goals and Objectives by Selected Professional and Personal Factors

This section of this chapter presents an analysis of the graduates' aggregated ratings of contribution of their doctoral programs toward the achievement of the eight program goals by selected professional and personal factors. Ratings of contribution are examined by primary professional role, type of employing organization, years of professional experience in continuing education prior to admission to the doctoral program, student status during the coursework phase of the doctoral program and period during which the doctoral degree was received. Appendix E reports the graduates' ratings of contribution to the achievement of the sixty-seven program objectives by the same factors.

### Analysis of Ratings of Contribution Toward Program Goal 1

Goal 1 was: To understand the development, role, scope and structure of continuing education.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 1 by primary professional role are described in Table 84. The graduates' weighted and aggregated contribution mean rating associated with the eight objectives of goal 1 was 2.816. The weighted and

TABLE 84.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 1 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 105 | 22.2 | 206 | 43.6 | 131 | 27.8 | 25 | 5.3 | 5 | 1.1 | 2.807 | 2 |
| Teacher/ Researcher | 60 | 25.0 | 103 | 42.9 | 60 | 25.0 | 15 | 6.3 | 2 | 0.8 | 2.850 | 1 |
| Program Development Specialist | -- | -- | 68 | 77.3 | 20 | 22.7 | -- | -- | -- | -- | 2.773 | 3 |
| Total | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | |

aggregated contribution mean rating of the graduates whose primary professional role was teaching or research was 2.850 which ranked first. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was administration was 2.807 which ranked second, while the weighted and aggregated contribution mean rating of the graduates whose primary professional role was program development was 2.773 which was ranked third.

The ratings by graduates of the contributions of their doctoral program toward their achievement of goal 1 by type of employing organization are reported in Table 85. The weighted and aggregated contribution mean rating of the graduates employed by churches was 3.125 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 2.902 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Service) was 2.868 which ranked third, and of graduates employed by public schools was 2.732 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by The Cooperative Extension Service was 2.719 which ranked fifth, of the graduates employed by government agencies was 2.469 which ranked sixth, and of the graduates employed by voluntary associations was 2.313 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 1 by years of professional experience in continuing education prior to their

TABLE 85.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 1 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 101 | 23.8 | 192 | 45.3 | 107 | 25.2 | 22 | 5.2 | 2 | 0.5 | 2.868 | 3 |
| Cooperative Extension Service | -- | -- | 23 | 71.9 | 9 | 28.1 | -- | -- | -- | -- | 2.719 | 5 |
| Community College | 21 | 18.8 | 60 | 53.6 | 30 | 26.8 | 1 | 0.9 | -- | -- | 2.902 | 2 |
| Public Schools (Elementary or Secondary) | 32 | 19.0 | 72 | 42.9 | 52 | 31.0 | 11 | 6.5 | 1 | 0.6 | 2.732 | 4 |
| Voluntary Association | 1 | 6.3 | 8 | 50.0 | 4 | 25.0 | 1 | 6.3 | 2 | 12.5 | 2.313 | 7 |
| County, State, National or International Government Agency | 3 | 9.4 | 16 | 50.0 | 8 | 25.0 | 3 | 9.4 | 2 | 6.3 | 2.469 | 6 |
| Church | 7 | 43.8 | 6 | 37.5 | 1 | 6.3 | 2 | 12.5 | -- | -- | 3.125 | 1 |
| Total | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | |

admission to the doctoral program are displayed in Table 86. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 3.161 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 3 to 5 years of prior professional experience was 2.911 which ranked second, and that of those who had had no prior professional experience was 2.764 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.740 which ranked fourth, of those who had had 6 to 10 years of prior professional experience was 2.723 which ranked fifth, and of those who had had 16 to 20 years of prior professional experience was 2.625 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 1 by student status during the coursework phase of the doctoral program are shown in Table 87. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.927 which ranked first while the weighted and aggregated contribution mean rating of the graduates who were primarily part-time students was 2.732.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 1 by period during which the doctoral degree was received are reported in Table 88. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975

TABLE 86.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 1 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 40 | 18.5 | 109 | 50.5 | 48 | 22.2 | 14 | 6.5 | 5 | 2.3 | 2.764 | 3 |
| 1-2 years | 12 | 12.5 | 52 | 54.2 | 27 | 28.1 | 5 | 5.2 | -- | -- | 2.740 | 4 |
| 3-5 years | 59 | 26.3 | 90 | 40.2 | 71 | 31.7 | 4 | 1.8 | -- | -- | 2.911 | 2 |
| 6-10 years | 27 | 14.7 | 93 | 50.5 | 50 | 27.2 | 14 | 7.6 | -- | -- | 2.723 | 5 |
| 11-15 years | 20 | 35.7 | 25 | 44.6 | 11 | 19.6 | -- | -- | -- | -- | 3.161 | 1 |
| 16-20 years | 7 | 29.2 | 8 | 33.3 | 4 | 16.7 | 3 | 12.5 | 2 | 8.3 | 2.625 | 6 |
| Total | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | |

TABLE 87.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 1 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 86 | 25.0 | 165 | 48.0 | 79 | 23.0 | 10 | 2.9 | 4 | 1.2 | 2.927 | 1 |
| Primarily Part-Time | 79 | 17.3 | 212 | 46.5 | 132 | 29.0 | 30 | 6.6 | 3 | 0.7 | 2.732 | 2 |
| Total | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | |

TABLE 88.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 1 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 13 | 14.8 | 34 | 38.6 | 31 | 35.2 | 10 | 11.4 | -- | -- | 2.568 | 4 |
| 1961-1965 | 42 | 14.6 | 135 | 46.9 | 84 | 29.2 | 21 | 7.3 | 6 | 2.1 | 2.646 | 3 |
| 1966-1970 | 52 | 25.0 | 95 | 45.7 | 55 | 26.4 | 5 | 2.4 | 1 | 0.5 | 2.923 | 2 |
| 1971-1975 | 58 | 26.9 | 113 | 52.3 | 41 | 19.0 | 4 | 1.9 | -- | -- | 3.042 | 1 |
| Total | 165 | 20.6 | 377 | 47.1 | 211 | 26.4 | 40 | 5.0 | 7 | 0.9 | 2.816 | |

was 3.042 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 2.923 which ranked second while that of the graduates who received their degree in the period 1961-1965 was 2.646 which ranked third and of those who received their degree in 1956-1960 was 2.568 which ranked fourth.

## Analysis of Ratings of Contribution Toward Program Goal 2

Goal 2 was: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 2 by primary professional role are displayed in Table 89. The weighted and aggregated contribution mean rating of the graduates associated with the nine objectives of goal 2 was 2.471. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was program development was 2.667 which ranked first. The weighted and aggregated contribution mean rating of the graduates in administration was 2.450 which ranked second, while the weighted and aggregated contribution mean rating of the graduates in teaching or research was 2.441 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 2 by type of employing organization are described in Table 90. The weighted

TABLE 89.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 2 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 67 | 12.6 | 208 | 39.2 | 169 | 31.8 | 71 | 13.4 | 16 | 3.0 | 2.450 | 2 |
| Teacher/ Researcher | 40 | 14.8 | 75 | 27.8 | 122 | 45.2 | 30 | 11.1 | 3 | 1.1 | 2.441 | 3 |
| Program Development Specialist | 17 | 17.2 | 39 | 39.4 | 37 | 37.4 | 5 | 5.1 | 1 | 1.0 | 2.667 | 1 |
| Total | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | |

TABLE 90.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 2 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 69 | 14.5 | 167 | 35.0 | 186 | 39.0 | 49 | 10.3 | 6 | 1.3 | 2.512 | 3 |
| Cooperative Extension Service | 2 | 5.6 | 9 | 25.0 | 16 | 44.4 | 9 | 25.0 | -- | -- | 2.111 | 6 |
| Community College | 23 | 18.3 | 62 | 49.2 | 35 | 27.8 | 5 | 4.0 | 1 | 0.8 | 2.802 | 1 |
| Public Schools (Elementary or Secondary) | 17 | 9.0 | 65 | 34.4 | 75 | 39.7 | 30 | 15.9 | 2 | 1.1 | 2.344 | 5 |
| Voluntary Association | -- | -- | -- | -- | 6 | 33.3 | 7 | 38.9 | 5 | 27.8 | 1.056 | 7 |
| County, State, National or International Government Agency | 4 | 11.1 | 18 | 50.0 | 9 | 25.0 | 3 | 8.3 | 2 | 5.6 | 2.528 | 2 |
| Church | 9 | 50.0 | 1 | 5.6 | 1 | 5.6 | 3 | 16.7 | 4 | 22.2 | 2.444 | 4 |
| Total | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | |

and aggregated contribution mean rating of the graduates employed by community colleges was 2.802 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 2.528 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.512 which ranked third, and of graduates employed by churches was 2.444 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by public schools was 2.344 which ranked fifth, of the graduated employed by The Cooperative Extension Service was 2.111 which ranked sixth, and of the graduates employed by voluntary associations was 1.056 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 2 by years of professional experience in continuing education prior to their admission to the doctoral program are shown in Table 91. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.037 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.651 which ranked second and that of those who had had 3 to 5 years of prior professional experience was 2.603 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.435 which ranked fourth, those who had had no prior

TABLE 91.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 2 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 31 | 12.8 | 78 | 32.1 | 99 | 40.7 | 26 | 10.7 | 9 | 3.7 | 2.395 | 5 |
| 1-2 years | 11 | 10.2 | 42 | 38.9 | 41 | 38.0 | 11 | 10.2 | 3 | 2.8 | 2.435 | 4 |
| 3-5 years | 48 | 19.1 | 84 | 33.3 | 93 | 36.9 | 26 | 10.3 | 1 | 0.4 | 2.603 | 3 |
| 6-10 years | 17 | 8.2 | 75 | 36.2 | 72 | 34.8 | 37 | 17.9 | 6 | 2.9 | 2.290 | 6 |
| 11-15 years | 6 | 9.5 | 33 | 52.4 | 20 | 31.8 | 4 | 6.4 | -- | -- | 2.651 | 2 |
| 16-20 years | 11 | 40.7 | 10 | 37.0 | 3 | 11.1 | 2 | 7.4 | 1 | 3.7 | 3.037 | 1 |
| Total | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | |

professional experience was 2.395 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.290 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 2 by student status during the coursework phase of the doctoral program are displayed in Table 92. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.612 which ranked first, while the weighted and aggregated mean rating of the graduates who were primarily part-time students was 2.365.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 2 by period during which the doctoral degree was received are reported in Table 93. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.733 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1956-1960 was 2.485 which ranked second, while that of the graduates who received their degree in the period 1961-1965 was 2.429 which ranked third and those who received their degree in 1966-1970 was 2.252 which ranked fourth.

## Analysis of Ratings of Contribution Toward Program Goal 3

Goal 3 was: To be able to develop continuing education programs.

TABLE 92.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 2 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 82 | 21.2 | 127 | 32.8 | 132 | 34.1 | 38 | 9.8 | 8 | 2.1 | 2.612 | 1 |
| Primarily Part-Time | 42 | 8.2 | 195 | 38.0 | 196 | 38.2 | 68 | 13.3 | 12 | 2.3 | 2.365 | 2 |
| Total | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | |

TABLE 93.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 2 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 14 | 14.1 | 42 | 42.4 | 24 | 24.2 | 16 | 16.2 | 3 | 3.0 | 2.485 | 2 |
| 1961-1965 | 36 | 11.1 | 114 | 35.2 | 136 | 42.0 | 29 | 9.0 | 9 | 2.8 | 2.429 | 3 |
| 1966-1970 | 21 | 9.0 | 69 | 29.5 | 98 | 41.9 | 40 | 17.1 | 6 | 1.6 | 2.252 | 4 |
| 1971-1975 | 53 | 21.8 | 97 | 39.9 | 70 | 28.8 | 21 | 8.6 | 2 | 0.8 | 2.733 | 1 |
| Total | 124 | 13.8 | 322 | 35.8 | 328 | 36.4 | 106 | 11.8 | 20 | 2.2 | 2.471 | |

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 3 by primary professional role are described in Table 94. The graduates' weighted and aggregated contribution mean rating associated with the eight objectives of goal 3 was 2.589. The weighted and aggregated contribution mean rating of the graduates in program development was 2.955 which ranked first. The weighted and aggregated contribution mean rating of the graduates in administration was 2.568 which ranked second, while the weighted and aggregated contribution mean rating of the graduates in teaching or research was 2.496 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 3 by type of employing organization are reported in Table 95. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 3.156 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 3.143 which ranked second, of the graduates employed by churches was 2.625 which ranked third, and of graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.524 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by public schools was 2.446 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 2.438 which ranked sixth, and of the graduates employed by voluntary associations was 1.063 which ranked seventh.

TABLE 94.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 3 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 72 | 15.3 | 202 | 42.8 | 136 | 28.8 | 46 | 9.7 | 16 | 3.4 | 2.568 | 2 |
| Teacher/ Researcher | 29 | 12.1 | 79 | 32.9 | 114 | 47.5 | 18 | 7.5 | -- | -- | 2.496 | 3 |
| Program Development Specialist | 27 | 30.7 | 40 | 45.5 | 13 | 14.8 | 6 | 6.8 | 2 | 2.3 | 2.955 | 1 |
| Total | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | |

TABLE 95.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 3 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 55 | 13.0 | 162 | 38.2 | 162 | 38.2 | 40 | 9.4 | 5 | 1.2 | 2.524 | 4 |
| Cooperative Extension Service | 1 | 3.1 | 17 | 53.1 | 9 | 28.1 | 5 | 15.6 | -- | -- | 2.438 | 6 |
| Community College | 35 | 31.3 | 58 | 51.8 | 19 | 17.0 | -- | -- | -- | -- | 3.143 | 2 |
| Public Schools (Elementary or Secondary) | 19 | 11.3 | 64 | 38.1 | 63 | 37.5 | 17 | 10.1 | 5 | 3.0 | 2.446 | 5 |
| Voluntary Association | 1 | 6.3 | -- | -- | 4 | 25.0 | 5 | 31.3 | 6 | 37.5 | 1.063 | 7 |
| County, State, National or International Government Agency | 11 | 34.4 | 16 | 50.0 | 4 | 12.5 | 1 | 3.1 | -- | -- | 3.156 | 1 |
| Church | 6 | 37.5 | 4 | 25.0 | 2 | 12.5 | 2 | 12.5 | 2 | 12.5 | 2.625 | 3 |
| Total | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | |

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 3 by years of professional experience in continuing education prior to their admission to the doctoral program are displayed in Table 96. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.167 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.964 which ranked second and that of those who had had 3 to 5 years of prior professional experience was 2.629 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.615 which ranked fourth, those who had had no prior professional experience was 2.569 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.359 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 3 by student status during the coursework phase of the doctoral program are shown in Table 97. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.625 which ranked first while the weighted and aggregated contribution mean rating of the graduates who were primarily part-time students was 2.561.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 3 by period

TABLE 96.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 3 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 31 | 14.4 | 89 | 41.2 | 74 | 34.3 | 16 | 7.4 | 6 | 2.8 | 2.569 | 5 |
| 1-2 years | 18 | 18.8 | 42 | 43.8 | 20 | 20.8 | 13 | 13.5 | 3 | 3.1 | 2.615 | 4 |
| 3-5 years | 37 | 16.5 | 86 | 38.4 | 85 | 38.0 | 13 | 5.8 | 3 | 1.3 | 2.629 | 3 |
| 6-10 years | 19 | 10.3 | 66 | 35.9 | 67 | 36.4 | 26 | 14.1 | 6 | 3.3 | 2.359 | 6 |
| 11-15 years | 14 | 25.0 | 27 | 48.2 | 14 | 25.0 | 1 | 1.8 | -- | -- | 2.964 | 2 |
| 16-20 years | 9 | 37.5 | 11 | 45.8 | 3 | 12.5 | 1 | 4.2 | -- | -- | 3.167 | 1 |
| Total | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | |

TABLE 97.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 3 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 65 | 18.9 | 131 | 38.1 | 110 | 32.0 | 30 | 8.7 | 8 | 2.3 | 2.625 | 1 |
| Primarily Part-Time | 63 | 13.8 | 190 | 41.7 | 153 | 33.6 | 40 | 8.8 | 10 | 2.2 | 2.561 | 2 |
| Total | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | |

during which the doctoral degree was received are described in Table 98. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.912 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 2.558 which ranked second while that of the graduates who received their degree in the period 1956-1960 was 2.443 which ranked third, and those who received their degree in 1961-1965 was 2.413 which ranked fourth.

## Analysis of Ratings of Contribution Toward Program Goal 4

Goal 4 was: To be able to effectively, humanely and ethically implement continuing education programs.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 4 by primary professional role are displayed in Table 99. The weighted and aggregated contribution mean rating of the graduates associated with the ten objectives of goal 4 was 2.466. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was in program development was 2.645 which ranked first. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was administration was 2.507 which ranked second, while the weighted and aggregated contribution mean rating of the graduates in teaching or research was 2.320 which ranked third.

TABLE 98.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 3 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 13 | 14.8 | 32 | 36.4 | 26 | 29.6 | 15 | 17.1 | 2 | 2.3 | 2.443 | 3 |
| 1961-1965 | 35 | 12.2 | 100 | 34.7 | 112 | 38.9 | 31 | 10.8 | 10 | 3.5 | 2.413 | 4 |
| 1966-1970 | 31 | 14.9 | 85 | 40.9 | 66 | 31.7 | 21 | 10.1 | 5 | 2.4 | 2.558 | 2 |
| 1971-1975 | 49 | 22.7 | 104 | 48.2 | 59 | 27.3 | 3 | 1.4 | 1 | 0.5 | 2.912 | 1 |
| Total | 128 | 16.0 | 321 | 40.1 | 263 | 32.9 | 70 | 8.8 | 18 | 2.3 | 2.589 | |

TABLE 99.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 4 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 101 | 17.1 | 222 | 37.6 | 167 | 28.3 | 75 | 12.7 | 25 | 4.2 | 2.507 | 2 |
| Teacher/ Researcher | 26 | 8.7 | 99 | 33.0 | 128 | 42.7 | 39 | 13.0 | 8 | 2.7 | 2.320 | 3 |
| Program Development Specialist | 21 | 19.1 | 43 | 39.1 | 33 | 30.0 | 12 | 10.9 | 1 | 0.9 | 2.645 | 1 |
| Total | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | |

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 4 by type of employing organization are reported in Table 100. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 2.950 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 2.700 which ranked second, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.411 which ranked third, and of graduates employed by public schools was 2.410 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by churches was 2.300 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 2.275 which ranked sixth, and of the graduates employed by voluntary associations was 1.200 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 4 by years of professional experience in continuing education prior to their admission to the doctoral program are shown in Table 101. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.233 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.857 which ranked second, and that of those who had had 3 to 5 years of prior professional experience was 2.650 which

TABLE 100.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 4 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 62 | 11.7 | 191 | 36.0 | 194 | 36.6 | 69 | 13.0 | 14 | 2.6 | 2.411 | 3 |
| Cooperative Extension Service | 1 | 2.5 | 15 | 37.5 | 18 | 45.0 | 6 | 15.0 | -- | -- | 2.275 | 6 |
| Community College | 33 | 23.6 | 71 | 50.7 | 33 | 23.6 | 2 | 1.4 | 1 | 0.7 | 2.950 | 1 |
| Public Schools (Elementary or Secondary) | 36 | 17.1 | 63 | 30.0 | 69 | 32.9 | 35 | 16.7 | 7 | 3.3 | 2.410 | 4 |
| Voluntary Association | 1 | 5.0 | 2 | 10.0 | 3 | 15.0 | 8 | 40.0 | 6 | 30.0 | 1.200 | 7 |
| County, State, National or International Government Agency | 10 | 25.0 | 16 | 40.0 | 8 | 20.0 | 4 | 10.0 | 2 | 5.0 | 2.700 | 2 |
| Church | 5 | 25.0 | 6 | 30.0 | 3 | 15.0 | 2 | 10.0 | 4 | 20.0 | 2.300 | 5 |
| Total | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | |

TABLE 101.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 4 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 31 | 11.5 | 85 | 31.5 | 103 | 38.2 | 35 | 13.0 | 16 | 5.9 | 2.296 | 5 |
| 1-2 years | 19 | 15.8 | 53 | 44.2 | 33 | 27.5 | 11 | 9.2 | 4 | 3.3 | 2.600 | 4 |
| 3-5 years | 41 | 14.6 | 127 | 45.4 | 87 | 31.1 | 23 | 8.2 | 2 | 0.7 | 2.650 | 3 |
| 6-10 years | 24 | 10.4 | 61 | 26.5 | 82 | 35.7 | 52 | 22.6 | 11 | 4.8 | 2.152 | 6 |
| 11-15 years | 19 | 27.1 | 26 | 37.1 | 21 | 30.0 | 4 | 5.7 | -- | -- | 2.857 | 2 |
| 16-20 years | 14 | 46.7 | 12 | 40.0 | 2 | 6.7 | 1 | 3.3 | 1 | 3.3 | 3.233 | 1 |
| Total | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | |

ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.600 which ranked fourth, those who had had no prior professional experience was 2.296 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.152 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 4 by student status during the coursework phase of the doctoral program are displayed in Table 102. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.523 which ranked first, while the weighted and aggregated mean rating of the graduates who were primarily part-time students was 2.423.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 4 by period during which the doctoral degree was received are reported in Table 103. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.722 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 2.392 which ranked second, while that of the graduates who received their degree in the period 1956-1960 was 2.364 which ranked third, and those who received their degree in 1961-1965 was 2.358 which ranked fourth.

TABLE 102.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 4 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 66 | 15.4 | 172 | 40.0 | 127 | 29.5 | 51 | 11.9 | 14 | 3.3 | 2.523 | 1 |
| Primarily Part-Time | 82 | 14.4 | 192 | 33.7 | 201 | 35.3 | 75 | 13.2 | 20 | 3.5 | 2.423 | 2 |
| Total | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | |

TABLE 103.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 4 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 16 | 14.6 | 36 | 32.7 | 33 | 30.0 | 22 | 20.0 | 3 | 2.7 | 2.364 | 3 |
| 1961-1965 | 42 | 11.7 | 122 | 33.9 | 133 | 36.9 | 49 | 13.6 | 14 | 3.9 | 2.358 | 4 |
| 1966-1970 | 34 | 13.1 | 94 | 36.2 | 84 | 32.3 | 36 | 13.9 | 12 | 4.6 | 2.392 | 2 |
| 1971-1975 | 56 | 20.7 | 112 | 41.5 | 78 | 28.9 | 19 | 7.0 | 5 | 1.9 | 2.722 | 1 |
| Total | 148 | 14.8 | 364 | 36.4 | 328 | 32.8 | 126 | 12.6 | 34 | 3.4 | 2.466 | |

Analysis of Ratings of Contribution Toward Program Goal 5

Goal 5 was: To be able to evaluate continuing education programs.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 5 by primary professional role are described in Table 104. The graduates' weighted and aggregated contribution mean rating associated with the seven objectives of goal 5 was 2.406. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was program development was 2.623 which ranked first. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was administration was 2.387 which ranked second, while the weighted and aggregated contribution mean rating of the graduates in teaching or research was 2.362 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 5 by type of employing organization are displayed in Table 105. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 2.918 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 2.893 which ranked second, of the graduates employed by churches was 2.857 which ranked third and, of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.429 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates

TABLE 104.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 5 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 62 | 15.0 | 139 | 33.7 | 129 | 31.2 | 63 | 15.3 | 20 | 4.8 | 2.387 | 2 |
| Teacher/ Researcher | 15 | 7.1 | 81 | 38.6 | 85 | 40.5 | 23 | 11.0 | 6 | 2.9 | 2.362 | 3 |
| Program Development Specialist | 10 | 13.0 | 34 | 44.2 | 27 | 35.1 | 6 | 7.8 | -- | -- | 2.623 | 1 |
| Total | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | |

TABLE 105.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 5 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 40 | 10.8 | 139 | 37.5 | 142 | 38.3 | 40 | 10.8 | 10 | 2.7 | 2.429 | 4 |
| Cooperative Extension Service | -- | -- | 12 | 42.9 | 15 | 53.6 | 1 | 3.6 | -- | -- | 2.393 | 5 |
| Community College | 21 | 21.4 | 54 | 55.1 | 18 | 18.4 | 4 | 4.1 | 1 | 1.0 | 2.918 | 1 |
| Public Schools (Elementary or Secondary) | 10 | 6.8 | 36 | 24.5 | 53 | 36.1 | 37 | 25.2 | 11 | 7.5 | 1.980 | 6 |
| Voluntary Association | -- | -- | 1 | 7.1 | 5 | 35.7 | 5 | 35.7 | 3 | 21.4 | 1.286 | 7 |
| County, State, National or International Government Agency | 8 | 28.6 | 11 | 39.3 | 7 | 25.0 | 2 | 7.1 | -- | -- | 2.893 | 2 |
| Church | 8 | 57.1 | 1 | 7.1 | 1 | 7.1 | 3 | 21.4 | 1 | 7.1 | 2.857 | 3 |
| Total | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | |

employed by The Cooperative Extension Service was 2.393 which ranked fifth, of the graduates employed by public schools was 1.980 which ranked sixth, and of the graduates employed by voluntary associations was 1.286 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 5 by years of professional experience in continuing education prior to their admission to the doctoral program are reported in Table 106. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.286 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.673 which ranked second and that of those who had had 3 to 5 years of prior professional experience was 2.628 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.262 which ranked fourth, those who had had no prior professional experience was 2.233 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.217 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 5 by student status during the coursework phase of the doctoral program are shown in Table 107. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.585 which ranked

TABLE 106.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 5 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 14 | 7.4 | 66 | 34.9 | 71 | 37.6 | 26 | 13.8 | 12 | 6.4 | 2.233 | 5 |
| 1-2 years | 8 | 9.5 | 28 | 33.3 | 30 | 35.7 | 14 | 16.7 | 4 | 4.8 | 2.262 | 4 |
| 3-5 years | 28 | 14.3 | 86 | 43.9 | 68 | 34.7 | 9 | 4.6 | 5 | 2.6 | 2.628 | 3 |
| 6-10 years | 16 | 9.9 | 50 | 31.1 | 53 | 32.9 | 37 | 23.0 | 5 | 3.1 | 2.217 | 6 |
| 11-15 years | 12 | 24.5 | 15 | 30.6 | 16 | 32.7 | 6 | 12.2 | -- | -- | 2.673 | 2 |
| 16-20 years | 9 | 42.9 | 9 | 42.9 | 3 | 14.3 | -- | -- | -- | -- | 3.286 | 1 |
| Total | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | |

TABLE 107.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 5 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 51 | 16.9 | 115 | 38.2 | 99 | 32.9 | 31 | 10.3 | 5 | 1.7 | 2.585 | 1 |
| Primarily Part-Time | 36 | 9.0 | 139 | 34.8 | 142 | 35.6 | 61 | 15.3 | 21 | 5.3 | 2.271 | 2 |
| Total | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | |

first, while the weighted and aggregated contribution mean rating of the graduates who were primarily part-time students was 2.271.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 5 by period during which the doctoral degree was received are described in Table 108. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.603 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 2.377 which ranked second, while that of the graduates who received their degree in the period 1956-1960 was 2.325 which ranked third, and those who received their degree in 1966-1970 was 2.275 which ranked fourth.

## Analysis of Ratings of Contribution Toward Program Goal 6

Goal 6 was: To understand social systems and be effective in actualizing human potential in and through them.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 6 by primary professional role are displayed in Table 109. The graduates' weighted and aggregated contribution mean rating associated with the ten objectives of goal 6 was 2.468. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was reported to be program development was 2.545 which ranked

TABLE 108.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 5 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 10 | 13.0 | 30 | 39.0 | 16 | 20.8 | 17 | 22.1 | 4 | 5.2 | 2.325 | 3 |
| 1961-1965 | 22 | 8.7 | 97 | 38.5 | 91 | 36.1 | 38 | 15.1 | 4 | 1.6 | 2.377 | 2 |
| 1966-1970 | 22 | 12.1 | 54 | 29.7 | 71 | 39.0 | 22 | 12.1 | 13 | 7.1 | 2.275 | 4 |
| 1971-1975 | 33 | 17.5 | 73 | 38.6 | 63 | 33.3 | 15 | 7.9 | 5 | 2.7 | 2.603 | 1 |
| Total | 87 | 12.4 | 254 | 36.3 | 241 | 34.4 | 92 | 13.1 | 26 | 3.7 | 2.406 | |

TABLE 109.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 6 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 91 | 15.4 | 243 | 41.2 | 157 | 26.6 | 64 | 10.9 | 35 | 5.9 | 2.493 | 2 |
| Teacher/ Researcher | 41 | 13.7 | 102 | 34.0 | 97 | 32.3 | 53 | 17.7 | 7 | 2.3 | 2.390 | 3 |
| Program Development Specialist | 1 | 0.9 | 69 | 62.7 | 29 | 26.4 | 11 | 10.0 | -- | -- | 2.545 | 1 |
| Total | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | |

first. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was administration was 2.493 which ranked second, while the weighted and aggregated contribution mean rating of the graduates whose primary professional role was teaching or research was 2.390 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 6 by type of employing organization are reported in Table 110. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 2.979 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.466 which ranked second, of the graduates employed by public schools was 2.429 which ranked third, and of graduates employed by churches was 2.300 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 2.250 which ranked fifth, of the graduates employed by The Cooperative Extension Service was 2.150 which ranked sixth, and of the graduates employed by voluntary associations was 0.600 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 6 by years of professional experience in continuing education prior to their admission to the doctoral program are described in Table 111. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.843

TABLE 110.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 6 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 59 | 11.1 | 231 | 43.6 | 150 | 28.3 | 78 | 14.7 | 12 | 2.3 | 2.466 | 2 |
| Cooperative Extension Service | -- | -- | 13 | 32.5 | 21 | 52.5 | 5 | 12.5 | 1 | 2.5 | 2.150 | 6 |
| Community College | 36 | 25.7 | 69 | 49.3 | 31 | 22.1 | 4 | 2.9 | -- | -- | 2.979 | 1 |
| Public Schools (Elementary or Secondary) | 25 | 11.9 | 81 | 38.6 | 70 | 33.3 | 27 | 12.9 | 7 | 3.3 | 2.429 | 3 |
| Voluntary Association | -- | -- | 1 | 5.0 | 3 | 15.0 | 3 | 15.0 | 13 | 65.0 | 0.600 | 7 |
| County, State, National or International Government Agency | 4 | 10.0 | 16 | 40.0 | 8 | 20.0 | 10 | 25.0 | 2 | 5.0 | 2.250 | 5 |
| Church | 9 | 45.0 | 3 | 15.0 | -- | -- | 1 | 5.0 | 7 | 35.0 | 2.300 | 4 |
| Total | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | |

TABLE 111.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 6 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 32 | 11.9 | 90 | 33.3 | 83 | 30.7 | 48 | 17.8 | 17 | 6.3 | 2.267 | 5 |
| 1-2 years | 7 | 5.8 | 65 | 54.2 | 30 | 25.0 | 15 | 12.5 | 3 | 2.5 | 2.483 | 4 |
| 3-5 years | 59 | 21.1 | 122 | 43.6 | 71 | 25.4 | 20 | 7.1 | 8 | 2.9 | 2.729 | 3 |
| 6-10 years | 7 | 3.0 | 97 | 42.2 | 77 | 33.5 | 37 | 16.1 | 12 | 5.2 | 2.217 | 6 |
| 11-15 years | 17 | 24.3 | 31 | 44.3 | 16 | 22.9 | 6 | 8.6 | -- | -- | 2.843 | 1 |
| 16-20 years | 11 | 36.7 | 9 | 30.0 | 6 | 20.0 | 2 | 6.7 | 2 | 6.7 | 2.833 | 2 |
| Total | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | |

which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 2.833 which ranked second, and that of those who had had 3 to 5 years of prior professional experience was 2.729 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.483 which ranked fourth, those who had had no prior professional experience was 2.267 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.217 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 6 by student status during the coursework phase of the doctoral program are shown in Table 112. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.595 which ranked first, while the weighted and aggregated mean rating of the graduates who were primarily part-time students was 2.372.

The ratings by graduates of the contributions of their doctoral program toward their achievement of goal 6 by period during which the doctoral degree was received are reported in Table 113. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.796 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1956-1960 was 2.564 which ranked second

TABLE 112.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 6 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 78 | 18.1 | 179 | 41.6 | 110 | 25.6 | 47 | 10.9 | 16 | 3.7 | 2.595 | 1 |
| Primarily Part-Time | 55 | 9.7 | 235 | 41.2 | 173 | 30.4 | 81 | 14.2 | 26 | 4.6 | 2.372 | 2 |
| Total | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | |

TABLE 113.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 6 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 14 | 12.7 | 46 | 41.8 | 38 | 34.6 | 12 | 10.9 | -- | -- | 2.564 | 2 |
| 1961-1965 | 29 | 8.1 | 144 | 40.0 | 114 | 31.7 | 51 | 14.2 | 22 | 6.1 | 2.297 | 4 |
| 1966-1970 | 37 | 14.2 | 90 | 34.6 | 70 | 26.9 | 46 | 17.7 | 17 | 6.5 | 2.323 | 3 |
| 1971-1975 | 53 | 19.6 | 134 | 49.6 | 61 | 22.6 | 19 | 7.0 | 3 | 1.1 | 2.796 | 1 |
| Total | 133 | 13.3 | 414 | 41.4 | 283 | 28.3 | 128 | 12.8 | 42 | 4.2 | 2.468 | |

while that of the graduates who received their degree in the period 1966-1970 was 2.323 which ranked third, and those who received their degree in 1961-1965 was 2.297 which ranked fourth.

Analysis of Ratings of Contribution Toward Program Goal 7

Goal 7 was: To become a leader in the community of lifelong learners.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 7 by primary professional role are displayed in Table 114. The graduates' weighted and aggregated contribution mean rating associated with the eight objectives of goal 7 was 2.719. The weighted and aggregated contribution mean rating of the graduates in program development was 2.761 which ranked first. The weighted and aggregated contribution mean rating of the graduates who were administrators was 2.729 which ranked second, while the weighted and aggregated contribution mean rating of the graduates whose primary professional role was teaching or research was 2.683 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 7 by type of employing organization are described in Table 115. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 3.219 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 3.071 which ranked second, of the

TABLE 114.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 7 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 104 | 22.0 | 204 | 43.2 | 106 | 22.5 | 48 | 10.2 | 10 | 2.1 | 2.729 | 2 |
| Teacher/ Researcher | 61 | 25.4 | 84 | 35.0 | 55 | 22.9 | 38 | 15.8 | 2 | 0.8 | 2.683 | 3 |
| Program Development Specialist | 6 | 6.8 | 55 | 62.5 | 27 | 30.7 | -- | -- | -- | -- | 2.761 | 1 |
| Total | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | |

TABLE 115.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 7 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 86 | 20.3 | 181 | 42.7 | 93 | 21.9 | 58 | 13.7 | 6 | 1.4 | 2.667 | 4 |
| Cooperative Extension Service | 1 | 3.1 | 18 | 56.3 | 13 | 40.6 | -- | -- | -- | -- | 2.625 | 5 |
| Community College | 36 | 32.1 | 53 | 47.3 | 18 | 16.1 | 5 | 4.5 | -- | -- | 3.071 | 2 |
| Public Schools (Elementary or Secondary) | 28 | 16.7 | 70 | 41.7 | 52 | 31.0 | 15 | 8.9 | 3 | 1.8 | 2.625 | 5 |
| Voluntary Association | 1 | 6.3 | 1 | 6.3 | 7 | 43.8 | 5 | 31.3 | 2 | 12.5 | 1.625 | 7 |
| County, State, National or International Government Agency | 10 | 31.3 | 19 | 59.4 | 3 | 9.4 | -- | -- | -- | -- | 3.219 | 1 |
| Church | 9 | 56.3 | 1 | 6.3 | 2 | 12.5 | 3 | 18.8 | 1 | 6.3 | 2.875 | 3 |
| Total | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | |

graduates employed by churches was 2.875 which ranked third, and of graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.667 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by The Cooperative Extension Service and public schools was 2.625 which ranked fifth, and of the graduates employed by voluntary associations was 1.625 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 7 by years of professional experience in continuing education prior to their admission to the doctoral program are shown in Table 116. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.667 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 3 to 5 years of prior professional experience was 2.884 which ranked second, and that of those who had had 11 to 15 years of prior professional experience was 2.857 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had 1 to 2 years of prior professional experience was 2.646 which ranked fourth, those who had had no prior professional experience was 2.625 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.500 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 7 by student

TABLE 116.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 7 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 48 | 22.2 | 74 | 34.3 | 61 | 28.2 | 31 | 14.4 | 2 | 0.9 | 2.625 | 5 |
| 1-2 years | 14 | 14.6 | 48 | 50.0 | 21 | 21.9 | 12 | 12.5 | 1 | 1.0 | 2.646 | 4 |
| 3-5 years | 68 | 30.4 | 90 | 40.2 | 40 | 17.9 | 24 | 10.7 | 2 | 0.9 | 2.884 | 2 |
| 6-10 years | 13 | 7.1 | 96 | 52.2 | 52 | 28.3 | 16 | 8.7 | 7 | 3.8 | 2.500 | 6 |
| 11-15 years | 12 | 21.4 | 27 | 48.2 | 14 | 25.0 | 3 | 5.4 | -- | -- | 2.857 | 3 |
| 16-20 years | 16 | 66.7 | 8 | 33.3 | -- | -- | -- | -- | -- | -- | 3.667 | 1 |
| Total | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | |

status during the coursework phase of the doctoral program are reported in Table 117. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.927 which ranked first, while the weighted and aggregated mean rating of the graduates who were primarily part-time students was 2.561.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 7 by period during which the doctoral degree was received are displayed in Table 118. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.944 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1966-1970 was 2.716 which ranked second, while that of the graduates who received their degree in the period 1956-1960 was 2.602 which ranked third and those who received their degree in 1961-1965 was 2.587 which ranked fourth.

Analysis of Ratings of Contribution Toward Program Goal 8

Goal 8 was: To develop a reasoned personal and professional philosophy.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 8 by primary professional role are described in Table 119. The graduates' weighted and aggregated contribution mean rating associated with

TABLE 117.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 7 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 101 | 29.4 | 154 | 44.8 | 56 | 16.3 | 29 | 8.4 | 4 | 1.2 | 2.927 | 1 |
| Primarily Part-Time | 70 | 15.4 | 189 | 41.5 | 132 | 29.0 | 57 | 12.5 | 8 | 1.8 | 2.561 | 2 |
| Total | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | |

TABLE 118.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 7 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 17 | 19.3 | 33 | 37.5 | 24 | 27.3 | 14 | 15.9 | -- | -- | 2.602 | 3 |
| 1961-1965 | 49 | 17.0 | 123 | 42.7 | 67 | 23.3 | 46 | 16.0 | 3 | 1.0 | 2.587 | 4 |
| 1966-1970 | 43 | 20.7 | 94 | 45.2 | 45 | 21.6 | 21 | 10.1 | 5 | 2.4 | 2.716 | 2 |
| 1971-1975 | 62 | 28.7 | 93 | 43.1 | 52 | 24.1 | 5 | 2.3 | 4 | 1.9 | 2.944 | 1 |
| Total | 171 | 21.4 | 343 | 42.9 | 188 | 23.5 | 86 | 10.8 | 12 | 1.5 | 2.719 | |

TABLE 119.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 8 by Primary Professional Role.

| Professional Role | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 87 | 21.1 | 173 | 41.9 | 103 | 24.9 | 31 | 7.5 | 19 | 4.6 | 2.673 | 1 |
| Teacher/ Researcher | 53 | 25.2 | 73 | 34.8 | 53 | 25.2 | 23 | 11.0 | 8 | 3.8 | 2.667 | 2 |
| Program Development Specialist | -- | -- | 52 | 67.5 | 24 | 31.2 | 1 | 1.3 | -- | -- | 2.662 | 3 |
| Total | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | |

the seven objectives of goal 8 was 2.670. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was administration was 2.673 which ranked first. The weighted and aggregated contribution mean rating of the graduates whose primary professional role was in teaching or research was 2.667 which ranked second, while the weighted and aggregated contribution mean rating of the graduates whose primary professional role was program development was 2.662 which ranked third.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 8 by type of employing organization are reported in Table 120. The weighted and aggregated contribution mean rating of the graduates employed by community colleges was 3.031 which ranked first. The weighted and aggregated contribution mean rating of the graduates employed by government agencies was 2.821 which ranked second, of the graduates employed by public schools was 2.694 which ranked third, and of graduates employed by colleges or universities (excluding The Cooperative Extension Service) was 2.623 which ranked fourth. The weighted and aggregated contribution mean rating of the graduates employed by The Cooperative Extension Service was 2.464 which ranked fifth, of the graduates employed by churches was 2.357 which ranked sixth, and of the graduates employed by voluntary associations was 1.571 which ranked seventh.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 8 by years of

TABLE 120.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 8 by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension Service) | 64 | 17.3 | 164 | 44.2 | 95 | 25.6 | 35 | 9.4 | 13 | 3.5 | 2.623 | 4 |
| Cooperative Extension Service | -- | -- | 16 | 57.1 | 9 | 32.1 | 3 | 10.7 | -- | -- | 2.464 | 5 |
| Community College | 26 | 26.5 | 50 | 51.0 | 21 | 21.4 | 1 | 1.0 | -- | -- | 3.031 | 1 |
| Public Schools (Elementary or Secondary) | 39 | 26.5 | 48 | 32.7 | 42 | 28.6 | 12 | 8.2 | 6 | 4.1 | 2.694 | 3 |
| Voluntary Association | 1 | 7.1 | 2 | 14.3 | 4 | 28.6 | 4 | 28.6 | 3 | 21.4 | 1.571 | 7 |
| County, State, National or International Governmental Agency | 3 | 10.7 | 17 | 60.7 | 8 | 28.6 | -- | -- | -- | -- | 2.821 | 2 |
| Church | 7 | 50.0 | 1 | 7.1 | 1 | 7.1 | -- | -- | 5 | 35.7 | 2.357 | 6 |
| Total | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | |

professional experience in continuing education prior to their admission to the doctoral program are shown in Table 121. The weighted and aggregated contribution mean rating of graduates who had had 16 to 20 years of prior professional experience was 3.000 which ranked first. The weighted and aggregated contribution mean rating of graduates who had had 11 to 15 years of prior professional experience was 2.918 which ranked second and that of those who had had 3 to 5 years of prior professional experience was 2.806 which ranked third. The weighted and aggregated contribution mean rating of graduates who had had no prior professional experience was 2.720 which ranked fourth, those who had had 1 to 2 years of prior professional experience was 2.488 which ranked fifth, and those who had had 6 to 10 years of prior professional experience was 2.422 which ranked sixth.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 8 by student status during the coursework phase of the doctoral program are displayed in Table 122. The weighted and aggregated contribution mean rating of the primarily full-time students was 2.731 which ranked first, while the weighted and aggregated contribution mean rating of the graduates who were primarily part-time students was 2.624.

The ratings by graduates of the contributions of their doctoral programs toward their achievement of goal 8 by period during which the doctoral degree was received are described in

TABLE 121.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 8 by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 48 | 25.4 | 71 | 37.6 | 46 | 24.3 | 17 | 9.0 | 7 | 3.7 | 2.720 | 4 |
| 1-2 years | 10 | 11.9 | 40 | 47.6 | 21 | 25.0 | 7 | 8.3 | 6 | 7.1 | 2.488 | 5 |
| 3-5 years | 53 | 27.0 | 78 | 39.8 | 45 | 23.0 | 14 | 7.1 | 6 | 3.1 | 2.806 | 3 |
| 6-10 years | 12 | 7.5 | 72 | 44.7 | 57 | 35.4 | 12 | 7.5 | 8 | 5.0 | 2.422 | 6 |
| 11-15 years | 12 | 24.5 | 26 | 53.1 | 6 | 12.2 | 5 | 10.2 | -- | -- | 2.918 | 2 |
| 16-20 years | 5 | 23.8 | 11 | 52.4 | 5 | 23.8 | -- | -- | -- | -- | 3.000 | 1 |
| Total | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | |

TABLE 122.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 8 by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 71 | 23.6 | 124 | 41.2 | 72 | 23.9 | 22 | 7.3 | 12 | 4.0 | 2.731 | 1 |
| Primarily Part-Time | 69 | 17.3 | 174 | 43.6 | 108 | 27.1 | 33 | 8.3 | 15 | 3.8 | 2.624 | 2 |
| Total | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | |

Table 123. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1971-1975 was 2.926 which ranked first. The weighted and aggregated contribution mean rating of the graduates who received their doctoral degree during the period 1961-1965 was 2.607 which ranked second, while that of the graduates who received their degree in the period 1956-1960 was 2.571 which ranked third, and those who received their degree in 1966-1970 was 2.533 which ranked fourth.

Summary

The graduates' overall mean ratings of the contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied by primary professional role, type of employing organization, extent of prior professional experience, student status during the coursework phase of the doctoral program and period during which the doctoral degree was received.

The graduates' ratings of the overall contribution of their doctoral programs toward their achievement of the eight doctoral program goals varied only slightly (the range was 0.184) by primary professional role. Graduates in program development positions tended to rate their doctoral programs as contributing slightly more toward their achievement (2.699--see Table 124) of the eight program goals than did administrators (2.572) or teachers and researchers (2.515). Exceptions were in the ratings given goals 1 and 8.

TABLE 123.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Goal 8 by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 14 | 18.2 | 26 | 33.8 | 28 | 36.4 | 8 | 10.4 | 1 | 1.3 | 2.571 | 3 |
| 1961-1965 | 43 | 17.1 | 103 | 40.9 | 75 | 29.8 | 26 | 10.3 | 5 | 2.0 | 2.607 | 2 |
| 1966-1970 | 30 | 16.5 | 78 | 42.9 | 45 | 24.7 | 17 | 9.3 | 12 | 6.6 | 2.533 | 4 |
| 1971-1975 | 53 | 28.0 | 91 | 48.2 | 32 | 16.9 | 4 | 2.1 | 9 | 4.8 | 2.926 | 1 |
| Total | 140 | 20.0 | 298 | 42.6 | 180 | 25.7 | 55 | 7.9 | 27 | 3.9 | 2.670 | |

TABLE 124.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals by Primary Professional Role.

| Professional Role | | Contribution | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | Mean Rating | Rank |
| | N | N | % | N | % | N | % | N | % | N | % | | |
| Administrator | 59 | 689 | 17.4 | 1597 | 40.4 | 1098 | 27.8 | 423 | 10.7 | 146 | 3.7 | 2.572 | 2 |
| Teacher/ Researcher | 30 | 325 | 16.2 | 696 | 34.6 | 714 | 35.5 | 239 | 11.9 | 36 | 1.8 | 2.515 | 3 |
| Program Development Specialist | 11 | 82 | 11.1 | 400 | 54.3 | 210 | 28.5 | 41 | 5.6 | 4 | 0.5 | 2.699 | 1 |
| Total | 100 | 1096 | 16.4 | 2693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

The graduates' ratings of the overall contribution of their doctoral programs toward their achievement of the eight doctoral program goals varied considerably (the range was 1.665) by type of employing organization (see Table 125). Graduates employed by community colleges rated the program contribution highest (2.971). Those employed by government agencies tended to rate the contribution second highest (2.731). Those employed by churches (2.590) and those employed by colleges or universities, excluding The Cooperative Extension Service, (2.555) rated them lower. Graduates employed by public schools (2.457) and those employed by The Cooperative Extension Service (2.381) rated them still lower, and graduates employed by voluntary associations consistently rated the program lowest in contribution (1.306). There were numerous exceptions to the general pattern in the ratings given the individual goals.

The graduates' overall mean ratings of the contributions of their doctoral program toward their achievement of the eight doctoral program goals varied moderately (the range was 0.750) and, with one exception, directly with years of professional experience in continuing education prior to admission to the doctoral program (see Table 126). Graduates who had had 16 to 20 years of prior professional experience rated their doctoral programs as contributing most toward their achievement (3.100). Graduates who had had 11 to 15 years of prior professional experience (2.864) and those with 3 to 5 years of prior professional

TABLE 125.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals by Type of Employing Organization.

| Type of Organization | Contribution | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | Mean Rating | Rank |
| | N | N | % | N | % | N | % | N | % | N | % | | |
| College or University (Not Cooperative Extension) | 53 | 536 | 15.1 | 1427 | 40.2 | 1129 | 31.8 | 391 | 11.0 | 68 | 1.9 | 2.555 | 4 |
| Cooperative Extension Service | 4 | 5 | 1.9 | 123 | 45.9 | 110 | 41.0 | 29 | 10.8 | 1 | 0.4 | 2.381 | 6 |
| Community College | 14 | 231 | 24.6 | 477 | 50.9 | 205 | 21.9 | 22 | 2.3 | 3 | 0.3 | 2.971 | 1 |
| Public Schools (Elementary or Secondary) | 21 | 206 | 14.6 | 499 | 35.5 | 476 | 33.8 | 184 | 13.1 | 42 | 3.0 | 2.457 | 5 |
| Voluntary Association | 2 | 5 | 3.7 | 15 | 11.2 | 36 | 26.9 | 38 | 28.4 | 40 | 30.0 | 1.306 | 7 |
| County, State, National or International Government Agency | 4 | 53 | 19.8 | 129 | 48.1 | 55 | 20.5 | 23 | 8.6 | 8 | 3.0 | 2.731 | 2 |
| Church | 2 | 60 | 44.8 | 23 | 17.2 | 11 | 8.2 | 16 | 11.9 | 24 | 17.9 | 2.590 | 3 |
| Total | 100 | 1096 | 16.4 | 2693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

TABLE 126.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals by Years of Professional Experience in Continuing Education Prior to Their Admission to the Doctoral Program.

| Years of Prior Professional Experience | Contribution | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | Mean Rating | Rank |
| | N | % | N | % | N | % | N | % | N | % | | |
| None | 275 | 15.2 | 662 | 36.6 | 585 | 32.3 | 213 | 11.8 | 74 | 4.1 | 2.470 | 5 |
| 1-2 years | 99 | 12.3 | 370 | 46.0 | 223 | 27.7 | 88 | 11.0 | 24 | 3.0 | 2.537 | 4 |
| 3-5 years | 393 | 21.0 | 763 | 40.7 | 560 | 29.9 | 133 | 7.1 | 27 | 1.4 | 2.726 | 3 |
| 6-10 years | 135 | 8.8 | 610 | 39.6 | 510 | 33.1 | 231 | 15.0 | 55 | 3.6 | 2.350 | 6 |
| 11-15 years | 112 | 23.9 | 210 | 44.8 | 118 | 25.2 | 29 | 6.2 | -- | -- | 2.864 | 2 |
| 16-20 years | 82 | 40.8 | 78 | 38.8 | 26 | 12.9 | 9 | 4.5 | 6 | 3.0 | 3.100 | 1 |
| Total | 1096 | 16.4 | 2693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

experience (2.726) rated them slightly lower, followed by those with 1 to 2 years of prior professional experience (2.537). Graduates who had had no professional experience in continuing education prior to admission to the doctoral program (2.470) and those who had had 6 to 10 years of prior professional experience (2.350), the one exception to the general pattern, rated the contribution lowest. Exceptions were in the ratings given goals 1, 6, 7 and 8.

The graduates' ratings of the overall contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied very modestly (the range was 0.200), but consistently, by student status during the coursework phase of their doctoral program (see Table 127). Graduates who were primarily full-time students during the coursework phase consistently rated their doctoral programs as contributing more to their achievement (2.683) than did those who were primarily part-time students (2.483).

The graduates' ratings of the overall contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied somewhat more (the range was 0.376) by period during which they received their doctoral degrees (see Table 128). Graduates who received their doctoral degrees during the most recent five-year period, 1971-1975, rated their doctoral programs consistently as contributing most to their achievement (2.831). Graduates who received their degrees during the earliest period

TABLE 127.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals by Student Status During Coursework Phase of Their Doctoral Program.

| Student Status | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| Primarily Full-Time | 600 | 20.8 | 1167 | 40.5 | 785 | 27.3 | 258 | 9.0 | 71 | 2.5 | 2.683 | 1 |
| Primarily Part-Time | 496 | 13.0 | 1526 | 40.0 | 1237 | 32.4 | 445 | 11.7 | 115 | 3.0 | 2.483 | 2 |
| Total | 1096 | 16.4 | 2693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

TABLE 128.--Aggregated Ratings by Graduates of the Overall Contributions of Their Doctoral Programs Toward Achievement of Doctoral Program Goals by Period During Which Doctoral Degree Received.

| Period Doctoral Degree Received | Contribution | | | | | | | | | | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | To a Great Extent | | To a Considerable Extent | | To a Moderate Extent | | To Some Extent | | Not at All | | | |
| | N | % | N | % | N | % | N | % | N | % | | |
| 1956-1960 | 111 | 15.1 | 279 | 37.9 | 220 | 29.9 | 114 | 15.5 | 13 | 1.8 | 2.490 | 2 |
| 1961-1965 | 298 | 12.4 | 938 | 38.9 | 812 | 33.7 | 291 | 12.1 | 73 | 3.0 | 2.455 | 4 |
| 1966-1970 | 270 | 15.5 | 659 | 37.8 | 534 | 30.7 | 208 | 11.9 | 71 | 4.1 | 2.487 | 3 |
| 1971-1975 | 417 | 23.1 | 817 | 45.2 | 456 | 25.2 | 90 | 5.0 | 29 | 1.6 | 2.831 | 1 |
| Total | 1096 | 16.4 | 1693 | 40.2 | 2022 | 30.2 | 703 | 10.5 | 186 | 2.8 | 2.569 | |

1956-1960 (2.490), and those who received their degrees during the third period 1966-1970 (2.487) rated their doctoral programs as contributing less, and those who graduated during the second five-year period 1961-1965 rated their doctoral programs as contributing only slightly less (2.455). There were numerous exceptions to the general pattern in the ratings given the program in relation to the period in which the degree was received.

This section has presented an analysis of the graduates' ratings of the contribution of their doctoral programs toward their achievement of the eight doctoral program goals by selected professional and personal factors. Appendix E reports the graduates' ratings of the contribution toward their achievement of the sixty-seven program objectives by the same factors. The next section of this chapter examines the graduates' ratings of relevance and contribution and associated incongruence factors in relation to the continuing education doctoral program goals and objectives.

## Comparative Analyses of the Graduates' Ratings of the Relevance of Professional Continuing Education Goals and Objectives as Associated with Their Ratings of the Contribution of Their Doctoral Programs Toward Their Achievement of the Goals and Objectives

A primary purpose of this study was to discover the relationships between the ratings, by doctoral degree recipients, of the relevance of the model of continuing education goals and objectives and the extent to which their doctoral programs at M.S.U. had contributed toward their achievement of these goals and objectives. This section of Chapter IV presents the ratings by

graduates of relevance (the preference data), contribution (the performance data) and associated incongruence factors in relation to the continuing education doctoral program goals and objectives.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 1

Goal 1 was: To understand the development, role, scope and structure of continuing education.

The graduates' weighted and aggregated relevance mean rating of the eight objectives of goal 1 was 3.255, while their weighted and aggregated contribution mean rating associated with it was 2.816 (see Table 129). Goal 1 ranked fourth among the relevance mean ratings and first among the contribution mean ratings assigned to program goals. Only one objective, objective 3, received a higher relevance than contribution ranking.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 2

Goal 2 was: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

The graduates' weighted and aggregated relevance mean rating of the nine objectives of goal 2 was 3.378, while their weighted and aggregated contribution mean rating associated with it was 2.471 (see Table 130). Goal 2 ranked second among the relevance mean ratings and fifth among the contribution mean ratings

TABLE 129.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 1.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 1 | 2.960 | 65 | 2.880 | 7 |
| 2 | 3.410 | 16 | 2.880 | 7 |
| 3 | 3.510 | 7 | 2.610 | 27 |
| 4 | 3.560 | 6 | 2.900 | 5 |
| 5 | 3.090 | 57 | 2.910 | 4 |
| 6 | 3.320 | 23 | 2.710 | 14 |
| 7 | 3.200 | 48 | 2.930 | 3 |
| 8 | 2.990 | 62 | 2.710 | 14 |
| Total | 3.255 | 4 | 2.816 | 1 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

TABLE 130.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 2.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 9 | 3.590 | 4 | 2.840 | 9 |
| 10 | 3.250 | 39 | 2.550 | 33 |
| 11 | 3.280 | 35 | 2.430 | 52 |
| 12 | 3.490 | 9 | 2.410 | 57 |
| 13 | 3.410 | 16 | 2.440 | 49 |
| 14 | 3.360 | 22 | 2.530 | 34 |
| 15 | 3.420 | 15 | 2.460 | 45 |
| 16 | 3.400 | 19 | 2.420 | 54 |
| 17 | 3.200 | 48 | 2.160 | 66 |
| Total | 3.378 | 2 | 2.471 | 5 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

assigned to program goals. The relevance ranking of each of the nine objectives except one, objective 10, was higher than its corresponding contribution ranking.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 3

Goal 3 was: To be able to develop continuing education programs.

The graduates' weighted and aggregated relevance mean rating of the eight objectives of goal 3 was 3.254, while their weighted and aggregated contribution mean rating associated with it was 2.589 (see Table 131). Goal 3 ranked fifth among the relevance mean ratings and fourth among the contribution mean ratings. Only two objectives, objectives 18 and 23, received higher relevance than contribution rankings.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 4

Goal 4 was: To be able to effectively, humanely and ethically implement continuing education programs.

The graduates' weighted and aggregated relevance mean rating of the ten objectives of goal 4 was 3.244, while their weighted and aggregated contribution mean rating was 2.466 (see Table 132). Goal 4 ranked sixth among the relevance mean ratings and seventh among the contribution mean ratings assigned to program goals. Five of the ten objectives, objectives 28, 30, 31, 32, and 33, received a higher relevance than contribution ranking.

TABLE 131.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 3.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 18 | 3.300 | 29 | 2.580 | 30 |
| 19 | 3.450 | 14 | 2.770 | 11 |
| 20 | 3.150 | 53 | 2.510 | 38 |
| 21 | 3.320 | 23 | 2.660 | 20 |
| 22 | 3.190 | 50 | 2.510 | 38 |
| 23 | 3.290 | 33 | 2.440 | 49 |
| 24 | 3.110 | 56 | 2.680 | 18 |
| 25 | 3.220 | 43 | 2.560 | 31 |
| Total | 3.254 | 5 | 2.589 | 4 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

TABLE 132.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 4.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 26 | 3.190 | 50 | 2.750 | 12 |
| 27 | 3.290 | 33 | 2.660 | 20 |
| 28 | 3.280 | 35 | 2.440 | 49 |
| 29 | 3.070 | 58 | 2.470 | 42 |
| 30 | 3.300 | 29 | 2.130 | 67 |
| 31 | 3.480 | 10 | 2.280 | 62 |
| 32 | 3.060 | 60 | 2.260 | 63 |
| 33 | 3.310 | 28 | 2.520 | 37 |
| 34 | 3.210 | 46 | 2.460 | 45 |
| 35 | 3.250 | 39 | 2.690 | 17 |
| Total | 3.244 | 6 | 2.466 | 7 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 5

Goal 5 was: To be able to evaluate continuing education programs.

The graduates' weighted and aggregated relevance mean rating of the seven objectives of goal 5 was 3.469, while their weighted and aggregated contribution mean rating associated with it was 2.406 (see Table 133). Goal 5 ranked first among the relevance mean ratings and eighth among the contribution mean ratings assigned to program goals. The relevance ranking of each of the seven objectives of goal 5 was higher than its corresponding contribution ranking.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 6

Goal 6 was: To understand social systems and be effective in actualizing human potential in and through them.

The graduates' weighted and aggregated relevance mean rating of the ten objectives of goal 6 was 3.264, while their weighted and aggregated contribution mean rating associated with it was 2.468 (see Table 134). Goal 6 ranked third among the relevance mean ratings and sixth among the contribution mean ratings assigned to program goals. The relevance ranking of each of the ten objectives except two, objectives 46 and 52, were higher than their corresponding contribution ranking.

TABLE 133.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 5.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 36 | 3.470 | 11 | 2.470 | 42 |
| 37 | 3.470 | 11 | 2.530 | 34 |
| 38 | 3.410 | 16 | 2.340 | 59 |
| 39 | 3.600 | 1 | 2.420 | 54 |
| 40 | 3.370 | 21 | 2.220 | 65 |
| 41 | 3.460 | 13 | 2.330 | 60 |
| 42 | 3.500 | 8 | 2.530 | 34 |
| Total | 3.469 | 1 | 2.406 | 8 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

TABLE 134.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 6.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 43 | 3.300 | 29 | 2.460 | 45 |
| 44 | 3.250 | 39 | 2.480 | 41 |
| 45 | 3.270 | 38 | 2.420 | 54 |
| 46 | 3.300 | 29 | 2.650 | 23 |
| 47 | 3.600 | 1 | 2.840 | 9 |
| 48 | 3.210 | 46 | 2.260 | 63 |
| 49 | 3.220 | 43 | 2.430 | 52 |
| 50 | 3.380 | 20 | 2.450 | 48 |
| 51 | 3.220 | 43 | 2.360 | 58 |
| 52 | 2.890 | 66 | 2.330 | 60 |
| Total | 3.264 | 3 | 2.468 | 6 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 7

Goal 7 was: To become a leader in the community of life-long learners.

The graduates' weighted and aggregated relevance mean rating of the eight objectives of goal 7 was 3.195, while their weighted and aggregated contribution mean rating associated with it was 2.719 (see Table 135). Goal 7 ranked eighth among the relevance mean ratings and second among the contribution mean ratings assigned to program goals. The relevance ranking of each of the eight objectives was lower than its corresponding contribution ranking.

Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 8

Goal 8 was: To develop a reasoned personal and professional philosophy.

The graduates' weighted and aggregated relevance mean rating of the seven objectives of goal 8 was 3.210, while their weighted and aggregated contribution mean rating associated with it was 2.670 (see Table 136). Goal 8 ranked seventh among the relevance mean ratings and third among the contribution mean ratings assigned to program goals. Only one objective, objective 63, received a higher relevance than contribution ranking, but they were almost identical (1 versus 2).

TABLE 135.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 7.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 53 | 3.320 | 23 | 2.900 | 5 |
| 54 | 3.580 | 5 | 3.070 | 1 |
| 55 | 3.180 | 52 | 2.710 | 14 |
| 56 | 3.320 | 23 | 2.660 | 20 |
| 57 | 2.980 | 64 | 2.650 | 23 |
| 58 | 2.990 | 62 | 2.620 | 26 |
| 59 | 3.120 | 54 | 2.670 | 19 |
| 60 | 3.070 | 58 | 2.470 | 42 |
| Total | 3.195 | 8 | 2.719 | 2 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

TABLE 136.--Comparative Ratings by Graduates of Relevance and Contribution Associated with Objectives of Program Goal 8.

| Program Objective | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank[a] | Mean Rating | Rank[b] |
| 61 | 3.030 | 61 | 2.610 | 27 |
| 62 | 3.120 | 54 | 2.560 | 31 |
| 63 | 3.600 | 1 | 3.040 | 2 |
| 64 | 3.280 | 35 | 2.640 | 25 |
| 65 | 3.250 | 39 | 2.730 | 13 |
| 66 | 2.870 | 67 | 2.510 | 38 |
| 67 | 3.320 | 23 | 2.600 | 29 |
| Total | 3.210 | 7 | 2.670 | 3 |

[a]Rank of relevance mean rating among the sixty-seven program objectives.

[b]Rank of contribution mean rating among the sixty-seven program objectives.

Summary

This section has presented the ratings by graduates of relevance (the preference data), contribution (the performance data) and associated incongruence factors in relation to the continuing education doctoral program goals and objectives. The graduates' overall relevance mean rating of the program goals was 3.281 (between "relevant" and "very relevant"), while the overall mean ratings by the graduates of the contribution of their doctoral programs toward achievement of these goals was 2.569 (between "to a considerable extent" and "to a moderate extent"--see Table 137). The incongruence factor associated with the overall relevance and contribution means was 0.712 (see Appendix F). The relevance mean rating for each of the eight program goals was, as expected, higher than the corresponding contribution mean rating. The incongruence factor associated with the ratings of the eight program goals ranged from 1.063 for goal 5 to 0.439 for goal 1. The incongruence factor associated with the ratings of the sixty-seven program objectives ranged from 1.200 for objective 31 to 0.080 for objective 1.

The four program goals with the highest associated incongruence factors, in order of the magnitude of the incongruence factor, were: goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and

TABLE 137.--Aggregated Comparative Ratings by Graduates of the Overall Relevance and Contribution Associated with Program Goals.

| Program Goal | Relevance | | Contribution | |
|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.255 | 4 | 2.816 | 1 |
| 2 | 3.378 | 2 | 2.471 | 5 |
| 3 | 3.254 | 5 | 2.589 | 4 |
| 4 | 3.244 | 6 | 2.466 | 7 |
| 5 | 3.469 | 1 | 2.406 | 8 |
| 6 | 3.264 | 3 | 2.468 | 6 |
| 7 | 3.195 | 8 | 2.719 | 2 |
| 8 | 3.210 | 7 | 2.670 | 3 |
| Total | 3.281 | | 2.569 | |

establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), and goal 4 (To be able to effectively, humanely and ethically implement continuing education programs). The four goals with lower associated incongruence factors, in order of the magnitude of the incongruence factor, were: goal 3 (To be able to develop continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), goal 7 (To become a leader in the community of lifelong learners), and goal 1 (To understand the development, role, scope and structure of continuing education).

The ten program objectives with the highest associated incongruence factors, in order of the magnitude of the incongruence factor, were: objective 31 (To be able to organize, train and lead employed and volunteer staff), objective 39 (To be able to evaluate educator performance {including one's own} in developing and implementing continuing education programs), objective 30 (To be able to allocate and account for appropriate financial, physical and other resources), objective 40 (To be able to measure learning outcomes), objective 41 (To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation), objective 12 (To be able to diagnose adult

learning needs and aspirations), objective 38 (To be able to evaluate continuing education methods, materials and media), objective 17 (To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance), objective 36 (To understand the principles and procedures of educational evaluation), and objective 16 (To be able to translate organization and community development needs into appropriate organization and community development objectives).

The ten program objectives with the lowest associated incongruence factors, in order of the magnitude of the incongruence factor, were: objective 24 (To be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization), objective 53 (To appreciate the importance of continued personal and professional development), objective 61 (To understand the role of knowledge {whether valid or not} in individual, organization, community and national development), objective 58 (To be able to design, conduct and report research so that it can be of benefit to others), objective 66 (To develop positions on the major philosophical issues in continuing education), objective 57 (To be able to identify and define appropriate problems for research), objective 8 (To thoroughly understand the history, purposes, operation, problems and potential

of at least one institutional form of continuing education), objective 7 (To understand the variety of organizations and agencies in continuing education, their special roles and their inter-relationships), objective 5 (To understand the major philosophical issues in the field of continuing education), and objective 1 (To understand the historical development of continuing education and the factors that have influenced it).

The full list of program objectives, arranged in order of the magnitude of the incongruence factor, is to be found in Appendix F. This section has presented the ratings by graduates of relevance and contribution and associated incongruence factors in relation to the continuing education doctoral program goals and objectives. The next section of this chapter presents the graduates' evaluation of selected components of their doctoral programs.

## Graduates' Evaluation of Selected Components of Their Doctoral Program

An additional primary purpose of this study was to determine the extent to which program components in their individual doctoral programs at Michigan State University were perceived by the

graduates as having contributed toward their professional development. The data were gathered by the use of both fixed-alternative and open-ended questions in the survey instrument. This section reports the findings of this aspect of the study.

Contribution of Selected Program Components

The graduates were asked to give their judgments about the extent of contribution toward their professional development of each of eighteen program components all of which were experienced in varying degrees by the graduates with the exception of the study of a non-native language (sixty-six graduates reported that their doctoral program included the study of a non-native language). The graduates' evaluations were based on the following scale: to a great extent = 4, to a considerable extent = 3, to a moderate extent = 2, to some extent = 1, and not at all = 0.

Of the graduates' ratings of the extent of contribution toward their professional development (see Table 138) of the eighteen selected doctoral program components, 29.5 percent were to a great extent, 32.3 percent to a considerable extent, 16.9 percent to a moderate extent, 12.5 percent to some extent, and 8.8 percent not at all. The graduates' weighted and aggregated contribution mean rating of the selected program components was 2.613.

TABLE 138.--Ratings by Graduates of the Extent of Contribution of Selected Program Components.

| Program Component | N | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| Association with Major Professor (Advisor) | 100 | 73 | 10 | 8 | 6 | 3 | 3.440 | 1 |
| Conducting Research for Dissertation | 100 | 51 | 31 | 8 | 9 | 1 | 3.220 | 2 |
| Independent Study and Readings | 100 | 45 | 37 | 12 | 4 | 2 | 3.190 | 3 |
| Development of Dissertation Research Proposal | 100 | 43 | 40 | 11 | 5 | 1 | 3.190 | 3 |
| Practical Experiences (Assistantships, Internships, Practicums, Field Study, etc.) | 100 | 39 | 46 | 7 | 3 | 5 | 3.110 | 5 |
| Seminars and Colloquiums | 100 | 40 | 39 | 14 | 5 | 2 | 3.100 | 6 |
| Writing of Dissertation | 100 | 45 | 32 | 11 | 11 | 1 | 3.090 | 7 |
| Coursework | 100 | 26 | 47 | 22 | 4 | 1 | 2.930 | 8 |
| Association with Fellow Graduate Students | 100 | 32 | 39 | 18 | 10 | 1 | 2.610 | 9 |

TABLE 138.--Continued.

| Program Component | N | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| Association with Other Members of Your Committee | 100 | 24 | 34 | 25 | 13 | 4 | 2.610 | 10 |
| Informal Study Groups | 100 | 27 | 32 | 18 | 7 | 16 | 2.470 | 11 |
| Association with Other Department Faculty | 100 | 17 | 37 | 28 | 12 | 6 | 2.470 | 11 |
| Association with Faculty Outside of the Department | 100 | 21 | 32 | 26 | 11 | 10 | 2.430 | 13 |
| Defense of Dissertation | 100 | 22 | 35 | 18 | 12 | 13 | 2.410 | 14 |
| Preparation for Comprehensive Examinations | 100 | 20 | 27 | 25 | 17 | 11 | 2.280 | 15 |
| Completion of Comprehensive Examinations | 100 | 13 | 31 | 21 | 21 | 14 | 2.080 | 16 |
| Residency | 100 | 21 | 14 | 12 | 20 | 33 | 1.700 | 17 |
| Languages | 66 | 4 | 8 | 14 | 9 | 31 | 1.170 | 18 |
| Total N | 1766 | 521 | 571 | 298 | 221 | 155 | 2.613 | |
| Total % | | 29.5 | 32.3 | 16.9 | 12.5 | 8.8 | | |

The program component perceived by the graduates as contributing toward their professional development to the greatest extent was their association with their major professor (advisor). The weighted contribution mean rating was 3.440. Conducting the research for the dissertation was given a weighted contribution mean rating of 3.220 which was ranked second. The development of the dissertation research proposal and independent study and readings were each given weighted contribution mean ratings of 3.190 ranking third.

Practical experiences (assistantships, internships, practicums, field study, etc.) received a weighted contribution mean rating of 3.110 which ranked fifth. Seminars and colloquiums received a weighted contribution mean rating of 3.100 which ranked sixth. The writing of the dissertation was given a weighted contribution mean rating of 3.090 which ranked seventh, while coursework received a weighted contribution mean rating of 2.930 which ranked eighth.

Association with fellow graduate students received a weighted contribution mean rating of 2.910 which ranked ninth, and association with other members of the doctoral committee (other than the major professor) received a weighted contribution mean rating of 2.610 which ranked tenth. Association with other department faculty members and informal study groups were each given a weighted contribution mean rating of 2.470 ranking eleventh. Association with faculty outside of the department was given a weighted contribution mean rating of 2.430 which ranked thirteenth.

The defense of the dissertation received a weighted contribution mean rating of 2.410 which ranked fourteenth. The preparation for and completion of the comprehensive examinations respectively obtained weighted contribution mean ratings of 2.280 and 2.080 ranking fifteenth and sixteenth. The residency received a weighted contribution mean rating of 1.700 which was ranked seventeenth. The study of a non-native language (experienced by sixty-six graduates as part of their doctoral program requirements) received a weighted contribution mean rating of 1.170 which was ranked eighteenth or last.

Contribution of Broad Areas of Coursework

The graduates were also asked to give their judgments about the extent of contribution toward their professional development of several broad areas of coursework. Of the graduates' aggregated ratings of the contribution (see Table 139) of the broad areas of coursework (which included regularly scheduled courses, seminars, colloquiums, independent readings, and practicums), 30.4 percent were to a great extent, 40.6 percent to a considerable extent, 18.4 percent to a moderate extent, 8.2 percent to some extent, and 2.4 percent not at all. The weighted and aggregated contribution mean rating of the graduates was 2.884.

Courses and seminars in continuing (adult) education received a weighted contribution mean rating of 3.140 which ranked first. Courses and seminars in the cognate area were given

TABLE 139.--Ratings by Graduates of the Extent of Contribution of Broad Areas of Coursework.

| Broad Areas of Coursework | N | Contribution: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|
| Courses and Seminars in Continuing (Adult) Education | 100 | 42 | 35 | 18 | 5 | -- | 3.140 | 1 |
| Courses and Seminars in Cognate Area: | 100 | 37 | 40 | 15 | 8 | -- | 3.060 | 2 |
| Sociology | 66 | 19 | 28 | 14 | 5 | -- | 2.920 | |
| Communication | 5 | 4 | 1 | -- | -- | -- | 3.800 | |
| Other | 29 | 14 | 11 | 1 | 3 | -- | 3.240 | |
| Courses and Seminars in Functional and/or Institutional Area: | 100 | 27 | 52 | 17 | 3 | 1 | 3.010 | 3 |
| Cooperative Extension | 16 | 4 | 10 | 2 | -- | -- | 3.130 | |
| Higher Education | 61 | 17 | 30 | 12 | 2 | -- | 3.020 | |
| Adult Basic Education | 6 | 2 | 2 | -- | 1 | 1 | 2.500 | |
| Public School Adult Education | 17 | 4 | 10 | 3 | -- | -- | 3.060 | |
| Courses and Seminars in General Professional Education | 100 | 23 | 42 | 22 | 12 | 1 | 2.740 | 4 |
| Courses and Seminars in Educational Research Design And Methodology | 100 | 3 | 34 | 20 | 13 | 10 | 2.470 | 5 |
| Total N | 500 | 152 | 203 | 92 | 41 | 12 | 2.884 | |
| Total % | | 30.4 | 40.6 | 18.4 | 8.2 | 2.4 | | |

a weighted contribution mean rating of 3.060 which ranked second. The graduates' responses by cognate area are reported separately in Table 139.

Courses and seminars in the graduates' functional and/or institutional areas of emphasis obtained a weighted contribution mean rating of 3.010 which ranked third. The graduates' ratings by functional or institutional area are reported separately in Table 139. Courses and seminars in general professional education such as philosophy of education, history of education, principles of guidance and personnel services, and principles of curriculum received a weighted contribution mean rating of 2.740 which ranked fourth. Courses and seminars in educational research design and methodology obtained a weighted contribution mean rating of 2.470 which ranked fifth.

Most Valuable Learning Experience(s) of Doctoral Program

The graduates were asked several open-ended questions designed to provide additional data on their evaluation of the contribution of their doctoral program toward their professional development. The first open-ended question reported here asked them to "please list what you consider to be the most valuable learning experiences of your doctoral program." It is difficult to make meaningful generalizations from the graduates' responses because of the limited number of graduates who responded in a similar manner. What follows is a categorization of the 196 responses obtained.

The one learning experience area which received the largest number of responses (21) was that of the relationship with the major professor (advisor). The other most valuable learning experience areas mentioned were, in order of frequency reported, field study (19), seminars (19), studying with specific faculty members (16), the dissertation in general (16), relationships with fellow graduate students (12), research for the dissertation (10), the writing of the dissertation (10), coursework in general (10), graduate assistantships (8), studying with the faculty in general (7), the cognate (7), the comprehensive examinations (7), educational research design and methodology courses (7), personal development from the initiative, time management, etc. required (5), independent study (4), philosophy of education courses (4), history of education courses (2), educational administration courses (2), the development of the dissertation proposal (2), the defense of the dissertation (2), full-time study (2), the varied resources available at M.S.U., e.g., the libraries (2), community college courses (1), and the individualization and flexibility of the doctoral program (1).

## Major Strengths of Doctoral Program in Continuing (Adult) Education at Michigan State University

The graduates were also asked, "In your opinion, what were two or three of the major strengths of the preparation program in continuing (adult) education at the time you pursued your degree at M.S.U.?" A total of 183 responses were obtained. The major strength which received the largest number of responses (30) was

that of the major professor or advisor. The other major strengths of the program mentioned were, in order of frequency reported, quality of the faculty (21), flexibility of the program (19), specific faculty members (15), the varied resources available at M.S.U., e.g., libraries, other departments (12), the dissertation in general (11), seminars (10), coursework in general (9), relationships with fellow graduate students (8), the doctoral committee (7), close relationship with faculty in general (6), field study (6), independent study (4), broad-based program (3), personal development from the initiative, time management, etc. required (2), cognate (2), opportunity to work on project ENABEL (Extern Network of Adult Basic Education Leaders) (2), opportunity to complete most of the program in the evening (2), higher education courses (1), preparation of the dissertation (1), the defense of the dissertation (1), comprehensive examinations (1), residency requirement (1), expectations of students were clear at the beginning (1), the small numbers of students (1), faculty committment to continuing (adult) education (1), excellent diagnoses of the central issues (1), and incidental learning (1).

Major Weaknesses of Doctoral Program in Continuing (Adult) Education at Michigan State University

The graduates were, in addition, asked, "In your opinion, what were two or three of the major weaknesses of the preparation program in continuing (adult) education at the time you pursued your doctoral degree at M.S.U.?" A total of 113 responses were

obtained. The major weakness which received the largest number of responses (22) was the judgment that there was a limited number of faculty members in continuing (adult) education. The other weaknesses of the program mentioned were, in order of frequency reported, the quality of teaching by specific instructors (19), a weak research design and methodology component (6), coursework in general (4), irrelevant courses (4), few opportunities for field study (4), the lack of an internship program (4), the required study of a non-native language (4), an unstructured approach to continuing (adult) education (4), the lack of adequate counseling regarding the doctoral program (3), the lack of the use of M.S.U. continuing education facilities such as the Kellogg Center for field study (3), the poor instruction of educational administration courses (3), the need for more research design and methodology courses (2), the need for fewer research design and methodology courses (2), the frequent sabbaticals of committee members (2), disinterested committee members (2), negative faculty members (2), the limited support given the continuing (adult) education program at M.S.U. (2), limited contact with other graduate students (2), the lack of courses in budgeting (2) and continuing education administration (2), the limited emphasis on interdisciplinary study (2), the lack of assistance in selecting a dissertation topic (2), the lack of financial assistance (1), insufficient independent study (1), the emphasis placed on the comprehensive examinations in the cognate area(s) (1), the required residency

(1), lack of adequate flexibility in course selection (1), limited placement assistance (1), the large classes (1), and the lack of courses in data processing (1), personnel management (1), fund raising (1), continuing education program development (1), continuing education program evaluation (1), and public speaking (1).

Main Suggestion(s) for Improving Doctoral Program in Continuing (Adult) Education at Michigan State University

The graduates were, in addition, asked, "What main suggestion do you have for improving the doctoral program in continuing education at M.S.U.?" A total of 83 responses were obtained. The main suggestion which was mentioned most frequently (13 responses) was that an internship program be developed. The other main suggestions mentioned were, in order of frequency reported, to add more faculty in continuing (adult) education (11), increase the amount of field study (10), improve the research design and methodology component (5), provide more graduate assistantships and other means of financial support (4), improve the quality of the faculty (3), increase the amount of independent study (3), provide more flexibility in program development (3), require more research design and methodology courses (3), provide more assistance with the dissertation proposal (3), offer more support from the doctoral committee (3), place more emphasis on an interdisciplinary approach (2), offer more coursework in continuing education administration (2) and the psychology of adult learning (2), enroll fewer students (2), provide courses in management-by-objectives

(1), budgeting (1), labor relations (1), data processing (1), and public speaking (1), eliminate the residency (1) and non-native language requirement (1), offer more assistance in dissertation topic selection (1), provide more placement assistance (1), increase the extent of faculty and graduate student interaction (1), eliminate some of the unnecessary procedures (1), and to provide more emphasis on the international aspect of continuing education (1).

Importance of Factors in Graduates' Decision to Enroll in the Doctoral Program in Continuing (Adult) Education at Michigan State University

The graduates were asked to rate factors that influenced their decision to select Michigan State University as the institution to attend for their doctorate in continuing (adult) education. Each factor was rated by the graduates using the scale: very important = 4, important = 3, of some importance = 2, of little importance = 1, and of no importance = 0.

Of the graduates' ratings of factors important in their decision to enroll in the doctoral program at M.S.U. (see Table 140) the weighted and aggregated importance mean rating was 2.264. The reputation of certain faculty members received a weighted importance mean rating of 3.130 which was highest, the reputation of the institution received a weighted importance mean rating of 3.100 which was second highest, while the reputation of the continuing education program received a weighted importance mean rating of 2.770 which was third highest.

Proximity of M.S.U. to home or job was given a weighted importance mean rating of 2.580 which ranked fourth. Advice of

TABLE 140.--Ratings by Graduates of the Importance of Selected Factors in Their Decision to Enroll in the Doctoral Program at M.S.U.

| Factor | | Importance | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Very Important | Important | Of Some Importance | Of Little Importance | Of No Importance | Mean Rating | Rank |
| Reputation of Certain Faculty Members | | 56 | 19 | 14 | 4 | 7 | 3.130 | 1 |
| Reputation of the Institution | | 43 | 33 | 18 | 3 | 3 | 3.100 | 2 |
| Reputation of the Continuing Education Program | | 36 | 29 | 20 | 6 | 9 | 2.770 | 3 |
| Proximity of M.S.U. to Home or Job | | 47 | 11 | 16 | 5 | 21 | 2.580 | 4 |
| Advice of Friends or Colleagues | | 26 | 20 | 20 | 13 | 21 | 2.170 | 5 |
| Advice of Graduates of M.S.U. | | 17 | 10 | 18 | 15 | 40 | 1.490 | 6 |
| Other | | 13 | 4 | -- | -- | 9 | 0.640 | 7 |
| Offer of Financial Assistance | | 4 | 8 | 6 | 4 | 78 | 0.560 | 8 |
| Total | N | 242 | 134 | 112 | 50 | 188 | 2.264 | |

friends or colleagues received a weighted importance mean rating of 2.170 which ranked fifth, advice of graduates of M.S.U. obtained a weighted importance mean rating of 1.490 which ranked sixth, other factors received a weighted importance mean rating of 0.640, which ranked seventh, and offer of financial assistance was given a weighted importance mean rating of 0.560, which ranked eighth or lowest.

The graduates were also asked to designate the most important factor (see Table 141) in their choice of M.S.U. Thirty-two percent of the graduates stated that the proximity of M.S.U. to their home or job was the most important factor, 29 percent stated that the reputation of certain faculty members was the most important, and 14 percent reported that the reputation of the continuing education program was the most important. Twenty-five percent of the graduates indicated that other factors such as the reputation of the institution (9 percent), advice of friends or colleagues (9 percent), advice of graduates of M.S.U. (3 percent), offer of financial assistance (3 percent) or other (1 percent) factors were most important in their choice of M.S.U.

## Would Graduate Return to Michigan State University

The graduates were asked if they would attend Michigan State University again if they were to repeat their doctoral program. Eighty-one percent reported that they would do so (see Table 142). Nine percent reported that they would not return to M.S.U., and

TABLE 141.--Frequency That Graduates Rate Selected Factors as Most Important in Their Choice of M.S.U. for Their Doctoral Program.

| Factor | Graduates Rating Factor | |
|---|---|---|
| | Number | Percent |
| Proximity of M.S.U. to Home or Job | 32 | 32.0 |
| Reputation of Certain Faculty Members | 29 | 29.0 |
| Reputation of the Continuing Education Program | 14 | 14.0 |
| Reputation of the Institution | 9 | 9.0 |
| Advice of Friends or Colleagues | 9 | 9.0 |
| Advice of Graduates of M.S.U. | 3 | 3.0 |
| Offer of Financial Assistance | 3 | 3.0 |
| Others | 1 | 1.0 |
| Total | 100 | 100.0 |

TABLE 142.--Responses of Graduates to the Question, "If you were to begin your doctoral program again, would you attend Michigan State University?"

| | Graduates | |
|---|---|---|
| Would Return | Number | Percent |
| Yes | 81 | 81.0 |
| No | 9 | 9.0 |
| Not sure | 10 | 10.0 |
| Total | 100 | 100.0 |

10 percent reported that they were not sure they would return to M.S.U. for their doctorate.

The graduates were also asked if they would not return to M.S.U., where they would attend and why. The nine responses named various universities, degree programs and reasons. The universities mentioned were U.C.L.A., The University of Missouri, Ohio State University, and The University of London. The degree areas were medicine, law, and educational administration. The reasons offered were more diversity of courses, internships, and a smaller, more personal environment.

The graduates were also asked to give their judgments about the extent to which they received adequate guidance in their doctoral program from various sources. Each factor was rated by the graduate using the scale: to a great extent = 4, to a considerable extent = 3, to a moderate extent = 2, to some extent = 1, and not at all = 0.

Of the graduates' ratings of the extent to which they received adequate guidance (see Table 143) from various sources in their doctoral programs the weighted and aggregated adequate guidance mean rating was 2.169. The major advisor was given a weighted adequate guidance mean rating of 3.580 which was highest. Other members of the committee received a weighted adequate guidance mean rating of 2.380 which ranked second, while the graduates rated guidance from their fellow graduate students as third with a weighted adequate guidance mean rating of 2.040. The graduates rated guidance from other members of the faculty as fourth with a weighted adequate guidance rating of 1.900. The Graduate Student Affairs Office (organized in March, 1959 and, therefore, available to 97 of the graduates) secured a weighted adequate guidance mean response of 0.910 which ranked fifth.

## Professional Responsibilities for Which Doctoral Program Provided Inadequate Preparation

The graduates were also asked if they had professional responsibilities for which their doctoral program at M.S.U. provided inadequate preparation. Forty-five percent of the graduates responded "yes," while 55 percent responded "no" (see Table 144). Of the 45 graduates who mentioned responsibilities for which their doctoral program provided inadequate preparation 11 mentioned budgeting, accounting or financial management. Four mentioned evaluation, three mentioned labor relations and two each mentioned personnel management and proposal writing. Each

TABLE 143.--Ratings by Graduates of the Extent to Which They Received Adequate Guidance in Doctoral Program.

| Guidance Source | | N | Extent Received Adequate Guidance: To a Great Extent | To a Considerable Extent | To a Moderate Extent | To Some Extent | Not at All | Mean Rating | Rank |
|---|---|---|---|---|---|---|---|---|---|
| Major Advisor | | 100 | 77 | 10 | 8 | 4 | 1 | 3.580 | 1 |
| Other Members of Committee | | 100 | 18 | 34 | 22 | 20 | 6 | 2.380 | 2 |
| Fellow Graduate Students | | 100 | 11 | 30 | 27 | 16 | 16 | 2.040 | 3 |
| Other Members of the Faculty | | 100 | 10 | 22 | 30 | 24 | 14 | 1.900 | 4 |
| Graduate Student Affairs Office | | 97 | 5 | 8 | 16 | 12 | 56 | 0.910 | 5 |
| | N | 497 | 121 | 104 | 102 | 76 | 93 | 2.169 | |
| Total | % | | 24.3 | 20.9 | 20.7 | 15.3 | 18.7 | | |

TABLE 144.--Responses of Graduates to the Question, "Do you have professional responsibilities in your present position for which your doctoral program at M.S.U. provided inadequate preparation?"

| | Graduates | |
|---|---|---|
| | Number | Percent |
| Yes | 45 | 45.0 |
| No | 55 | 55.0 |
| Total | 100 | 100.0 |

of the following was mentioned once: management methods, management information systems, computer analysis, administrative theory, organization structure, research design and methodology, affirmative action, human relations, international continuing education, developing change strategies, methods of college teaching, and public speaking.

## Changes Graduates Would Make in Their Doctoral Programs

The graduates were asked what changes they would make in their doctoral programs if they were to begin them again. The options from which the graduates could choose to reply were: (1) none, (2) change major, (3) change cognate(s), and (4) other changes. The graduates were also asked to indicate the specific changes (if any) that they would make. Fifty-eight percent of the graduates responded (see Table 145) that they would make no changes, 15 percent responded that they would change their major,

TABLE 145.--Responses of Graduates to the Question, "What changes would you make in your doctoral program if you were to begin it again?"

| Program Change | Graduates | |
|---|---|---|
| | Number | Percent |
| None | 58 | 58.0 |
| Change major | 15 | 15.0 |
| Change cognate(s) | 4 | 4.0 |
| Other changes | 23 | 23.0 |
| Total | 100 | 100.0 |

Four percent responded that they would change their cognate(s), and 23 percent responded that they would make other changes.

Of the 15 graduates who indicated they would change their major, two would major in management, two in psychology, two in curriculum, and one each in law, medicine, sociology, organizational behavior, higher educational administration, school administration, educational psychology and guidance, an "unspecified area" and a "more functional" area. Of the four graduates who reported that they would change their cognate(s), two would change it to communication and one each to psychology and public administration.

The responses of the 23 graduates who indicated that they would make other changes in their doctoral programs varied widely. Each of their responses, however, is encompassed by the responses of the graduates reported previously regarding the major strengths

of, major weakensses of, and main suggestion(s) for improving the doctoral program in continuing (adult) education at Michigan State University.

## Should Prior Professional Experience be Required Before Admission to Doctoral Program

Each graduate was asked to respond to the question, "Should candidates be required to have had professional experience in continuing education prior to admission to the doctoral program?" The options from which the graduates could choose to reply were: (1) yes, (2) no, and (3) not sure. The graduates were also asked to indicate why they selected the response they did. Forty-four percent of the graduates responded "yes" (see Table 146), 36 percent of the graduates responded "no," and 20 percent of the graduates responded "not sure."

The graduates' reasons for responding "yes" varied. The predominant themes expressed were that prior professional experience would allow the candidate to better understand the breadth of the field of continuing (adult) education, to better understand the theories presented, and to better determine what is relevant to his or her needs. The primary themes expressed by those responding "no" to the question were that prior professional experience was not necessary, that requiring it restricted selection of candidates, and that field work experience or internships could be integrated into the doctoral program of a candidate who had had no prior experience. The dominant theme expressed by those responding "not

TABLE 146.--Responses of the Graduates to the Question, "Should candidates be required to have had professional experience prior to admission to the doctoral program?"

| | Graduates | |
|---|---|---|
| | Number | Percent |
| Yes | 44 | 44.0 |
| No | 36 | 36.0 |
| Not sure | 20 | 20.0 |
| Total | 100 | 100.0 |

sure" to the query was that the necessity of prior professional experience was an individual matter and that a determination should be made on an individual candidate basis.

Summary

An additional purpose of this study was to determine the extent to which major program components in their individual doctoral programs at M.S.U. were perceived by the graduates as having contributed toward their professional development. This section has reported the findings of this aspect of the study.

Of the graduates' ratings of the extent of contribution toward their professional development (see Table 138) of the 18 selected doctoral program components, 29.5 percent were to a great extent, 32.3 percent to a considerable extent, 16.9 percent to a moderate extent, 12.5 percent to some extent, and

8.8 percent not at all. The overall contribution mean rating of the graduates was 2.613.

The program component perceived by the graduates as contributing toward their professional development to the greatest extent was their association with their major professor/advisor (3.440). Conducting the research for the dissertation was rated second highest (3.220). The development of the dissertation research proposal and independent study and readings were each rated third highest (3.190). Practical experiences (assistantships, internships, practicums, field study, etc.) were rated fifth highest (3.110).

Table 139 reports the graduates' ratings of the contribution toward their professional development of several broad areas of coursework which included regularly scheduled courses, seminars, colloquiums, independent readings, and practicums. Of their ratings, 30.4 percent were to a great extent, 40.6 percent to a considerable extent, 18.4 percent to a moderate extent, 8.2 percent to some extent, and 2.4 percent not at all. The overall contribution mean rating of the broad areas of coursework was 2.884.

The graduates' ratings of contribution of the several areas of coursework showed that they considered courses and seminars in continuing (adult) education to have contributed toward their professional development to the greatest extent (3.140). Courses and seminars in the cognate area were rated second (3.060) while courses and seminars in the graduates' functional and/or institutional area

were rated third (3.010). Courses and seminars in general professional education were rated fourth (2.740) while courses and seminars in educational research design and methodology were rated fifth (2.470).

The graduates were asked several open-ended questions designed to provide additional data on their evaluation of the contribution of their doctoral programs. The first of these asked them to "please list what you consider to be the most valuable learning experiences of your doctoral program." The one learning experience area which received the largest number of responses (21) was that of the relationship with the major professor (advisor). The other frequently mentioned most valuable learning experience areas were field study (19), seminars (19), studying with specific faculty members (16), the dissertation in general (16), and relationships with fellow graduate students (12).

The graduates were also asked to give their judgments concerning what were the major strengths and weaknesses of the doctoral program in continuing education at M.S.U. at the time each pursued his/her degree. The major strength which received the largest number of responses (30) was that of the major professor. The other frequently mentioned major strengths of the program mentioned were quality of the faculty (21), flexibility of the program (19), specific faculty members (15), and the varied resources available at M.S.U., e.g., libraries, other departments, etc. (12). The major weakness which received the largest number of responses (22)

was the judgment that there was a limited number of faculty members in continuing education. The other major weakness of the program mentioned frequently was the quality of teaching by specific instructors (19).

The graduates were also asked what main suggestion each had for improving the doctoral program in continuing education at M.S.U. The suggestion which was mentioned most frequently (13 responses) was that an internship program be developed.[144]

The graduates were asked to rate a series of factors that might have influenced their decision to select Michigan State University as the institution to attend for their doctorate in continuing education. Of the factors in the graduates' decision to enroll in the doctoral program at M.S.U. (see Table 140) the reputation of certain faculty members was rated the most important (3.130); the reputation of the institution was rated second highest (3.100); the reputation of the continuing education program was rated third highest (2.770); and the proximity of M.S.U. to home or job was rated fourth highest (2.580).

The graduates were also asked to designate the most important factor (see Table 141) in their choice of M.S.U. Thirty-two percent of the graduates stated that the proximity of

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[144]It should be noted that the internship option, though available throughout most of the twenty-year life of the program, has been much more frequently utilized during the latest third of that period.

M.S.U. to their home or job was the most important factor; 29 percent stated that the reputation of certain faculty members was the most important; and 14 percent reported that the reputation of the continuing education program was the most important.

The graduates were asked if they would attend M.S.U. again if they were to repeat their doctoral program. Eighty-one percent reported that they would do so (see Table 142).

The graduates were also asked to give their judgments about the extent to which they received adequate guidance in their doctoral program from various sources (see Table 143). Of the various sources rated, the major advisor was rated highest (3,580); other members of the committee received the second highest rating (2.380); while the graduates rated guidance received from their fellow graduate students as third highest (2.040).

The graduates were further asked if they had professional responsibilities for which their doctoral program at M.S.U. provided inadequate preparation. Forty-five percent of the graduates responded "yes" (see Table 144). Of the 45 graduates who mentioned responsibilities for which their doctoral program provided inadequate preparation 11 mentioned budgeting, accounting, or financial management, four mentioned evaluation, three labor relations and two each personnel management and proposal writing.

The graduates were asked what changes they would make in their doctoral programs if they were to begin them again. Fifty-eight percent of the graduates responded (see Table 145) that they

would make no changes, 15 percent responded that that would change their major, four percent that they would change their cognate(s), and 23 percent that they would make other changes in their doctoral program.

The graduates also were asked to respond to the question, "Should candidates be required to have had professional experience in continuing education prior to admission to the doctoral program?" Forty-four percent of the graduates responded "yes" (see Table 146), 36 percent responded "no," and 20 percent responded "not sure."

The first section of this chapter describes selected characteristics of the population of this study, the 100 continuing education doctoral degree recipients of Michigan State University. The second section presents the graduates' ratings of the relevance of the continuing education goals and objectives to their current primary professional responsibilities. The third section reports the graduates' ratings of the goals and objectives by selected professional and personal factors.

The fourth section of this chapter presents the graduates' ratings of the contributions of their doctoral programs toward their achievement of the continuing education goals and objectives. The fifth section reports the graduates' ratings of the contributions of their doctoral programs by selected professional and personal factors.

The sixth section presents the ratings by graduates of relevance and contribution and associated incongruence factors in

relation to the continuing education doctoral program goals and objectives. The last section of this chapter reports the extent to which program components in their individual doctoral programs at M.S.U. were perceived by the graduates as having contributed toward their professional development.

Chapter V consists of a summary of the findings, conclusions and recommendations and a personal note.

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Introduction

The first section of this chapter summarizes the general problem, purposes, methodology, limitations, and significance of the study. The second section summarizes the major findings. The third section presents conclusions and the fourth section recommendations. The study report concludes with a personal note.

Leaders in education, business, government, religion and other institutions throughout the world are giving more attention to the fact that one of the great needs of our time is that of providing opportunities for adults to participate in lifelong learning. Continuing education is necessary if adults are to understand the changing world in which they live and if they are to effectively exercise control over factors and forces which provide structure and meaning for their lives.

In a society that is characterized by accelerating social, technological and cultural change, it is necessary for institutions of higher education to evaluate their educational processes to determine if the learning experiences being provided are appropriate for their graduates. While a knowledge of learning outcomes is important to all individuals involved in the direction of higher

education, it is particularly important for those involved in the direction of graduate professional development programs in continuing education because of the intimate involvement of the graduates of such programs, as well as the numerous and diverse publics they serve, in contemporary society. The basic assumptions of this study were that such programs need to be evaluated to determine their relevance and effectiveness and that the graduates of such programs, who are now practitioners of continuing education, should be able to provide valuable contributions to such appraisals.

Given: (1) a program of doctoral study for professional leadership in continuing (adult) education at Michigan State University, (2) a moderately comprehensive set of goals and objectives for such continuing education leadership programs, (3) an extensive literature from which the current set of professional continuing education goals and objectives could be appropriately enlarged and validated, (4) a range of alternative learning activities in the program, some encountered by all participants and others encountered by individuals or special interest groups, and (5) 100 doctoral graduates who had entered the program at different times and from different professional experience backgrounds, had pursued it with different selections of program components and different degrees of intensity, and had assumed professional roles in different institutions and with different specialized functions, the general problem of this study was:

1. To draw upon the literature and authorities in continuing education to appropriately develop and validate a comprehensive model set of goals and objectives for continuing education professional development.

2. To discover if and how graduates' perceptions of (a) relevance of the model set of goals and objectives and (b) extent to which their individual doctoral programs at Michigan State University had contributed toward their achievement of each of these goals and objectives vary with their professional roles and other professional and personal factors.

3. To discover if and how graduates' perceptions of the extent to which selected Michigan State University doctoral program components had contributed toward their professional development vary, and

4. To appraise the doctoral program in continuing (adult) education at Michigan State University on the basis of discovered relationships.

The purposes of the study were:

1. To enlarge the initial set of professional continuing education goals and objectives into a more comprehensive model.

2. To investigate certain aspects of the professional activities of doctoral degree recipients.

3. To discover the relevance, as perceived by doctoral degree recipients, of the expanded set of continuing education doctoral program goals and objectives to their current professional responsibilities.

4. To discover the extent to which their doctoral programs at Michigan State University had contributed, as perceived by doctoral degree recipients, toward their achievement of these goals and objectives.

5. To discover the relationships between the ratings, by doctoral degree recipients, of the relevance of the model of professional continuing education goals and objectives and the ratings of the extent to which their doctoral programs at Michigan State University had contributed toward their achievement of these goals and objectives.

6. To discover the extent to which selected program components in their doctoral program at Michigan State University were perceived by graduates as having contributed toward their professional development.

7. To discover whether ratings of relevance and contribution were differentially related to professional and personal characteristics of graduates prior to, during, and since graduate study.

8. To present findings, analyze and interpret those findings, draw conclusions and offer suggestions for continuing the improvement of the doctoral program in continuing education at Michigan State University.

The research methodology had three primary phases. The first was the development and validation of an idealized model of goals and objectives for continuing education professional development to be used as the evaluation standard. This was developed,

based on an extensive review of the literature as reported in Chapter II, statements of mission, self-assessment instruments, course and seminar syllabi of the Michigan State University doctoral program in continuing education and similar programs, and lists developed by other investigators. From this extensive inquiry the model was developed and submitted to a panel of thirty-eight professionals in continuing education for validation. Changes were made on the basis of the responses of the panel.

The second phase of the research was the collecting of the research data. It was decided that the study should include the entire population of the doctoral degree recipients who had majored in Continuing or Adult Education in the College of Education at Michigan State University from June 1956 through December of 1975. Two sources were then used to collect the data required for the study: (1) the records of the Graduate Student Affairs Office of the College of Education, and (2) the survey instrument returned by the respondents. Completed survey instruments were received from all 100 graduates of the doctoral program in Continuing (Adult) Education at Michigan State University.

The third phase of the research encompassed the processing, analyzing, and reporting of the data. The responses to the closed-ended questions in the survey instrument were coded, transferred to standard punched data cards, processed, and presented in tabular and written form. The analyses were descriptive and comparative using, in most cases, frequency distributions and mean scores. The

responses to the open-ended questions were grouped into related categories and reported in summary form.

The major limitations of the study were:

1. The study was limited to those who received doctoral degrees in continuing education between June, 1956 and December, 1975. It did not include candidates who were on doctoral programs in continuing (adult) education during 1956-1975 but did not complete the requirements for a degree. It also did not include candidates who were actively pursuing doctoral programs in continuing education but had not completed them by December, 1975. In addition, it did not include recipients of or candidates for the Ed.S. or M.A. degrees in continuing education.

2. The appraisal of the program was limited to those selected items which were included in the survey instrument, and was not comprehensive of all possible items.

3. The comprehensive model of professional continuing education goals and objectives was developed at a middle level of specificity. It was constructed as an ideal model and while it incorporated previous statements of goals and objectives, it included elements which were probably not consciously pursued by either students or faculty at the various times of their participation in the program. Since the model was not intended as a set of specific norms for measuring academic achievement, responses of graduates concerning relevance of the goals and objectives and contributions of the program toward their achievement were subjective statements of judgment, not objective measures of achievement.

4. The findings suggest conclusions about the program, but without other appraisal inputs, such as from the faculty and comparisons with other universities, the findings do not justify general evaluative statements.

5. It has been assumed that all answers to the survey instrument questions were sincere and forthright. Validity of the conclusions depends heavily on the extent to which graduates of the program were able to provide honest, impartial, and unbiased reactions to the survey instrument.

6. It has been assumed that the respondents would be able to discern and accurately report information related to a program which many of them completed a number of years ago.

The significance of the study encompasses the following:

1. It has resulted in the development of a more comprehensive model of goals and objectives for continuing education professional development than has been available in the literature.

2. It provides an assessment by graduates of the effectiveness of the doctoral program in continuing education at Michigan State University in facilitating their achievement of that more comprehensive model of goals and objectives.

3. It provides information that should prove valuable to appropriate faculty as they assess the effectiveness of the current program and make plans for the future.

4. It has identified learning experiences which contribute toward the preparation of professional leaders for Michigan State University's major commitment to lifelong education.

5. It offers recommendations designed to strengthen the doctoral program in continuing education at Michigan State University.

6. The combination of findings of this study with those of Dr. Kirk A. Nigro in educational administration, Mr. Thomas M. O'Shea in higher education, and Dr. J. David Marler in higher education student personnel, will enable the Department of Administration and Higher Education at Michigan State University to gain a comprehensive view of its major program segments as perceived by graduates.

7. The survey instrument is likely to have had an impact on the respondents to the extent that it has caused them to realize weaknesses in their preparation programs and led them to pursue learning experiences designed to overcome such weaknesses.

8. It contributes to a rather limited body of literature, useful as a basis for evaluating, comparing, and improving other continuing education graduate programs.

## Summary of Findings

The summary of findings is divided into several sections: those findings regarding the characteristics of the study population, ratings by the graduates of relevance of goals and objectives, ratings by the graduates of contribution toward goals and objectives, relation of graduates' ratings of relevance to their ratings of contribution associated with goals and objectives, and graduates' ratings of the contribution of selected program components.

Characteristics of the Study Population

Selected characteristics of the study population were examined. At admission to the doctoral program, the mean age of the graduates was 35.9 years; 86 percent were male; they had had an average of 4.6 years of prior professional experience in continuing education; and the majority (71 percent) were admitted during the period 1956-1965.

As participants in the doctoral program the majority (76 percent) had as the primary focus of their doctoral programs general university extension, general continuing education, or public school adult education. Their mean length of time to complete their doctoral program was 4.9 years and their mean length of time from completing their comprehensive examinations to completing their doctoral program was 1.6 years. The majority (57 percent) were primarily part-time students during the coursework phase of their doctoral program, and a larger majority (75 percent) were employed either full-time (55 percent) or part-time (20 percent) during the dissertation phase. The mean age at graduation was 40.9 years; the majority (86 percent) earned the Ph.D. degree; and slightly more than half (53 percent) of the graduates received their degrees during the period 1966-1975.

In the investigation of the characteristics of the graduates as professionals since graduation it was found that their mean age was 49.3 years; that the mean length of time from graduation to receipt of the Doctoral Degree Recipient Survey was 8.4 years; that their primary professional role was administration (59 percent),

teaching (27 percent), program development (11 percent), or research (3 percent); that the mean years of experience the graduates had had in the primary professional role was 10.5 years; and that the graduates were employed by colleges or universities, excluding The Cooperative Extension Service (53 percent), public schools (21 percent), community colleges (14 percent), The Cooperative Extension Service (4 percent), governmental agencies (4 percent), voluntary associations (2 percent), or churches (2 percent). In addition, it was found that a predominant number (52 percent) of the graduates were in administrative positions in four-year colleges, universities, community colleges, or public schools, while 27 percent were correspondingly in teaching positions in four-year colleges, universities, community colleges, or public schools.

The research showed that the graduates spent the majority (82 percent) of their professional time in three major roles: administration (47 percent), teaching (21 percent), or program development (14 percent). Lesser amounts of professional time were spent in, counseling (7 percent), research (6 percent), consulting (3 percent), and writing (2 percent). The study further showed that 56 percent of the graduates reported that their current positions were compatible with the primary professional employment objectives they held as doctoral students, 23 percent reported that their current positions were compatible only in part with those objectives, and 21 percent reported that their current positions were not compatible.

Graduates' Ratings of the Relevance of Continuing Education Doctoral Program Goals and Objectives

The goals were seen by the graduates as almost universally relevant. The overall relevance mean rating of the graduates for all eight goals was 3.281 (between "relevant" and "very relevant") and varied only 0.274 from 3.469 for goal 5 to 3.195 for goal 7. The relevance mean rating of the sixty-seven program objectives ranged only 0.730 from 3.600 for objectives 39, 47, and 63 (see Appendix D), to 2.870 for objective 66.

The four program goals rated most relevant, in order of relevance mean rating, were: goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), and goal 1 (To understand the development, role, scope and structure of continuing education). The four program goals rated almost as relevant, in order of relevance mean ratings, were: goal 3 (To be able to develop continuing education programs), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), and goal 7 (To become a leader in the community of lifelong learners).

The ten program objectives rated most relevant, in order of relevance mean rating, were: objective 39 (To be able to evaluate educator performance {including one's own} in developing and

implementing continuing education programs), objective 47 (To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them), objective 63 (To respect the dignity, worth and growth potential of every human being), objective 9 (To understand the unique physical, psychological and social characteristics of individual adults as learners), objective 54 (To be able to communicate at a professional level), objective 4 (To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change), objective 3 (To be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education), objective 42 (To be able and willing to frequently reexamine the purposes of one's continuing education organization), objective 12 (To be able to diagnose adult learning needs and aspirations), and objective 31 (To be able to organize, train and lead employed and volunteer staff).

The ten program objectives rated least relevant, in order of relevance mean rating (high to low), were: objective 29 (To be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served), objective 60 (To develop and pursue learning activities which will improve personal, family and community life), objective 32 (To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators), objective 61 (To understand the role of knowledge {whether valid or not} in individual, organization,

community and national development), objective 8 (To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education), objective 58 (To be able to design, conduct and report research so that it can be of benefit to others), objective 57 (To be able to identify and define appropriate problems for research), objective 1 (To understand the historical development of continuing education and the factors that have influenced it), objective 52 (To understand the significance of social policy and be an effective participant in its formulation and modification), and objective 66 (To develop positions on the major philosophical issues in continuing education).

The full set of objectives are listed, in order of relevance mean ratings, in Appendix D.

The graduates' overall relevance mean ratings of the eight continuing education doctoral program goals were analyzed by primary professional role, type of employing organization, extent of prior professional experience, student status during the course-work phase of the doctoral program and period during which the doctoral degree was received.

When examined by primary professional role (see Table 70) the graduates' ratings of the overall relevance of the eight doctoral program goals were found to vary only slightly (the range was 0.156). Graduates in teaching or research positions rated the eight program goals the highest (3.377), while those in program development rated them second highest (3.346), and those in

administration least high (3.221). The principal variances were in the ratings given goals 2, 3 and 6.

When examined by type of employing organization (see Table 71), the graduates' ratings of the overall relevance of the eight doctoral program goals varied slightly more widely (the range was 0.271). Graduates employed by colleges or universities, excluding The Cooperative Extension Service (3.338) and those employed by community colleges (3.332) rated them highest. Those employed by government agencies rated them almost as high (3.306). Those employed by The Cooperative Extension Service (3.205), and those employed by voluntary associations (3.179) rated them somewhat lower as did those employed by public schools (3.146). Those employed by churches rated them lowest (3.067), though still quite high. There were numerous exceptions to the general pattern in the ratings given the individual goals.

When examined by years of professional experience in continuing education prior to admission to the doctoral program (see Table 72), the graduates' ratings of the overall relevance of the eight doctoral program goals varied similarly (the range was 0.258). Graduates who had had 16 to 20 years of prior professional experience rated the eight program goals highest (3.473), and those who had had 3 to 5 years of prior professional experience rated them only slightly lower (3.366). Those who had had 1 to 2 years experience (3.272), those who had had 11 to 15 years (3.245), those who had had no prior professional experience (3.243), and those

who had had 6 to 10 years of prior professional experience (3.215) differed only very slightly in their ratings of relevance of the eight program goals. There were numerous exceptions to the general pattern in the ratings given the individual goals.

When examined by student status during the coursework phase of their doctoral program (see Table 73), the graduates' ratings of the overall relevance of the eight doctoral program goals varied very slightly (the range was only 0.069). Graduates who were primarily full-time students during the coursework phase tended to rate the goals as slightly more relevant (3.321) than did those who were primarily part-time students (3.252). An exception was the rating given goal 6.

When examined by period during which they received their doctoral degrees (see Table 74), the graduates' ratings of the overall relevance of the eight doctoral program goals varied slightly (the range was 0.144). Graduates who received their degrees during the period 1971-1975 rated the eight program goals highest (3.352). Those who received their degrees during 1961-1965 (3.299), those who received their degrees during 1966-1970 (3.216) and those who received their degrees during 1956-1960 (3.208) recorded almost identical mean ratings of relevance of the goals. There were numerous exceptions to the general pattern in the ratings given the individual goals.

Graduates' Ratings of the Contribution of Their Doctoral Programs Toward Their Achievement of Continuing Education Doctoral Program Goals and Objectives

The contribution mean ratings of the graduates were more widely dispersed than were the relevance mean ratings. The overall contribution mean rating of the graduates for the eight program goals was 2.569 (between "to a considerable extent" and "to a moderate extent") and varied 0.410 from 2.816 for goal 1 to 2.406 for goal 5. The contribution mean rating of the sixty-seven program objectives ranged 0.940 from 3.070 for objective 54 (see Appendix E) to 2.130 for objective 30.

The four program goals for which the program received the highest contribution mean ratings, in order of contribution mean rating, were: goal 1 (To understand the development, role, scope and structure of continuing education), goal 7 (To become a leader in the community of lifelong learners), goal 8 (To develop a reasoned personal and professional philosophy), and goal 3 (To be able to develop continuing education programs). The four program goals for which the program received very slightly lower ratings, in order of contribution mean rating, were: goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), and goal 5 (To be able to evaluate continuing education programs).

The ten program objectives receiving the highest contribution mean ratings, in order of contribution mean rating, were: objective 54 (To be able to communicate at a professional level), objective 63 (To respect the dignity, worth and growth potential of every human being), objective 7 (To understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships), objective 5 (To understand the major philosophical issues in the field of continuing education), objective 4 (To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change), objective 53 (To appreciate the importance of continued personal and professional development), objective 1 (To understand the historical development of continuing education and the factors that have influenced it), objective 2 (To understand the inevitability of change in individuals, organizations and communities), objective 9 (To understand the unique physical, psychological and social characteristics of individual adults as learners), and objective 47 (To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them).

The ten program objectives receiving the lowest contribution mean ratings, in order of contribution mean rating (high to low), were: objective 51 (To be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development), objective 38

(To be able to evaluate continuing education methods, materials and media), objective 41 (To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation), objective 52 (To understand the significance of social policy and be an effective participant in its formulation and modification), objective 31 (To be able to organize, train and lead employed and volunteer staff), objective 32 (To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators), objective 48 (To understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration), objective 40 (To be able to measure learning outcomes), objective 17 (To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance), and objective 30 (To be able to allocate and account for appropriate financial, physical and other resources).

The full set of objectives are listed, in order of contribution mean ratings, in Appendix E.

The graduates' overall mean ratings of the contributions of their doctoral programs toward their achievement of the eight doctoral program goals were analyzed by primary professional role, type of employing organization, extent of prior professional

experience, student status during the coursework phase of the doctoral program and period during which the doctoral degree was received.

When examined by primary professional role (see Table 124) the graduates' ratings of the overall contribution of their doctoral programs toward their achievement of the eight doctoral program goals varied only slightly (the range was 0.184). Graduates in program development positions rated their doctoral programs as contributing slightly more toward their achievement (2.699) of the eight program goals than did administrators (2.572) or teachers and researchers (2.515). Principal variances were in the ratings given goals 1 and 8.

When examined by type of employing organization (see Table 125), the graduates' ratings of the overall contribution of their doctoral programs toward their achievement of the eight doctoral program goals varied considerably (the range was 1.665). Graduates employed by community colleges rated the program contribution highest (2.971). Those employed by government agencies tended to rate the contribution second highest (2.731), those employed by churches rated it third highest (2.590) and those employed by colleges or universities (excluding The Cooperative Extension Service) rated it very similarly (2.555). Graduates employed by public schools rated the program fifth highest (2.457) while those employed by The Cooperative Extension Service rated it slightly lower (2.381). Graduates employed by voluntary associations

consistently rated the program lowest (1.306) on the basis of its contribution to the attainment of program goals and objectives. There were numerous exceptions to the general pattern in the ratings given the individual goals.

The graduates' overall mean ratings of the contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied widely (the range was 0.750) and, with only one exception, directly with years of professional experience in continuing education prior to admission to the doctoral program (see Table 126). Graduates who had had 16 to 20 years of prior professional experience rated their doctoral programs as contributing most toward their achievement (3.100). Graduates who had had 11 to 15 years of prior professional experience rated their programs as second highest (2.864); those with 3 to 5 years of prior professional experience rated their programs third highest (2.726); those with 1 to 2 years of prior professional experience rated their contribution fourth highest (2.537); and those who had had no professional experience in continuing education prior to admission to the doctoral program rated the contribution of their doctoral programs as next to lowest (2.470). Graduates who had had 6 to 10 years of prior professional experience, the one exception to the general pattern, rated the program's contribution lowest (2.350). The principal variances were in the ratings given goals 1, 6, 7 and 8.

When examined by student status during the coursework phase of their doctoral program (see Table 127) the graduates' ratings of the overall contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied modestly (the range was 0.200) and consistently. Graduates who were primarily full-time students during the coursework phase consistently rated their doctoral programs as contributing more toward their achievement (2.683) than did those who were primarily part-time students (2.483).

When examined by period during which they received their doctoral degrees (see Table 128) the graduates' ratings of the overall contributions of their doctoral programs toward their achievement of the eight doctoral program goals varied modestly (the range was 0.376). Graduates who received their doctoral degrees during the period 1971-1975 rated their doctoral programs consistently as contributing most toward their achievement (2.831). Graduates who received their doctoral degrees during the period 1956-1960 (2.490), those who received their degrees during the period 1966-1970 (2.487) and those who received their degrees during the period 1961-1965 (2.455) rated their doctoral programs almost identically and as contributing less toward their achievement of program goals and objectives. There were numerous exceptions to the general pattern in the ratings given the program in relation to the period in which the degree was received.

Relation of Graduates' Ratings of Relevance to Their Ratings of Contribution Associated with Continuing Education Doctoral Program Goals and Objectives

The graduates' overall relevance mean rating of the program goals was 3.281 (between "relevant" and "very relevant"), while their overall mean rating of the contribution of their doctoral programs toward their achievement of these goals was 2.569 (between "to a considerable extent" and "to a moderate extent"). The incongruence factor associated with the overall relevance and contribution means was 0.712 (see Appendix F). The relevance mean rating for each of the eight program goals was, as expected, higher than the corresponding contribution mean rating. The incongruence factor associated with the ratings of the eight program goals ranged from 1.063 for goal 5 to 0.439 for goal 1. The incongruence factor associated with the ratings of the sixty-seven program objectives ranged from 1.200 for objective 31 to 0.080 for objective 1.

The four program goals with the highest associated incongruence factor, in order of the magnitude of the incongruence factor, were: goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), and goal 4 (To be able to effectively, humanely and ethically implement continuing education programs). The four program goals with lower associated incongruence factors, in order

of the magnitude of the incongruence factor, were: goal 3 (To be able to develop continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), goal 7 (To become a leader in the community of lifelong learners), and goal 1 (To understand the development, role, scope and structure of continuing education).

The ten program objectives with the highest associated incongruence factor, in order of the magnitude of the incongruence factor, were: objective 31 (To be able to organize, train and lead employed and volunteer staff), objective 39 (To be able to evaluate educator performance {including one's own} in developing and implementing continuing education programs), objective 30 (To be able to allocate and account for appropriate financial, physical and other resources), objective 40 (To be able to measure learning outcomes), objective 41 (To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation), objective 12 (To be able to diagnose adult learning needs and aspirations), objective 38 (To be able to evaluate continuing education methods, materials and media), objective 17 (To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance), objective 36 (To understand the principles and procedures of educational evaluation), and objective 16 (To be able to translate organization and community development needs into appropriate organization and community development objectives).

The ten program objectives with the lowest associated incongruence factors, in order of the magnitude of the incongruence factor (high to low), were: objective 24 (To be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization), objective 53 (To appreciate the importance of continued personal and professional development), objective 61 (To understand the role of knowledge {whether valid or not} in individual, organization, community and national development), objective 58 (To be able to design, conduct and report research so that it can be of benefit to others), objective 66 (To develop positions on the major philosophical issues in continuing education), objective 57 (To be able to identify and define appropriate problems for research), objective 8 (To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education), objective 7 (To understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships), objective 5 (To understand the major philosophical issues in the field of continuing education), and objective 1 (To understand the historical development of continuing education and the factors that have influenced it).

The full set of objectives are listed, in order of the magnitude of the incongruence factor, in Appendix F.

Graduates' Ratings of the Extent of Contribution of Selected Components of Their Doctoral Program

Of the graduates' ratings of the extent of contribution toward their professional development of selected doctoral program components, the program component perceived as contributing to the greatest extent was their association with their major professor/advisor (3.440). Conducting the research for the dissertation was rated second highest (3.220). The development of the dissertation research proposal and independent study and readings were each rated almost as high (3.190), and practical experiences (assistantships, internships, practicums, field study, etc.) were rated only slightly lower (3.110).

The graduates' ratings of the contribution toward their professional development of several broad areas of coursework showed, as might be expected, that they considered courses and seminars in continuing (adult) education to have contributed to the greatest extent (3.140). These were followed closely by courses and seminars in the cognate area (3.060) and courses and seminars in the graduates' functional and/or institutional area (3.010). Courses and seminars in general professional education were rated somewhat lower (2.740), while courses and seminars in educational research design and methodology were rated lowest (2.470).

The graduates were asked several open-ended questions designed to provide additional data on their evaluation of the

contribution of their doctoral programs. The first of these asked them to "please list what you consider to be the most valuable learning experiences of your doctoral program." The one learning experience area which was listed by the largest number of respondents (21) was the relationship with the major professor (advisor). The other frequently mentioned most valuable learning experience areas were field study (19), seminars (19), studying with specific faculty members (16), the dissertation in general (16), and relationships with fellow graduate students (12).

The graduates were also asked to give their judgments concerning what were the major strengths and weaknesses of the doctoral program in continuing education at Michigan State University at the time they pursued their degrees. The major strength which received the largest number of responses (30) was that of the major professor. The other frequently mentioned major strengths of the program mentioned were quality of the faculty (21), flexibility of the program (19), specific faculty members (15), and the varied resources available at Michigan State University, e.g., libraries, other departments, etc. (12). The major weakness which received the largest number of responses (22) was the judgment that there were a limited number of faculty members in continuing education. The other major weakness of the program mentioned frequently was the quality of teaching by specific instructors (19).

The graduates were also asked what main suggestion each had for improving the doctoral program in continuing education at

Michigan State University. The main suggestion which was mentioned most frequently (13 responses) was that an internship program be developed. It should be noted that internships have been optional since 1968.

The graduates were also asked if they had professional responsibilities for which their doctoral program at Michigan State University provided inadequate preparation. Forty-five percent of the graduates responded "yes." Of the 45 graduates who mentioned responsibilities for which their doctoral program provided inadequate preparation 11 each mentioned budgeting, accounting, or financial management.

The graduates were also asked to respond to the question, "Should candidates be required to have had professional experience in continuing education prior to admission to the doctoral program?" Forty-four percent of the graduates responded "yes," 36 percent responded "no," and 20 percent responded "not sure."

## Conclusions

Subject to the limitations of the study, the researcher offers the following as principal and supporting conclusions:

1. The set of eight goals and sixty-seven objectives constitutes a valid model for planning, developing, implementing, and evaluating programs for continuing education professional development.

Initial validation of the model was provided by the panel of 38 professionals in continuing education and further validation was provided by the 100 doctoral degree recipients.

2. Conclusions regarding the characteristics of the 100 graduates are the following:

a. They were mature men and women with a mean age of 36 years when they entered the program.

b. Nearly seven out of eight were male.

c. They had had experience both in continuing education and other professional work before entering their doctoral programs.

d. The majority had as the primary focus of their programs general university extension, general continuing education, or public school adult education.

e. The majority were part-time students and nearly seven out of eight received the Ph.D. as compared to the Ed.D. degree.

f. They completed their doctoral programs in slightly less than five years at a mean age of 41 years.

g. At the time of the investigation, their mean age was 49 years, their primary professional role was administration or teaching/research and the majority were employed by colleges or universities (excluding The Cooperative Extension Service), public schools, or community colleges.

3. The goals and objectives were perceived by the graduates as highly relevant to their professional responsibilities.

a. The goals were seen as almost universally relevant. Within a very narrow range the goals as ranked, in order of relevance mean rating, were goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual,

organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), goal 1 (To understand the development, role, scope and structure of continuing education), goal 3 (To be able to develop continuing education programs), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), and goal 7 (To become a leader in the community of lifelong learners).

b. The goals tend to be seen as slightly more relevant by graduates who work in teaching/research or program development, those who are employed in colleges or universities (excluding The Cooperative Extension Service) or community colleges, those who had more experience prior to their period of study, those who did not carry on professional work while taking courses, and those who graduated since 1970.

c. The goals tend to be seen as slightly less relevant by graduates who now work as administrators, those who are employed in church organizations, those who maintained professional positions and were part-time students in the program, and those who graduated prior to 1970.

4. The perceived contribution by the graduates of their doctoral programs toward their achievement of the goals and objectives ranged widely.

a. Their doctoral programs were seen as having varied widely in extent of contribution toward their achievement of the goals. The goals as ranked, in order of contribution mean rating, were: goal 1 (To understand the development, role, scope and structure of continuing education), goal 7 (To become a leader in the community of lifelong learners), goal 8 (To develop a reasoned personal and professional philosophy), goal 3 (To be able to develop continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), and goal 5 (To be able to evaluate continuing education programs).

b. Their doctoral programs tend to be seen as having contributed to a greater extent by graduates who work in program development or administration, those who are employed in community colleges and government agencies, those who had more experience prior to their period of study, those who did not carry on professional work while taking courses, and those who graduated since 1970.

c. Their graduate programs tend to be seen as having contributed to a lesser extent by graduates who work in teaching/research, those who are now employed in voluntary organizations, those who maintained professional positions and were part-time students in the program, and those who graduated prior to 1970.

5. The relevance mean rating for each of the eight program goals was higher than the corresponding contribution mean rating.

The goals, as ranked in order of the magnitude of the incongruence factor, were: goal 5 (To be able to evaluate continuing education programs), goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives), goal 6 (To understand social systems and be effective in actualizing human potential in and through them), goal 4 (To be able to effectively, humanely and ethically implement continuing education programs), goal 3 (To be able to develop continuing education programs), goal 8 (To develop a reasoned personal and professional philosophy), goal 7 (To become a leader in the community of lifelong learners), and goal 1 (To understand the development, role, scope and structure of continuing education).

6. In general, the graduates of the doctoral program in continuing education at Michigan State University have a high regard for their professional preparation program.

a. The graduates' ratings of the contribution toward their professional development of selected components of their doctoral programs was high.

b. A very large majority reported that they would attend Michigan State University again if they were to repeat their program.

c. A majority reported that they would make no changes in their doctoral programs.

d. They reported that they attended Michigan State University primarily because of the reputation of certain faculty members in continuing education, the reputation of Michigan State University, or the reputation of the doctoral program in continuing education.

7. The five selected program components receiving the highest mean rating of contribution toward the graduates' professional development, in order of contribution mean rating, were: association with major professor (advisor), conducting research for the dissertation, independent study and readings, development of dissertation research proposal, and practical experiences (assistantships, internships, practicums, field study, etc.). The five selected program components receiving the lowest mean rating of contribution toward the graduates' professional development, in order of contribution mean rating, were: defense of the dissertation, preparation for and completion of comprehensive examinations, residency, and the completion of examinations in non-native languages.

8. The graduates' ratings of the contribution of several broad areas of coursework showed that they considered courses and seminars in continuing (adult) education to have contributed toward their professional development to the greatest extent. These were followed closely by courses and seminars in the cognate areas and courses or seminars in the graduates' functional and/or institutional

area. Courses and seminars in general professional education were rated somewhat lower, while courses and seminars in educational research design and methodology were rated lowest.

9. The major strengths of the doctoral program in continuing education were, according to the graduates, association with the major professor, quality of the faculty, flexibility of the program, specific faculty members, and the varied resources at Michigan State University. The major weaknesses of the doctoral program in continuing education were, according to the graduates, the limited number of faculty members in continuing education and the quality of teaching by specific instructors.

10. The primary suggestions for improving the doctoral program at Michigan State University were to develop an internship program, to add more faculty in continuing education, to increase the amount of field study, and to improve the research design and methodology component. Although the doctoral program in continuing education at Michigan State University is perceived as having provided adequate preparation for its graduates, 45 percent mentioned areas in which they received inadequate preparation. Primary among these were budgeting, accounting, financial management, evaluation, labor relations, personnel management, and proposal writing.

## Recommendations

Recommendations are presented in two areas: (1) recommendations for continuing improvement in the doctoral program in

continuing education at Michigan State University, and (2) recommendations for further research.

The following are recommendations to the faculty in the broad area of continuing program improvement:

1. It is recommended that the faculty carefully examine this study and, based on the findings of the study, incorporate appropriate modifications in the doctoral program in continuing education.

2. This study should be updated on a regular basis via follow-up studies of graduates of the program. This and other means should be developed to serve as vehicles for continuing evaluation and modification of the doctoral program in continuing education.

3. It is the disparity between relevance (the preference data) and contribution (the performance data) plus the strength of the preference that should determine program change priorities. The continuing education faculty, then, should give particular attention to changes in program content which will better prepare doctoral degree candidates in continuing education goal and objective areas which have a high incongruence factor and are rated high in relevance. The faculty, therefore, should place immediate emphasis on designing and developing learning activities related to goal 5 (To be able to evaluate continuing education programs) and goal 2 (To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives).

4. The faculty should explore possible ways in which the program components which received relatively low ratings of contribution toward professional development could be made more effective in developing the professional capabilities that the doctoral candidates will require upon graduation. The following program components should receive priority in the faculty's consideration: courses and seminars in general professional education and educational research design and methodology, the defense of the dissertation, preparation for and completion of comprehensive examinations, and the residency requirement.

5. The faculty should examine ways in which components which received high ratings of contribution to professional development can be expanded. These include: association with major professor (advisor), conducting research for the dissertation, independent study and reading, the development of the dissertation research proposal, practical experiences (assistantships, internships, practicums, field study, etc.) and seminars and colloquiums.

6. The faculty in the Program of Studies in Continuing Education should be appropriately enlarged.

7. The model of goals and objectives for continuing education professional development should serve as a foundation for individual doctoral program design.

8. The current process of assessment can now be expanded to include the candidate's self-rating of the extent of achievement of the sixty-seven continuing education program objectives. The

self-rating and prioritization of the continuing education objectives can then guide individual program design. In the process of individually developing each doctoral candidate's program, careful attention should also be given to the candidate's prior professional and academic experience and professional objectives (primary professional role, type of employing organization, organizational level, etc.). The candidate's program should remain flexible and be adapted to changes the candidate has experienced and to changes in the candidate's professional objectives. To assist in this, doctoral candidates should be encouraged to assess their achievement of the continuing education doctoral program objectives and to prioritize them in terms of desired achievement on a regular basis.

Having come to the end of the present study and hopefully having realized some of its major purposes as stated in Chapter I, it is appropriate and important to present recommendations for further research. The opportunities for research to extend the knowledge gained from this study are enormous and should be of prime concern to universities seeking to build graduate programs in continuing education. Areas seen as potentially fruitful include the following:

1. Replication of this study using other characteristics of the graduates as input variables. Over one hundred factors, divided into three major areas, were identified as possible variables to be investigated in their relationship to the primary

study variables, the purposes and contributions of the doctoral program in continuing education at Michigan State University. Those not investigated, that might prove to be meaningful, are:

a. Characteristics of applicants prior to admission to the doctoral program in continuing education:

(1) Prior professional employment: position(s), employing organization(s), duration(s), level(s) of satisfaction with responsibilities, salary, and motivating factors for changing positions.

(2) Prior professional activities beyond general requirements of employing organization: research, publication(s), consulting, teaching, professional association memberships and activities.

(3) Financial status.

(4) Motives for obtaining the doctoral degree in continuing education.

b. Characteristics of students during doctoral study in continuing education:

(1) Professional employment: position(s), employing organization(s), duration(s), level(s) of satisfaction with responsibilities, salary, and motivating factors for changing positions.

(2) Program content.

(3) Participation in student/professional activities: Supper Seminar, Council of Graduate Students, informal study groups, membership in professional associations, publications, etc.

(4) Financial status.

(5) Level of academic success in doctoral program.

c. Characteristics of graduates of the doctoral program in continuing education:

(1) Professional employment: position(s), employing organization(s), duration(s), level(s) of satisfaction with responsibilities, salary, and motivating factors for changing positions.

(2) Professional activities beyond general requirements of employing organization: research, publication(s), consulting, teaching, professional association memberships and activities, and service on institutional boards and committees.

(3) Activities in continuation of personal and professional development: professional reading, personal reading, travel, sabbatical leaves, and public service.

(4) Awards, honors, and citations.

(5) Level of professional effectiveness.

(6) Satisfaction with position(s) held and the continuing education profession.

2. Studies using the design and methodology of the present study, with appropriate modifications, involving at least four other populations:

a. Candidates who were on doctoral programs in continuing (adult) education during 1956-1975 but who did not complete the requirements for their degrees.

b. Doctoral degree recipients in continuing education who have completed the requirements for their degrees since December of 1975.

c. Ed.S. degree recipients, and

d. M.A. degree recipients.

3. This study has investigated the graduates' perceptions of the relevance of professional continuing education goals and objectives and their perceptions of the extent to which their individual doctoral programs at Michigan State University contributed toward their achievement of each of these goals and objectives. A study, in greater depth, of the reasons for their differentiated ratings would be a logical extension of this research and could prove to be extremely fruitful.

4. A study of the perceived relevance of the model of continuing education professional development goals and objectives by a broader sample of professionals in the continuing education community should be conducted. The memberships of professional continuing education associations such as The Adult Education Association of the U.S.A. and the American Society for Training and Development could serve as appropriate populations. Such a study might also investigate differentiated rewards for achievement in the professional continuing education goal and objective areas, professional concerns of the continuing education professional and other areas of relevance to professional continuing education practice.

5. A replication of this study will be needed in ten or fewer years. The accelerating rate of change in society and in continuing education will most certainly produce new needs and shifts in relevance ratings of and in degrees of contribution toward the achievement of the model set of continuing education professional development goals and objectives.

## A Personal Note

The function of the educational institution is the enhancement of the capacity for humane living. That capacity is based on knowledge in its various forms--cognition, competence, and volition. It is expressed in the realization of individual and social tasks. If a society is to be both technologically advanced and humane, and if freedom is to be preserved and enlarged within it, the full range of knowledge must be derived and widely shared. It must also be current in our rapidly changing society, valid, reliable and balanced.

Our system of educational institutions and educational subparts of other institutions has a far-reaching obligation to facilitate the pursuit of knowledge, not just for individuals but for institutions, and not just for some, but for all. It is constrained to keep knowledge accessible to them over the full length of their lives, relevant to their potential and directed to the full breadth of their relationships.

The continuing education professional is concerned with the realization of human potential and with the rational accommodation

between changing persons and a changing world. The contribution of the continuing education professional includes providing assistance to clients to assure a better understanding by them of their situations, helping to identify and interpret learning needs and aspirations and to establish learning objectives, and helping to design, develop, implement and evaluate learning experiences. He has a responsibility to foster commitment to lifelong learning among his clients and to aid them in developing self-learning skills and motivation.

The objective of the continuing education professional is, I believe, the well-being of persons, institutions, communities and society. He sees the worth of the child, the junior, the youth, and the adult in all periods of life and in all financial situations, occupational interests, and social settings, as infinite. He sees that worth as a worth that cannot be measured in words, in commercial values, or in passing whims. He explores and appreciates the way of personhood; what a person is, how a person comes to be. He blends together the assurance of foundation in experience and the pulling call of moving ahead into areas that are still uncharted but that give promise of bringing good. It is toward such vision, theoretical insight, competence and ethical practice, in an arena of great personal and social significance that study toward professional development in continuing education is directed.

It has been my privilege to be allowed to investigate, in combination, two areas of major and long-term significance to me--continuing education and the development of continuing education leaders. It is hoped that this study will make a contribution toward the clarification of the continuing education profession and the responsibilities of the continuing education professional and the improvement of programs to prepare future leaders in continuing education.

# APPENDICES

# APPENDIX A

## COVER LETTER AND OBJECTIVES VALIDATION INSTRUMENT

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

November 5, 1974

We are asking your help in preparation for a research project to evaluate the Program of Graduate Studies in Continuing Education at Michigan State University. Enclosed is an instrument designed to obtain your opinions of the appropriateness of a proposed comprehensive list of learning objectives for a program which is committed, as this one is, to the preparation of professional continuing education workers.

The literature is abundant with statements of skills, principles, attitudes, etc. considered essential to the effectiveness of a professional worker in adult, continuing, or extension education. We have attempted to identify and clarify representative statements under eight general learning goals. We are asking you to consider each of these statements in terms of its significance to the work of a continuing educational professional and its representativeness of the general learning goal under which it is listed. We also ask at the end of the instrument that you list any other general learning goals which you feel are essential to the work of a continuing education professional. Your thoughtful comments will help us in refining the rating instrument to be used in the research.

Conclusions drawn from this study should provide guidelines for improving the preparation of professionals in continuing education. Your contribution as a leader in the field of continuing education is essential to the study and will be greatly appreciated. Completion of the instrument will take about 30 minutes. It would be extremely helpful if you would return the instrument in the enclosed pre-addressed envelope in 10 days.

Thank you very much for your assistance.

Sincerely,

Russell J. Kleis
Professor
Higher and Continuing Education

Richard L. Sanderson
Doctoral Candidate
Program of Graduate Studies in Continuing Education

Number _____

# OBJECTIVES VALIDATION

Instructions: On the following pages you will find a list of eight general goals for graduate programs in continuing education. Listed under each goal you will find several more specific objectives.

Will you please consider the objectives and:

1. Indicate by letter at the left of each how essential you judge it to be in the preparation of professionals in continuing education. Please use the following code:

   A - essential
   B - important
   C - desirable
   D - unnecessary
   X - an ambiguous or inadequate statement which needs clarification

   Please think of the continuing education professional NOT in terms of your own specific position or professional role, but in terms of a composite of many different roles which the continuing education professional may be expected to perform in different types of organizations. Examples of such roles include: professors of continuing education primarily concerned with teaching and/or research; deans in colleges or universities, administrators in public schools or government agencies, or managers of educational programs in industry primarily concerned with administration; and program development specialists, instructors, trainers, counselors, and consultants connected with continuing education programs.

2. Under each set of objectives please comment:

   a. Is each of the objectives representative of the goal?

   b. Are there other objectives that you would suggest?

# GOALS AND OBJECTIVES

Code:

A - essential
B - important
C - desirable
D - unnecessary
X - an ambiguous or inadequate statement which needs clarification

A. To understand the role, development, structure and scope of continuing education.

____1. to understand the historical development of continuing education and the factors that have influenced its development.

____2. to understand the inevitability of change in individuals, organizations and communities.

____3. to understand the role of continuing education in shaping and adapting to change.

____4. to be able to assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education.

____5. to understand the philosophical issues affecting the field of continuing education.

____6. to understand the variety of organizations in continuing education, their special roles and interrelationships, and the complex character of the continuing education enterprise they constitute.

____7. to thoroughly understand the history, mission, operation, problems and potential of at least one institutional form of continuing education.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

B. To be able to identify and interpret individual, organizational and community development needs and aspirations, and establish continuing education objectives.

____1. to understand the theories and principles of cognitive, psychomotor and affective learning in adulthood.

____2. to understand the unique physical, psychological and social characteristics of adults as learners.

____3. to be able to identify and diagnose adult learning needs and aspirations.

____4. to understand the factors that motivate adults to participate in educational experiences.

____5. to be able to translate individual adult learner needs into learning objectives.

____6. to understand the structure and processes of group behavior and the interaction among individual, organizational and community development.

____7. to be able to identify and diagnose organizational and community development needs.

____8. to be able to translate organizational and community development needs into appropriate organizational and community development objectives.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

C. To be able to develop continuing education programs.

____1. to understand the processes of personal and social innovation.

____2. to understand the theories and principles of program development.

____3. to understand the strengths and weaknesses of alternative methods and media for education of adults.

____4. to be able to develop continuing education programs for a wide variety of individual, organizational and community development situations.

____5. to be able to select or develop methods and media appropriate to the objectives, educational levels, past experiences and abilities of individual adult learners.

____6. to be able to develop learning aids, instruction, consultation and other educational services in support of organizational and community development programs.

____7. to be able to select resources (personnel, media, materials, supporting services, etc.) inside and outside of one's employing organization and organize them into effective programs.

____8. to be able to assist individuals, groups and organizations in setting their own learning objectives and developing, implementing and evaluating their own educational programs.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

D. To be able to effectively, humanely and ethically implement continuing education programs.

____1. to understand the theories and practices involved in program implementation.

____2. to be sensitive to issues of effectiveness, humaneness and ethics in program implementation.

____3. to be able to effectively use methods, materials, media and facilities appropriate in continuing education programs.

____4. to be able to obtain, allocate and account for appropriate fiscal, physical and other resources.

____5. to be able to select, organize, train and lead employed and volunteer staff.

_____6. to be able and willing to serve all who fall within the purposes of one's continuing education organization.

_____7. to be able to promote and interpret programs.

_____8. to understand the principles and procedures of counseling and appropriately apply them in facilitating personal, academic and vocational development of adults (students and staff).

_____9. to be able to generate confidence, cooperation, supportive relationships and participation among adults in group learning activities.

____10. to be able to guide learning activities so that learnings will integrate theory and practice.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

E. To be able to evaluate continuing education programs.

_____1. to understand the principles and procedures of educational evaluation.

_____2. to be able to establish criteria for evaluating continuing education programs.

_____3. to be able to evaluate continuing education methods, media and materials.

_____4. to be able to evaluate educator performance (including one's own) in developing and implementing continuing education services.

_____5. to be able to measure learning outcomes.

_____6. to be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation.

____7. to be able and willing to frequently reexamine the purposes of one's continuing education organization.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

F. To understand the problems of maximizing human potential in complex social settings and be able to deal educatively with those problems.

____1. to understand the general character and functions of social institutions and their potentials for enhancing or frustrating human development.

____2. to understand the symbiotic interaction between individuals and institutions and be able to facilitate change in each.

____3. to develop a sense of proportion between stability and change in individuals and institutions and be able to facilitate both.

____4. to understand the relationships among institutions and be able to facilitate those which advance individual, organizational and community development.

____5. to understand the theories and principles of administration as they apply to continuing education agencies, associations and program components.

____6. to understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them.

____7. to understand characteristics unique to continuing education agencies, such as their marginality and multiple purposes, and their implications for program development and administration.

____8. to understand and support continuing education professional associations which promote individual, organizational and community development.

____9. to understand the effects of social complexity and be able to facilitate individual and group learning to deal with it.

____10. to understand strategies of social change and be able to use them to facilitate organizational and community development.

____11. to understand the significance of social policy and be an effective leader in its formulation and modification.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

G. To become a leader in the community of lifelong learners.

____1. to appreciate the importance of continued personal and professional development.

____2. to be able to identify, evaluate, discriminate and apply research findings and other contributions in the literature of continuing education and related fields.

____3. to be able to identify, evaluate, discriminate and apply new contributions from the practice of continuing education and related fields.

____4. to be able to identify and define appropriate problems for research.

____5. to be able to design, conduct and report research so that it can be of benefit to others.

____6. to develop and pursue learning activities which will improve professional practice.

____7. to develop and pursue learning activities which will improve personal, family and community life.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

H. To facilitate the development of a reasoned personal and professional philosophy.

____1. to develop an understanding of the role of knowledge (whether valid or not) in individual, organizational, community and national development, and a commitment to the increase of valid knowledge.

____2. to develop a philosophical conception of continuing education as a developmental function involving relationships among purposes, sponsors, media, content, participants and professional educators.

____3. to develop a philosophy concerning the fundamental and appropriate relationships between individuals and society.

____4. to understand and respect the dignity, worth and growth potential of every human being.

____5. to develop and continually evaluate positions on the major philosophical issues in continuing education such as the issue of the environment, the issue of human nature, and the issue of marginality of continuing education.

____6. to develop a code of humane and ethical behavior.

Comments:

a. Is each of the objectives representative of the goal?

_____

_____

b. Are there other objectives that you would suggest?

_____

_____

3. Listed below are the eight goals used in this instrument. Will you please list any other general goals which you feel are essential to a comprehensive graduate program in continuing education.

   a. To understand the role, development, structure and scope of continuing education.

   b. To be able to identify and interpret individual, organizational and community development needs and aspirations, and establish continuing education objectives.

   c. To be able to develop continuing education programs.

   d. To be able to effectively, humanely and ethically implement continuing education programs.

   e. To be able to evaluate continuing education programs.

   f. To understand the problems of maximizing human potential in complex social settings and be able to deal educatively with those problems.

   g. To become a leader in the community of lifelong leaders.

   h. To facilitate the development of a reasoned personal and professional philosophy.

   _____

   _____

   _____

   _____

   _____

   _____

# APPENDIX B

# COMPREHENSIVE CONTINUING EDUCATION DOCTORAL PROGRAM GOALS AND OBJECTIVES

COMPREHENSIVE CONTINUING EDUCATION DOCTORAL
PROGRAM GOALS AND OBJECTIVES

Program
Goal 1: To understand the development, role, scope and structure of continuing education.

Objectives:

1.1 (1)[a] To understand the historical development of continuing education and the factors that have influenced it.

1.2 (2) To understand the inevitability of change in individuals, organizations and communities.

1.3 (3) To be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education.

1.4 (4) To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change.

1.5 (5) To understand the major philosophical issues in the field of continuing education.

1.6 (6) To understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators.

1.7 (7) To understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships.

1.8 (8) To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education.

Program
Goal 2: To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives.

---

[a]Note: Numbers in parentheses are the numbering system (1-67) of the continuing education program objectives as used in the survey instrument and the body of the dissertation.

Objectives:

2.1 (9) To understand the unique physical, psychological and social characteristics of individual adults as learners.

2.2 (10) To be able to differentiate among significant varieties of organization and community development situations.

2.3 (11) To understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood.

2.4 (12) To be able to diagnose adult learning needs and aspirations.

2.5 (13) To be able to translate individual adult learning needs and aspirations into learning objectives.

2.6 (14) To understand the structure and processes of group behavior and the interaction among individual, organization and community development.

2.7 (15) To be able to identify and diagnose organization and community development needs.

2.8 (16) To be able to translate organization and community development needs into appropriate organization and community development objectives.

2.9 (17) To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance.

Program
Goal 3: To be able to develop continuing education programs.

Objectives:

3.1 (18) To understand the theories and principles of program development.

3.2 (19) To understand the factors that motivate adults to participate in learning activities.

3.3 (20) To understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning.

3.4 (21) To be able to develop continuing education programs for a wide variety of individual, organization and community development situations.

3.5 (22) To be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners.

3.6 (23) To be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs.

3.7 (24) To be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization.

3.8 (25) To be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs.

Program
Goal 4: To be able to effectively, humanely and ethically implement continuing education programs.

Objectives:

4.1 (26) To understand the theories, practices and policies involved in continuing education program implementation.

4.2 (27) To be sensitive to issues of effectiveness, humaneness and ethics in program implementation.

4.3 (28) To be able to effectively use methods, materials, media and facilities appropriate in continuing education programs.

4.4 (29) To be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served.

4.5 (30) To be able to allocate and account for appropriate financial, physical and other resources.

4.6 (31) To be able to organize, train and lead employed and volunteer staff.

4.7 (32) To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators.

4.8 (33) To be able to generate confidence, participation and cooperation among adults in group learning activities.

4.9 (34) To be able to guide adult learning activities so that theory and practice are appropriately related.

4.10 (35) To be able to promote and interpret programs.

Program
Goal 5: To be able to evaluate continuing education programs.

Objectives:

5.1 (36) To understand the principles and procedures of educational evaluation.

5.2 (37) To be able to establish criteria for evaluating continuing education programs.

5.3 (38) To be able to evaluate continuing education methods, materials and media.

5.4 (39) To be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs.

5.5 (40) To be able to measure learning outcomes.

5.6 (41) To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation.

5.7 (42) To be able and willing to frequently reexamine the purposes of one's continuing education organization.

Program
Goal 6: To understand social systems and be effective in actualizing human potential in and through them.

Objectives:

6.1 (43) To understand the interdependence between individuals and institutions.

6.2 (44) To understand the general character and function of social institutions and their potential for enhancing or frustrating human development.

6.3 (45) To understand the effects of social complexity and be able to facilitate individual and group learning to deal with it.

6.4 (46) To be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components.

6.5 (47) To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them.

6.6 (48) To understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration.

6.7 (49) To be an effective participant in professional and other associations which promote individual, organization and community development.

6.8 (50) To understand strategies of social change and be able to use them to facilitate organization and community development.

6.9 (51) To be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development.

6.10 (52) To understand the significance of social policy and be an effective participant in its formulation and modification.

Program
Goal 7: To become a leader in the community of lifelong learners.

Objectives:

7.1 (53) To appreciate the importance of continued personal and professional development.

7.2 (54) To be able to communicate at a professional level.

7.3 (55) To be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields.

7.4 (56) To be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields.

7.5 (57) To be able to identify and define appropriate problems for research.

7.6 (58) To be able to design, conduct and report research so that it can be of benefit to others.

7.7 (59) To develop and pursue learning activities which will improve professional practice.

7.8 (60) To develop and pursue learning activities which will improve personal, family and community life.

Program
Goal 8: To develop a reasoned personal and professional philosophy.

Objectives:

8.1 (61) To understand the role of knowledge (whether valid or not) in individual, organization, community and national development.

8.2 (62) To understand the ethical and humane issues confronted by persons in the helping professions.

8.3 (63) To respect the dignity, worth and growth potential of every human being.

8.4 (64) To develop a philosophy concerning the relationships between individuals and society.

8.5 (65) To develop commitment to the increase of valid knowledge and its application to human affairs.

8.6 (66) To develop positions on the major philosophical issues in continuing education.

8.7 (67) To develop a code of humane and ethical behavior.

# APPENDIX C

## COVER LETTERS AND SURVEY INSTRUMENT

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

January 22, 1976

The program of graduate study in continuing (adult) education here at Michigan State University is now twenty years old. New faculty members are joining its work and new tasks are being undertaken this year. We believe this is an appropriate time for a comprehensive examination of its past performance and its future role. One important part of the examination requires your assistance. I am writing to request that assistance.

Richard L. Sanderson, a current doctoral candidate is working on his dissertation research with Dr. V. C. Johnson, Chairman of the Department of Administration and Higher Education. His research involves a study of the Program of Studies in Continuing Education from the perspective of its doctoral graduates. Dick needs your rating of:

a. the relevance of a comprehensive set of program objectives, and
b. the effectiveness of the program in helping you to achieve those objectives.

In approximately one week you will receive a letter from Dick and Dr. Johnson. It will enclose a survey instrument designed to elicit your ratings and a small amount of other information required for our analysis. Dick has designed the instrument for rapid response and has kept it as brief as possible.

Your participation is very important to Dick's study and to the decisions that must be made at this critical point in the program's development. All of us here at alma mater will be grateful for your assistance in the evaluation.

Best wishes for your continuing success.

Faithfully,

Russell J. Kleis, Professor
Higher and Continuing Education

RJK:ss

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

January 30, 1976

We are asking you to participate in a study which will help us to learn more about the effectiveness of the doctoral program in Continuing (Adult) Education at Michigan State University and to make appropriate plans for the future.

The enclosed Doctoral Degree Recipient Survey is designed to gather data which is necessary for a meaningful appraisal of the program at MSU. You will render a valuable service to the Department of Administration and Higher Education by participating in this study. Recognizing that your time is limited, we have made every effort to keep the instrument as short as possible. Even though you may not now be in a continuing (adult) education position, your individual responses are needed.

We appreciate your valuable assistance. If you wish, a brief summary of the results of this study will be sent to you.

All responses will be kept in the strictest confidence and coded as soon as received. A completed instrument returned by February 20th will be very helpful. A stamped, addressed envelope is enclosed for your reply. If you have any questions, please call Dick Sanderson collect at (914) 253-2530.

Best wishes for your continued success.

Sincerely,

Richard L. Sanderson
Research Assistant
Department of Administration
and Higher Education

Vandel C. Johnson
Chairman and Professor
Department of Administration
and Higher Education

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

February 27, 1976

Dear Colleague:

On January 30, Dr. Van Johnson and I sent you a survey instrument related to an appraisal of the doctoral program in Continuing (Adult) Education at Michigan State University. This instrument was sent to the 112 recipients in Continuing (Adult) Education from MSU. To date the responses received have been most encouraging.

I hope that you also consider this study of value and that you will assist us in continuing it by completing the enclosed instrument. If you have already mailed the original copy to us, thank you very much.

We are planning to begin analysis of the data from this survey on March 22nd and hope that you return the instrument as soon as your schedule will permit.

Thank you for your assistance toward making this study possible. A report of the study will be mailed to you if you indicate an interest in one.

Best wishes for your continued success.

Sincerely,

Richard L. Sanderson
Research Assistant
Department of Administration
and Higher Education

# DOCTORAL DEGREE RECIPIENT SURVEY:
## Graduates of the Program in Continuing (Adult) Education

Department of Administration
and Higher Education
College of Education
Michigan State University
January, 1976

Number _____

Instructions: This instrument will be used for an appraisal, by graduates, of the doctoral program in Continuing (Adult) Education at Michigan State University during the period 1956-1975. Your responses will be treated as strictly confidential. Data collected from this instrument will be handled solely by the researcher. Please respond to each item. Most require only a check (✓) or short phrase. Thank you for your assistance.

EMPLOYMENT AND CAREER INFORMATION

1.1 What is the nature of your professional responsibilities in your present position? Please check (✓) the appropriate primary responsibility:

__Primarily administration
__Primarily teaching
__Primarily counseling
__Primarily consulting
__Primarily research
__Primarily program development
__Other, (SPECIFY) _____

1.2 How many years of experience have you had in your current primary professional responsibility?

____years

1.3 What is the type of your current employing organization? Please check (✓)

__College or university (other than Cooperative Extension Service)
__Cooperative Extension Service
__Community college
__Public schools (elementary or secondary)
__Business organization
__Technical institute
__Voluntary association
__County governmental agency
__State governmental agency
__National governmental agency
__Other, (SPECIFY) _____

1.4 How many years of experience did you have in the field of continuing (adult) education prior to beginning your doctoral program at MSU?

____years

1.5 What was the primary focus of your doctoral program? Please check (✓).

__Public school adult education
__General university extension
__Cooperative extension
__Continuing professional education
__Business or industrial training
__Adult basic education
__Radio and/or TV education
__General continuing education
__Other, (SPECIFY) _____

1.6 Are you now employed in a position which is compatible with the primary employment objective(s) you held while working toward your doctorate? Please check (✓).

____ Yes ____ No ____ Only in part

RELEVANCE OF CONTINUING EDUCATION DOCTORAL PROGRAM OBJECTIVES

Please give your judgment about the relevance of each of these objectives of graduate study in continuing (adult) education. Using the scale at the right, please circle the number which best represents the relevance of each objective to your current professional responsibilities:

4 = Very relevant
3 = Relevant
2 = Somewhat relevant
1 = Not particularly relevant
0 = Not at all relevant

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.1 | to understand the historical development of continuing education and the factors that have influenced it. | 4 | 3 | 2 | 1 | 0 |
| 2.2 | to understand the inevitability of change in individuals, organizations and communities. | 4 | 3 | 2 | 1 | 0 |
| 2.3 | to be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education. | 4 | 3 | 2 | 1 | 0 |
| 2.4 | to understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.5 | to understand the major philosophical issues in the field of continuing education. | 4 | 3 | 2 | 1 | 0 |
| 2.6 | to understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators. | 4 | 3 | 2 | 1 | 0 |
| 2.7 | to understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships. | 4 | 3 | 2 | 1 | 0 |
| 2.8 | to thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education. | 4 | 3 | 2 | 1 | 0 |
| 2.9 | to understand the unique physical, psychological and social characteristics of individual adults as learners. | 4 | 3 | 2 | 1 | 0 |
| 2.10 | to be able to differentiate among significant varieties of organization and community development situations. | 4 | 3 | 2 | 1 | 0 |
| 2.11 | to understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood. | 4 | 3 | 2 | 1 | 0 |
| 2.12 | to be able to diagnose adult learning needs and aspirations. | 4 | 3 | 2 | 1 | 0 |
| 2.13 | to be able to translate individual adult learning needs and aspirations into learning objectives. | 4 | 3 | 2 | 1 | 0 |
| 2.14 | to understand the structure and processes of group behavior and the interaction among individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 2.15 | to be able to identify and diagnose organization and community development needs. | 4 | 3 | 2 | 1 | 0 |
| 2.16 | to be able to translate organization and community development needs into appropriate organization and community development objectives. | 4 | 3 | 2 | 1 | 0 |
| 2.17 | to develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.18 | to understand the theories and principles of program development. | 4 | 3 | 2 | 1 | 0 |
| 2.19 | to understand the factors that motivate adults to participate in learning activities. | 4 | 3 | 2 | 1 | 0 |
| 2.20 | to understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning. | 4 | 3 | 2 | 1 | 0 |
| 2.21 | to be able to develop continuing education programs for a wide variety of individual, organization and community development situations. | 4 | 3 | 2 | 1 | 0 |
| 2.22 | to be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners. | 4 | 3 | 2 | 1 | 0 |
| 2.23 | to be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs. | 4 | 3 | 2 | 1 | 0 |
| 2.24 | to be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization. | 4 | 3 | 2 | 1 | 0 |
| 2.25 | to be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs. | 4 | 3 | 2 | 1 | 0 |
| 2.26 | to understand the theories, practices and policies involved in continuing education program implementation. | 4 | 3 | 2 | 1 | 0 |
| 2.27 | to be sensitive to issues of effectiveness, humaneness and ethics in program implementation. | 4 | 3 | 2 | 1 | 0 |
| 2.28 | to be able to effectively use methods, materials, media and facilities appropriate to continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 2.29 | to be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.30 | to be able to allocate and account for appropriate financial, physical and other resources. | 4 | 3 | 2 | 1 | 0 |
| 2.31 | to be able to organize, train and lead employed and volunteer staff. | 4 | 3 | 2 | 1 | 0 |
| 2.32 | to be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators. | 4 | 3 | 2 | 1 | 0 |
| 2.33 | to be able to generate confidence, participation and cooperation among adults in group learning activities. | 4 | 3 | 2 | 1 | 0 |
| 2.34 | to be able to guide adult learning activities so that theory and practice are appropriately related. | 4 | 3 | 2 | 1 | 0 |
| 2.35 | to be able to promote and interpret programs. | 4 | 3 | 2 | 1 | 0 |
| 2.36 | to understand the principles and procedures of educational evaluation. | 4 | 3 | 2 | 1 | 0 |
| 2.37 | to be able to establish criteria for evaluating continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 2.38 | to be able to evaluate continuing education methods, materials and media. | 4 | 3 | 2 | 1 | 0 |
| 2.39 | to be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 2.40 | to be able to measure learning outcomes. | 4 | 3 | 2 | 1 | 0 |
| 2.41 | to be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation. | 4 | 3 | 2 | 1 | 0 |
| 2.42 | to be able and willing to frequently reexamine the purposes of one's continuing education organization. | 4 | 3 | 2 | 1 | 0 |
| 2.43 | to understand the interdependence between individuals and institutions. | 4 | 3 | 2 | 1 | 0 |
| 2.44 | to understand the general character and function of social institutions and their potential for enhancing or frustrating human development. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.45 | to understand the effects of social complexity and be able to facilitate individual and group learning to deal with it. | 4 | 3 | 2 | 1 | 0 |
| 2.46 | to be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components. | 4 | 3 | 2 | 1 | 0 |
| 2.47 | to understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them. | 4 | 3 | 2 | 1 | 0 |
| 2.48 | to understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration. | 4 | 3 | 2 | 1 | 0 |
| 2.49 | to be an effective participant in professional and other associations which promote individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 2.50 | to understand strategies of social change and be able to use them to facilitate organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 2.51 | to be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 2.52 | to understand the significance of social policy and be an effective participant in its formulation and modification. | 4 | 3 | 2 | 1 | 0 |
| 2.53 | to appreciate the importance of continuing personal and professional development. | 4 | 3 | 2 | 1 | 0 |
| 2.54 | to be able to communicate at a professional level. | 4 | 3 | 2 | 1 | 0 |
| 2.55 | to be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields. | 4 | 3 | 2 | 1 | 0 |
| 2.56 | to be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields. | 4 | 3 | 2 | 1 | 0 |
| 2.57 | to be able to identify and define appropriate problems for research. | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 2.58 to be able to design, conduct and report research so that it can be of benefit to others. | 4 | 3 | 2 | 1 | 0 |
| 2.59 to develop and pursue learning activities which will improve professional practice. | 4 | 3 | 2 | 1 | 0 |
| 2.60 to develop and pursue learning activities which will improve personal, family and community life. | 4 | 3 | 2 | 1 | 0 |
| 2.61 to understand the role of knowledge (whether valid or not) in individual, organization, community and national development. | 4 | 3 | 2 | 1 | 0 |
| 2.62 to understand the ethical and humane issues confronted by persons in the helping professions. | 4 | 3 | 2 | 1 | 0 |
| 2.63 to respect the dignity, worth and growth potential of every human being. | 4 | 3 | 2 | 1 | 0 |
| 2.64 to develop a philosophy concerning the relationships between individuals and society. | 4 | 3 | 2 | 1 | 0 |
| 2.65 to develop commitment to the increase of valid knowledge and its application to human affairs. | 4 | 3 | 2 | 1 | 0 |
| 2.66 to develop positions on the major philosophical issues in continuing education. | 4 | 3 | 2 | 1 | 0 |
| 2.67 to develop a code of humane and ethical behavior. | 4 | 3 | 2 | 1 | 0 |

## CONTRIBUTION OF YOUR PROGRAM TO ATTAINMENT OF CONTINUING EDUCATION

### DOCTORAL PROGRAM OBJECTIVES

Please give your judgment of the extent to which your doctoral program at MSU contributed to your achievement of each of these objectives. Please circle the number which best represents the extent of your program's contribution to your achievement of each objective:

| | | | |
|---|---|---|---|
| 4 = To a great extent | 3 = To a considerable extent | 2 = To a moderate extent | 1 = To some extent |

0 = Not at all

| | | |
|---|---|---|
| 3.1 | to understand the historical development of continuing education and the factors that have influenced it. | 4 3 2 1 0 |
| 3.2 | to understand the inevitability of change in individuals, organizations and communities. | 4 3 2 1 0 |
| 3.3 | to be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education. | 4 3 2 1 0 |
| 3.4 | to understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change. | 4 3 2 1 0 |
| 3.5 | to understand the major philosophical issues in the field of continuing education. | 4 3 2 1 0 |
| 3.6 | to understand continuing education as a developmental functional involving relationships between and among purposes, sponsors, media, content, learners and educators. | 4 3 2 1 0 |
| 3.7 | to understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships. | 4 3 2 1 0 |
| 3.8 | to thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education. | 4 3 2 1 0 |
| 3.9 | to understand the unique physical, psychological and social characteristics of individual adults as learners. | 4 3 2 1 0 |
| 3.10 | to be able to differentiate among significant varieties of organization and community development situations. | 4 3 2 1 0 |
| 3.11 | to understand the theories and principles of cognitive, psychomotor and affective learning in adulthood. | 4 3 2 1 0 |
| 3.12 | to be able to diagnose adult learning needs and aspirations. | 4 3 2 1 0 |
| 3.13 | to be able to translate individual adult learning needs and aspirations into learning objectives. | 4 3 2 1 0 |

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|---|---|---|---|---|---|---|
| 3.14 | to understand the structure and processes of group behavior and the interaction among individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 3.15 | to be able to identify and diagnose organization and community development needs. | 4 | 3 | 2 | 1 | 0 |
| 3.16 | to be able to translate organization and community development needs into appropriate organization and community development objectives. | 4 | 3 | 2 | 1 | 0 |
| 3.17 | to develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance. | 4 | 3 | 2 | 1 | 0 |
| 3.18 | to understand the theories and principles of program development. | 4 | 3 | 2 | 1 | 0 |
| 3.19 | to understand the factors that motivate adults to participate in learning activities. | 4 | 3 | 2 | 1 | 0 |
| 3.20 | to understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning. | 4 | 3 | 2 | 1 | 0 |
| 3.21 | to be able to develop continuing education programs for a wide variety of individual, organization and community development situations. | 4 | 3 | 2 | 1 | 0 |
| 3.22 | to be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners. | 4 | 3 | 2 | 1 | 0 |
| 3.23 | to be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs. | 4 | 3 | 2 | 1 | 0 |
| 3.24 | to be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization. | 4 | 3 | 2 | 1 | 0 |
| 3.25 | to be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.26 | to understand the theories, practices and policies involved in continuing education program implementation. | 4 | 3 | 2 | 1 | 0 |
| 3.27 | to be sensitive to issues of effectiveness, humaneness and ethics in program implementation. | 4 | 3 | 2 | 1 | 0 |
| 3.28 | to be able to effectively use methods, materials, media and facilities appropriate in continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 3.29 | to be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served. | 4 | 3 | 2 | 1 | 0 |
| 3.30 | to be able to allocate and account for appropriate financial, physical and other resources. | 4 | 3 | 2 | 1 | 0 |
| 3.31 | to be able to organize, train and lead employed and volunteer staff. | 4 | 3 | 2 | 1 | 0 |
| 3.32 | to be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators. | 4 | 3 | 2 | 1 | 0 |
| 3.33 | to be able to generate confidence, participation and cooperation among adults in group learning activities. | 4 | 3 | 2 | 1 | 0 |
| 3.34 | to be able to guide adult learning activities so that theory and practice are appropriately related. | 4 | 3 | 2 | 1 | 0 |
| 3.35 | to be able to promote and interpret programs. | 4 | 3 | 2 | 1 | 0 |
| 3.36 | to understand the principles and procedures of educational evaluation. | 4 | 3 | 2 | 1 | 0 |
| 3.37 | to be able to establish criteria for evaluating continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 3.38 | to be able to evaluate continuing education methods, materials and media. | 4 | 3 | 2 | 1 | 0 |
| 3.39 | to be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs. | 4 | 3 | 2 | 1 | 0 |
| 3.40 | to be able to measure learning outcomes. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.41 | to be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation. | 4 | 3 | 2 | 1 | 0 |
| 3.42 | to be able and willing to frequently reexamine the purposes of one's continuing education organization. | 4 | 3 | 2 | 1 | 0 |
| 3.43 | to understand the interdependence between individuals and institutions. | 4 | 3 | 2 | 1 | 0 |
| 3.44 | to understand the general character and function of social institutions and their potential for enhancing or frustrating human development. | 4 | 3 | 2 | 1 | 0 |
| 3.45 | to understand the effects of social complexity and be able to facilitate individual and group learning to deal with it. | 4 | 3 | 2 | 1 | 0 |
| 3.46 | to be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components. | 4 | 3 | 2 | 1 | 0 |
| 3.47 | to understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them. | 4 | 3 | 2 | 1 | 0 |
| 3.48 | to understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration. | 4 | 3 | 2 | 1 | 0 |
| 3.49 | to be an effective participant in professional and other associations which promote individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 3.50 | to understand strategies of social change and be able to use them to facilitate organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 3.51 | to be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development. | 4 | 3 | 2 | 1 | 0 |
| 3.52 | to understand the significance of social policy and be an effective participant in its formulation and modification. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.53 | to appreciate the importance of continued personal and professional development. | 4 | 3 | 2 | 1 | 0 |
| 3.54 | to be able to communicate at a professional level. | 4 | 3 | 2 | 1 | 0 |
| 3.55 | to be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields. | 4 | 3 | 2 | 1 | 0 |
| 3.56 | to be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields. | 4 | 3 | 2 | 1 | 0 |
| 3.57 | to be able to identify and define appropriate problems for research. | 4 | 3 | 2 | 1 | 0 |
| 3.58 | to be able to design, conduct and report research so that it can be of benefit to others. | 4 | 3 | 2 | 1 | 0 |
| 3.59 | to develop and pursue learning activities which will improve professional practice. | 4 | 3 | 2 | 1 | 0 |
| 3.60 | to develop and pursue learning activities which will improve personal, family and community life. | 4 | 3 | 2 | 1 | 0 |
| 3.61 | to understand the role of knowledge (whether valid or not) in individual, organization, community and national development. | 4 | 3 | 2 | 1 | 0 |
| 3.62 | to understand the ethical and humane issues confronted by persons in the helping professions. | 4 | 3 | 2 | 1 | 0 |
| 3.63 | to respect the dignity, worth and growth potential of every human being. | 4 | 3 | 2 | 1 | 0 |
| 3.64 | to develop a philosophy concerning the relationships between individuals and society. | 4 | 3 | 2 | 1 | 0 |
| 3.65 | to develop commitment to the increase of valid knowledge and its application to human affairs. | 4 | 3 | 2 | 1 | 0 |
| 3.66 | to develop positions on the major philosophical issues in continuing education. | 4 | 3 | 2 | 1 | 0 |
| 3.67 | to develop a code of humane and ethical behavior. | 4 | 3 | 2 | 1 | 0 |

## EVALUATION OF SELECTED COMPONENTS OF YOUR DOCTORAL PROGRAM

Explanation: This part of the questionnaire is designed to ascertain your opinions and comments about program components included in your doctoral program in continuing (adult) education at MSU.

4.1 Please rate by circling the number which best represents the extent of contribution of each program component to your professional development. Use the following scale:

4 = To a great extent  3 = To a considerable extent  2 = To a moderate extent  1 = To some extent

0 = Not at all  NA = Did not participate

| | | | | | | |
|---|---|---|---|---|---|---|
| Coursework | 4 | 3 | 2 | 1 | 0 | NA |
| Seminars and colloquiums | 4 | 3 | 2 | 1 | 0 | NA |
| Independent study and readings | 4 | 3 | 2 | 1 | 0 | NA |
| Practical experiences (assistantships, internships, practicums, field study, etc.) | 4 | 3 | 2 | 1 | 0 | NA |
| Preparation for comprehensive examinations | 4 | 3 | 2 | 1 | 0 | NA |
| Completion of comprehensive examinations | 4 | 3 | 2 | 1 | 0 | NA |
| Development of dissertation research proposal | 4 | 3 | 2 | 1 | 0 | NA |
| Conducting research for dissertation | 4 | 3 | 2 | 1 | 0 | NA |
| Writing of dissertation | 4 | 3 | 2 | 1 | 0 | NA |
| Defense of dissertation | 4 | 3 | 2 | 1 | 0 | NA |
| Residency | 4 | 3 | 2 | 1 | 0 | NA |
| Language(s) | 4 | 3 | 2 | 1 | 0 | NA |
| Informal study groups | 4 | 3 | 2 | 1 | 0 | NA |
| Association with major professor (advisor) | 4 | 3 | 2 | 1 | 0 | NA |
| Association with other members of your committee | 4 | 3 | 2 | 1 | 0 | NA |
| Association with other department faculty | 4 | 3 | 2 | 1 | 0 | NA |
| Association with faculty outside of the department | 4 | 3 | 2 | 1 | 0 | NA |
| Association with fellow graduate students | 4 | 3 | 2 | 1 | 0 | NA |

4.2 Please rate the following broad categories of coursework as to the extent of contribution of each to your professional development. Circle the number which best represents the extent of contribution using the following scale:

4 = To a great extent  3 = To a considerable extent  2 = To a moderate extent  1 = To some extent

0 = Not at all  NA = Did not participate

| | | | | | | |
|---|---|---|---|---|---|---|
| Courses and seminars in the major area of continuing (adult) education | 4 | 3 | 2 | 1 | 0 | NA |
| Courses and seminars in your functional and/or institutional area of emphasis, e.g., Cooperative Extension, higher education, adult basic education. PLEASE SPECIFY _____ _____ | 4 | 3 | 2 | 1 | 0 | NA |
| Courses and seminars in the general professional education area, e.g., philosophy of education, history of education, crucial issues in education, principles of guidance and personnel services, principles of curriculum. | 4 | 3 | 2 | 1 | 0 | NA |
| Courses and seminars in your supporting or cognate area, e.g., sociology, communication. PLEASE SPECIFY _____ _____ | 4 | 3 | 2 | 1 | 0 | NA |
| Courses and seminars in educational research design and methodology. | 4 | 3 | 2 | 1 | 0 | NA |

4.3 To what extent did you receive adequate guidance in your doctoral program from each of the following? Please circle the appropriate number, using the following scale:

4 = To a great extent  3 = To a considerable extent  2 = To a moderate extent  1 = To some extent

0 = Not at all

| | | | | | |
|---|---|---|---|---|---|
| Your major advisor | 4 | 3 | 2 | 1 | 0 |
| Other members of your committee | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| Other members of the faculty | 4 | 3 | 2 | 1 | 0 |
| Fellow graduate students | 4 | 3 | 2 | 1 | 0 |
| Graduate Students Affairs Office | 4 | 3 | 2 | 1 | 0 |
| Other, (PLEASE SPECIFY) _____ | 4 | 3 | 2 | 1 | 0 |

_____

4.4a If you were to begin your doctoral program again, would you attend Michigan State University? Please check (✓).

____ Yes (Skip to Q4.5)
____ No (Go to Q4.4b)
____ Not sure (Skip to Q4.5)

4.4b If No, where would you attend? _____

_____ Why? _____

_____

4.5 What changes would you make in your doctoral program if you were to begin it again? Please check (✓) or comment as appropriate.

____ NONE (Skip to Q4.6)
____ Change major. To what? _____
Please comment. _____

_____
____ Change cognate(s). To what? _____
Please comment. _____

_____
____ Other changes, (PLEASE SPECIFY) _____

_____

4.6 Please list what you consider to be the most valuable learning experiences of your doctoral program and briefly give the reasons:

1. _____
Reason: _____
2. _____
Reason: _____

3. _____

Reason: _____

4.7 In your opinion, what were two or three of the major strengths of the preparation program in continuing (adult) education at the time you pursued your doctoral degree at MSU?

Major strengths: _____

_____

_____

4.8 In your opinion, what were two or three of the major weaknesses of the preparation program in continuing (adult) education at the time you pursued your doctoral degree at MSU?

Major weaknesses: _____

_____

_____

4.9a Do you have professional responsibilities in your present position for which your doctoral program at MSU provided inadequate preparation?

____ Yes (Go to Q4.9b)

____ No (Skip to Q4.10)

4.9b If yes, PLEASE SPECIFY _____

_____

_____

_____

4.10 What main suggestion do you have for improving the doctoral program in continuing education at MSU? Please comment below.

_____

_____

_____

_____

ADDITIONAL INFORMATION

5.1 Allocation of time: Please indicate the approximate percentage of time which you spend in your present position in each of the following categories:

| | |
|---|---|
| Administration | _____% |
| Teaching | _____% |
| Counseling | _____% |
| Research | _____% |
| Program evelopment | _____% |
| Consulting | _____% |
| Writing (books, articles, essays) | _____% |
| Other, (PLEASE SPECIFY) _____ | _____% |
| _____ | 100 % |

5.2 How important were the following in your decision to enroll in the doctoral program at MSU? Please insert the appropriate number opposite each item, using the following scale:

4 = Very important 3 = Important 2 = Of some importance

1 = Of little importance 0 = Of no importance

A. ___ Reputation of the institution
B. ___ Reputation of the Continuing Education Program
C. ___ Reputation of certain faculty members
D. ___ Proximity of MSU to home or job
E. ___ Advice of graduates of MSU
F. ___ Advice of friends or colleagues
G. ___ Offer of financial assistance
H. ___ Other, (PLEASE SPECIFY) _____

5.3 Which of the above was the most important factor in your choice of MSU? Circle <u>one</u> letter:

A B C D E F G H

5.4 Were you primarily a full-time or a part-time student during the coursework phase of your doctoral program? Please check (✓).

____ Primarily full-time ____ Primarily part-time

5.5 When you wrote your dissertation were you? Please check (✓).

____ Employed full-time
____ Employed part-time
____ A full-time student

5.6 Should candidates be required to have had professional experience in continuing education prior to admission to the doctoral program?

___ Yes ___ No ___ Not Sure

Why is that? _____

_____

5.7 Present Employment: Title _____

5.8 Employer _____
(name of institution or organization)

5.9 Would you like a brief summary of the findings of this study?

____ Yes (Would you please provide your name and address below?)

____ No

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE MAIL THIS INSTRUMENT IN THE STAMPED, PRE-ADDRESSED ENVELOPE PROVIDED.

# APPENDIX D

## RELEVANCE RATINGS OF CONTINUING EDUCATION DOCTORAL PROGRAM GOALS AND OBJECTIVES

TABLE 147.--Continuing Education Doctoral Program Goals in Rank Order by Aggregated Relevance Rating.

| Program Goal Number | Program Goal Statement | Rank | Mean Rating |
|---|---|---|---|
| 5 | To be able to evaluate continuing education programs. | 1 | 3.469 |
| 2 | To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives. | 2 | 3.378 |
| 6 | To understand social systems and be effective in actualizing human potential in and through them. | 3 | 3.264 |
| 1 | To understand the development, role, scope and structure of continuing education. | 4 | 3.255 |
| 3 | To be able to develop continuing education programs. | 5 | 3.254 |
| 4 | To be able to effectively, humanely and ethically implement continuing education programs. | 6 | 3.244 |
| 8 | To develop a reasoned personal and professional philosophy. | 7 | 3.210 |
| 7 | To become a leader in the community of lifelong learners. | 8 | 3.195 |
| | | | 3.281 |

TABLE 148.--Continuing Education Doctoral Program Objectives in Rank Order by Relevance Rating.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 39 (5.4)[a] | To be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs. | 1 | 3.600 |
| 47 (6.5) | To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them. | 1 | 3.600 |
| 63 (8.3) | To respect the dignity, worth and growth potential of every human being. | 1 | 3.600 |
| 9 (2.1) | To understand the unique physical, psychological and social characteristics of individual adults as learners. | 4 | 3.590 |
| 54 (7.2) | To be able to communicate at a professional level. | 5 | 3.580 |
| 4 (1.4) | To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change. | 6 | 3.560 |
| 3 (1.3) | To be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education. | 7 | 3.510 |
| 42 (5.7) | To be able and willing to frequently re-examine the purposes of one's continuing education organization. | 8 | 3.500 |
| 12 (2.4) | To be able to diagnose adult learning needs and aspirations. | 9 | 3.490 |
| 31 (4.6) | To be able to organize, train and lead employed and volunteer staff. | 10 | 3.480 |
| 36 (5.1) | To understand the principles and procedures of educational evaluation. | 11 | 3.470 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 37 (5.2) | To be able to establish criteria for evaluating continuing education programs. | 11 | 3.470 |
| 41 (5.6) | To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation. | 13 | 3.460 |
| 19 (3.2) | To understand the factors that motivate adults to participate in learning activities. | 14 | 3.450 |
| 15 (2.7) | To be able to identify and diagnose organization and community development needs. | 15 | 3.420 |
| 2 (1.2) | To understand the inevitability of change in individuals, organizations and communities. | 16 | 3.410 |
| 13 (2.5) | To be able to translate individual adult learning needs and aspirations into learning objectives. | 16 | 3.410 |
| 38 (5.3) | To be able to evaluate continuing education methods, materials and media. | 16 | 3.410 |
| 16 (2.8) | To be able to translate organization and community development needs into appropriate organization and community development objectives. | 19 | 3.400 |
| 50 (6.8) | To understand strategies of social change and be able to use them to facilitate organization and community development. | 20 | 3.380 |
| 40 (5.5) | To be able to measure learning outcomes. | 21 | 3.370 |
| 14 (2.6) | To understand the structure and processes of group behavior and the interaction among individual, organization and community development. | 22 | 3.360 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 6 (1.6) | To understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators. | 23 | 3.320 |
| 21 (3.4) | To be able to develop continuing education programs for a wide variety of individual, organization and community development situations. | 23 | 3.320 |
| 53 (7.1) | To appreciate the importance of continued personal and professional development. | 23 | 3.320 |
| 56 (7.4) | To be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields. | 23 | 3.320 |
| 67 (8.7) | To develop a code of humane and ethical behavior. | 23 | 3.320 |
| 33 (4.8) | To be able to generate confidence, participation and cooperation among adults in group learning activities. | 28 | 3.310 |
| 18 (3.1) | To understand the theories and principles of program development. | 29 | 3.300 |
| 30 (4.5) | To be able to allocate and account for appropriate financial, physical and other resources. | 29 | 3.300 |
| 43 (6.1) | To understand the interdependence between individuals and institutions. | 29 | 3.300 |
| 46 (6.4) | To be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components. | 29 | 3.300 |
| 23 (3.6) | To be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or | 33 | 3.290 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| | outside one's own organization in support of individual, organization and community development programs. | | |
| 27 (4.2) | To be sensitive to issues of effectiveness, humaneness and ethics in program implementation. | 33 | 3.290 |
| 11 (2.3) | To understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood. | 35 | 3.280 |
| 28 (4.3) | To be able to effectively use methods, materials, media and facilities appropriate in continuing education programs. | 35 | 3.280 |
| 64 (8.4) | To develop a philosophy concerning the relationships between individuals and society. | 35 | 3.280 |
| 45 (6.3) | To understand the effects of social complexity and be able to facilitate individual and group learning to deal with it. | 38 | 3.270 |
| 10 (2.2) | To be able to differentiate among significant varieties of organization and community development situations. | 39 | 3.250 |
| 35 (4.10) | To be able to promote and interpret programs. | 39 | 3.250 |
| 44 (6.2) | To understand the general character and function of social institutions and their potential for enhancing or frustrating human development. | 39 | 3.250 |
| 65 (8.5) | To develop commitment to the increase of valid knowledge and its application to human affairs. | 39 | 3.250 |
| 25 (3.8) | To be able to assist individuals, groups and organizations in setting their own | 43 | 3.220 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| | continuing education objectives and developing, implementing and evaluating their own educational programs. | | |
| 49 (6.7) | To be an effective participant in professional and other associations which promote individual, organization and community development. | 43 | 3.220 |
| 51 (6.9) | To be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development. | 43 | 3.220 |
| 34 (4.9) | To be able to guide adult learning activities so that theory and practice are appropriately related. | 46 | 3.210 |
| 48 (6.6) | To understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration. | 46 | 3.210 |
| 7 (1.7) | To understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships. | 48 | 3.200 |
| 17 (2.9) | To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance. | 48 | 3.200 |
| 22 (3.5) | To be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners. | 50 | 3.190 |
| 26 (4.1) | To understand the theories, practices and policies involved in continuing education program implementation. | 50 | 3.190 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 55 (7.3) | To be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields. | 52 | 3.180 |
| 20 (3.3) | To understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning. | 53 | 3.150 |
| 59 (7.7) | To develop and pursue learning activities which will improve professional practice. | 54 | 3.120 |
| 62 (8.2) | To understand the ethical and humane issues confronted by persons in the helping professions. | 54 | 3.120 |
| 24 (3.7) | To be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization. | 56 | 3.110 |
| 5 (1.5) | To understand the major philosophical issues in the field of continuing education. | 57 | 3.090 |
| 29 (4.4) | To be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served. | 58 | 3.070 |
| 60 (7.8) | To develop and pursue learning activities which will improve personal, family and community life. | 58 | 3.070 |
| 32 (4.7) | To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators. | 60 | 3.060 |
| 61 (8.1) | To understand the role of knowledge (whether valid or not) in individual, organization, community and national development. | 61 | 3.030 |

TABLE 148.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 8 (1.8) | To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education. | 62 | 2.990 |
| 58 (7.6) | To be able to design, conduct and report research so that it can be of benefit to others. | 62 | 2.990 |
| 57 (7.5) | To be able to identify and define appropriate problems for research. | 64 | 2.980 |
| 1 (1.1) | To understand the historical development of continuing education and the factors that have influenced it. | 65 | 2.960 |
| 52 (6.10) | To understand the significance of social policy and be an effective participant in its formulation and modification. | 66 | 2.890 |
| 66 (8.6) | To develop positions on the major philosophical issues in continuing education. | 67 | 2.870 |

TABLE 149.--Ratings by Graduates of the Relevance of Program Objectives to Their Current Professional Responsibilities by Primary Professional Role.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.034 | 1 | 2.933 | 2 | 2.636 | 3 | 2.960 | 65 |
| 2 | 3.390 | 3 | 3.400 | 2 | 3.545 | 1 | 3.410 | 16 |
| 3 | 3.475 | 2 | 3.467 | 3 | 3.818 | 1 | 3.510 | 7 |
| 4 | 3.525 | 3 | 3.533 | 2 | 3.818 | 1 | 3.560 | 6 |
| 5 | 3.017 | 2 | 3.267 | 1 | 3.000 | 3 | 3.090 | 57 |
| 6 | 3.305 | 2 | 3.367 | 1 | 3.273 | 3 | 3.320 | 23 |
| 7 | 3.102 | 3 | 3.367 | 1 | 3.273 | 2 | 3.200 | 48 |
| 8 | 2.966 | 2 | 3.067 | 1 | 2.909 | 3 | 2.990 | 62 |
| 9 | 3.475 | 3 | 3.733 | 2 | 3.818 | 1 | 3.590 | 4 |
| 10 | 3.068 | 3 | 3.500 | 2 | 3.545 | 1 | 3.250 | 39 |
| 11 | 3.085 | 3 | 3.633 | 1 | 3.364 | 2 | 3.280 | 35 |
| 12 | 3.288 | 3 | 3.800 | 1 | 3.727 | 2 | 3.490 | 9 |
| 13 | 3.237 | 3 | 3.733 | 1 | 3.455 | 2 | 3.410 | 16 |
| 14 | 3.186 | 3 | 3.600 | 2 | 3.636 | 1 | 3.360 | 22 |
| 15 | 3.288 | 3 | 3.533 | 2 | 3.818 | 1 | 3.420 | 15 |
| 16 | 3.288 | 3 | 3.467 | 2 | 3.818 | 1 | 3.400 | 19 |
| 17 | 3.000 | 3 | 3.533 | 1 | 3.364 | 2 | 3.200 | 48 |
| 18 | 3.203 | 3 | 3.300 | 2 | 3.818 | 1 | 3.300 | 29 |
| 19 | 3.356 | 3 | 3.567 | 2 | 3.636 | 1 | 3.450 | 14 |
| 20 | 3.034 | 3 | 3.233 | 2 | 3.545 | 1 | 3.150 | 53 |
| 21 | 3.169 | 3 | 3.433 | 2 | 3.818 | 1 | 3.320 | 23 |
| 22 | 3.034 | 3 | 3.300 | 2 | 3.727 | 1 | 3.190 | 50 |
| 23 | 3.203 | 3 | 3.300 | 2 | 3.727 | 1 | 3.290 | 33 |
| 24 | 3.085 | 2 | 2.933 | 3 | 3.727 | 1 | 3.110 | 56 |

TABLE 149.--Continued.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 3.186 | 2 | 3.100 | 3 | 3.727 | 1 | 3.220 | 43 |
| 26 | 3.068 | 2 | 3.567 | 1 | 2.818 | 3 | 3.190 | 50 |
| 27 | 3.102 | 3 | 3.700 | 1 | 3.182 | 2 | 3.290 | 33 |
| 28 | 3.085 | 3 | 3.567 | 1 | 3.545 | 2 | 3.280 | 35 |
| 29 | 2.780 | 3 | 3.700 | 1 | 2.909 | 2 | 3.070 | 58 |
| 30 | 3.220 | 2 | 3.500 | 1 | 3.182 | 3 | 3.300 | 29 |
| 31 | 3.390 | 3 | 3.667 | 1 | 3.455 | 2 | 3.480 | 10 |
| 32 | 2.831 | 2 | 3.600 | 1 | 2.818 | 3 | 3.060 | 60 |
| 33 | 3.136 | 3 | 3.500 | 2 | 3.727 | 1 | 3.310 | 28 |
| 34 | 3.034 | 2 | 3.633 | 1 | 3.000 | 3 | 3.210 | 46 |
| 35 | 3.220 | 3 | 3.267 | 2 | 3.364 | 1 | 3.250 | 39 |
| 36 | 3.458 | 2 | 3.433 | 3 | 3.636 | 1 | 3.470 | 11 |
| 37 | 3.407 | 3 | 3.500 | 2 | 3.727 | 1 | 3.470 | 11 |
| 38 | 3.373 | 3 | 3.433 | 2 | 3.545 | 1 | 3.410 | 16 |
| 39 | 3.610 | 1 | 3.600 | 2 | 3.545 | 3 | 3.600 | 1 |
| 40 | 3.305 | 2 | 3.533 | 1 | 3.273 | 3 | 3.370 | 21 |
| 41 | 3.424 | 3 | 3.533 | 1 | 3.455 | 2 | 3.460 | 13 |
| 42 | 3.559 | 1 | 3.500 | 2 | 3.182 | 3 | 3.500 | 8 |
| 43 | 3.324 | 2 | 3.033 | 3 | 3.364 | 1 | 3.300 | 29 |
| 44 | 3.458 | 2 | 3.933 | 1 | 3.000 | 3 | 3.250 | 39 |
| 45 | 3.441 | 1 | 2.967 | 3 | 3.182 | 2 | 3.270 | 38 |
| 46 | 3.593 | 1 | 2.900 | 2 | 2.818 | 3 | 3.300 | 29 |
| 47 | 3.780 | 1 | 3.367 | 2 | 3.273 | 3 | 3.600 | 1 |
| 48 | 3.424 | 1 | 2.933 | 2 | 2.818 | 3 | 3.210 | 46 |

TABLE 149.--Continued.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 3.492 | 1 | 2.867 | 2 | 2.727 | 3 | 3.220 | 43 |
| 50 | 3.475 | 2 | 3.100 | 3 | 3.636 | 1 | 3.380 | 20 |
| 51 | 3.407 | 1 | 2.967 | 2 | 2.909 | 3 | 3.220 | 43 |
| 52 | 3.000 | 1 | 2.733 | 2 | 2.727 | 3 | 2.890 | 66 |
| 53 | 3.288 | 2 | 3.433 | 1 | 3.182 | 3 | 3.320 | 23 |
| 54 | 3.525 | 3 | 3.700 | 1 | 3.545 | 2 | 3.580 | 5 |
| 55 | 3.000 | 3 | 3.500 | 1 | 3.273 | 2 | 3.180 | 52 |
| 56 | 3.220 | 3 | 3.433 | 2 | 3.545 | 1 | 3.320 | 23 |
| 57 | 2.780 | 3 | 3.400 | 1 | 2.909 | 2 | 2.980 | 64 |
| 58 | 2.780 | 3 | 3.367 | 1 | 3.091 | 2 | 2.990 | 62 |
| 59 | 3.085 | 2 | 3.267 | 1 | 2.909 | 3 | 3.120 | 54 |
| 60 | 3.034 | 2 | 3.200 | 1 | 2.909 | 3 | 3.070 | 58 |
| 61 | 2.881 | 3 | 3.200 | 2 | 3.364 | 1 | 3.030 | 61 |
| 62 | 2.966 | 3 | 3.333 | 2 | 3.364 | 1 | 3.120 | 54 |
| 63 | 3.525 | 3 | 3.733 | 1 | 3.636 | 2 | 3.600 | 1 |
| 64 | 3.153 | 3 | 3.500 | 1 | 3.364 | 2 | 3.280 | 35 |
| 65 | 3.136 | 3 | 3.400 | 2 | 3.455 | 1 | 3.250 | 39 |
| 66 | 2.712 | 3 | 3.133 | 1 | 3.000 | 2 | 2.870 | 67 |
| 67 | 3.220 | 3 | 3.533 | 1 | 3.273 | 2 | 3.320 | 23 |
| Total | 3.221 | 3 | 3.377 | 1 | 3.346 | 2 | 3.281 | |

[a]P.O. = Program Objective, Adm. = Administrator, T/R = Teaching or Research, P.D. = Program Development.

TABLE 150.--Ratings by Graduates of the Relevance of Program Objectives to Their Current Professional Responsibilities by Type of Employing Organization.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.943 | 4 | 2.750 | 5 | 3.000 | 3 | 3.048 | 2 |
| 2 | 3.472 | 3 | 3.250 | 6 | 3.357 | 4 | 3.333 | 5 |
| 3 | 3.509 | 3 | 3.250 | 7 | 3.571 | 1 | 3.571 | 1 |
| 4 | 3.623 | 3 | 3.250 | 6 | 3.643 | 2 | 3.429 | 5 |
| 5 | 3.226 | 2 | 2.750 | 6 | 3.143 | 3 | 2.810 | 5 |
| 6 | 3.358 | 3 | 2.750 | 6 | 3.643 | 1 | 3.190 | 5 |
| 7 | 3.189 | 3 | 3.000 | 5 | 3.429 | 2 | 3.095 | 4 |
| 8 | 3.038 | 3 | 3.500 | 2 | 2.857 | 6 | 2.905 | 5 |
| 9 | 3.679 | 3 | 4.000 | 1 | 3.429 | 6 | 3.381 | 7 |
| 10 | 3.283 | 4 | 3.000 | 6 | 3.357 | 3 | 3.095 | 5 |
| 11 | 3.358 | 3 | 3.250 | 4 | 3.071 | 7 | 3.143 | 6 |
| 12 | 3.660 | 4 | 4.000 | 1 | 3.071 | 6 | 3.190 | 5 |
| 13 | 3.604 | 2 | 3.500 | 3 | 3.000 | 6 | 3.190 | 5 |
| 14 | 3.434 | 5 | 3.500 | 1 | 3.143 | 7 | 3.238 | 6 |
| 15 | 3.453 | 5 | 3.250 | 6 | 3.571 | 1 | 3.238 | 7 |
| 16 | 3.340 | 5 | 3.250 | 7 | 3.714 | 2 | 3.286 | 6 |
| 17 | 3.302 | 3 | 3.000 | 6 | 3.071 | 5 | 3.143 | 4 |
| 18 | 3.377 | 5 | 4.000 | 1 | 3.286 | 6 | 2.857 | 7 |
| 19 | 3.453 | 6 | 3.750 | 1 | 3.643 | 3 | 3.190 | 7 |
| 20 | 3.170 | 5 | 3.750 | 1 | 3.357 | 4 | 2.810 | 6 |
| 21 | 3.264 | 4 | 3.750 | 2 | 3.500 | 3 | 3.238 | 5 |
| 22 | 3.264 | 4 | 4.000 | 1 | 3.071 | 5 | 2.905 | 6 |
| 23 | 3.340 | 5 | 3.750 | 1 | 3.429 | 4 | 3.095 | 6 |
| 24 | 3.019 | 5 | 3.500 | 2 | 3.571 | 1 | 3.000 | 6 |

TABLE 150.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.500 | 6 | 2.500 | 6 | 4.000 | 1 | 2.960 | 65 |
| 2 | 3.500 | 1 | 3.250 | 6 | 3.500 | 1 | 3.410 | 16 |
| 3 | 3.500 | 4 | 3.500 | 4 | 3.500 | 4 | 3.510 | 7 |
| 4 | 2.500 | 7 | 4.000 | 1 | 3.500 | 4 | 3.560 | 6 |
| 5 | 3.500 | 1 | 3.000 | 4 | 2.500 | 7 | 3.090 | 57 |
| 6 | 2.500 | 7 | 3.250 | 4 | 3.500 | 2 | 3.320 | 23 |
| 7 | 2.500 | 7 | 3.750 | 1 | 3.000 | 5 | 3.200 | 48 |
| 8 | 3.000 | 4 | 2.250 | 7 | 4.000 | 1 | 2.990 | 62 |
| 9 | 3.500 | 4 | 3.500 | 4 | 4.000 | 1 | 3.590 | 4 |
| 10 | 3.500 | 1 | 3.500 | 1 | 3.000 | 6 | 3.250 | 39 |
| 11 | 3.500 | 2 | 3.250 | 4 | 4.000 | 1 | 3.280 | 35 |
| 12 | 2.500 | 7 | 4.000 | 1 | 4.000 | 1 | 3.490 | 9 |
| 13 | 2.500 | 7 | 3.750 | 1 | 3.500 | 3 | 3.410 | 16 |
| 14 | 3.500 | 1 | 3.500 | 1 | 3.500 | 1 | 3.360 | 22 |
| 15 | 3.500 | 2 | 3.500 | 2 | 3.500 | 2 | 3.420 | 15 |
| 16 | 3.500 | 3 | 3.750 | 1 | 3.500 | 3 | 3.400 | 19 |
| 17 | 3.500 | 1 | 2.500 | 7 | 3.500 | 1 | 3.200 | 48 |
| 18 | 3.500 | 3 | 3.500 | 3 | 4.000 | 1 | 3.300 | 29 |
| 19 | 3.500 | 4 | 3.750 | 1 | 3.500 | 4 | 3.450 | 14 |
| 20 | 2.500 | 7 | 3.500 | 2 | 3.500 | 2 | 3.150 | 53 |
| 21 | 3.000 | 6 | 4.000 | 1 | 2.500 | 7 | 3.320 | 23 |
| 22 | 2.000 | 7 | 3.750 | 2 | 3.500 | 3 | 3.190 | 50 |
| 23 | 3.500 | 2 | 3.500 | 2 | 1.500 | 7 | 3.290 | 33 |
| 24 | 3.500 | 2 | 3.500 | 2 | 1.500 | 7 | 3.110 | 56 |

TABLE 150.--Continued.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 3.264 | 2 | 3.250 | 3 | 3.243 | 5 | 3.095 | 6 |
| 26 | 3.358 | 1 | 2.750 | 5 | 3.357 | 2 | 2.952 | 4 |
| 27 | 3.434 | 2 | 2.750 | 6 | 3.214 | 3 | 3.190 | 4 |
| 28 | 3.377 | 3 | 3.250 | 5 | 3.357 | 4 | 2.952 | 6 |
| 29 | 3.302 | 2 | 2.250 | 7 | 2.929 | 5 | 2.714 | 6 |
| 30 | 3.377 | 4 | 2.500 | 6 | 3.429 | 3 | 3.190 | 5 |
| 31 | 3.491 | 5 | 3.750 | 2 | 3.643 | 3 | 3.381 | 6 |
| 32 | 3.151 | 2 | 2.750 | 6 | 3.214 | 1 | 2.857 | 5 |
| 33 | 3.377 | 4 | 3.750 | 1 | 3.143 | 5 | 3.105 | 6 |
| 34 | 3.321 | 2 | 3.250 | 3 | 3.071 | 4 | 3.000 | 5 |
| 35 | 3.226 | 4 | 3.250 | 3 | 3.643 | 1 | 3.190 | 5 |
| 36 | 3.453 | 5 | 3.250 | 6 | 3.714 | 1 | 3.476 | 4 |
| 37 | 3.509 | 4 | 3.750 | 2 | 3.714 | 3 | 3.238 | 5 |
| 38 | 3.453 | 3 | 3.000 | 5 | 3.643 | 2 | 3.333 | 4 |
| 39 | 3.660 | 3 | 3.250 | 6 | 3.643 | 4 | 3.524 | 5 |
| 40 | 3.566 | 1 | 3.250 | 3 | 3.286 | 2 | 3.095 | 5 |
| 41 | 3.623 | 2 | 3.250 | 5 | 3.429 | 4 | 3.143 | 6 |
| 42 | 3.604 | 3 | 3.250 | 5 | 3.643 | 2 | 3.286 | 4 |
| 43 | 3.340 | 3 | 3.000 | 6 | 3.286 | 4 | 3.238 | 5 |
| 44 | 3.226 | 6 | 2.500 | 7 | 3.500 | 1 | 3.238 | 5 |
| 45 | 3.340 | 3 | 2.750 | 7 | 3.143 | 6 | 3.238 | 5 |
| 46 | 3.226 | 5 | 2.500 | 7 | 3.571 | 1 | 3.524 | 2 |
| 47 | 3.547 | 4 | 3.250 | 6 | 3.857 | 2 | 3.667 | 3 |
| 48 | 3.264 | 4 | 2.500 | 5 | 3.286 | 3 | 3.333 | 2 |

TABLE 150.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 3.000 | 7 | 3.250 | 3 | 4.000 | 1 | 3.220 | 43 |
| 26 | 3.000 | 3 | 2.500 | 6 | 2.500 | 6 | 3.190 | 50 |
| 27 | 3.500 | 1 | 3.000 | 5 | 2.500 | 7 | 3.290 | 33 |
| 28 | 2.500 | 7 | 3.750 | 1 | 3.500 | 2 | 3.280 | 35 |
| 29 | 3.500 | 1 | 3.000 | 3 | 3.000 | 3 | 3.070 | 58 |
| 30 | 3.500 | 1 | 3.500 | 1 | 2.500 | 6 | 3.300 | 29 |
| 31 | 4.000 | 1 | 2.750 | 7 | 3.500 | 4 | 3.480 | 10 |
| 32 | 3.000 | 3 | 3.000 | 3 | 2.500 | 7 | 3.060 | 60 |
| 33 | 3.500 | 3 | 3.750 | 1 | 3.000 | 7 | 3.310 | 28 |
| 34 | 3.000 | 5 | 3.000 | 5 | 4.000 | 1 | 3.210 | 46 |
| 35 | 3.500 | 2 | 3.000 | 6 | 2.000 | 7 | 3.250 | 39 |
| 36 | 3.500 | 2 | 3.500 | 2 | 2.500 | 7 | 3.470 | 11 |
| 37 | 3.000 | 6 | 4.000 | 1 | 2.000 | 7 | 3.470 | 11 |
| 38 | 2.500 | 6 | 4.000 | 1 | 2.000 | 7 | 3.410 | 16 |
| 39 | 4.000 | 1 | 3.750 | 2 | 2.500 | 7 | 3.600 | 1 |
| 40 | 3.000 | 6 | 3.250 | 3 | 2.500 | 7 | 3.370 | 21 |
| 41 | 4.000 | 1 | 3.500 | 3 | 2.500 | 7 | 3.460 | 13 |
| 42 | 4.000 | 1 | 3.000 | 6 | 3.000 | 6 | 3.500 | 8 |
| 43 | 3.500 | 2 | 3.000 | 6 | 4.000 | 1 | 3.300 | 29 |
| 44 | 3.500 | 1 | 3.250 | 4 | 3.500 | 1 | 3.250 | 39 |
| 45 | 3.500 | 1 | 3.250 | 4 | 3.500 | 1 | 3.270 | 38 |
| 46 | 3.500 | 3 | 2.750 | 6 | 3.500 | 3 | 3.300 | 29 |
| 47 | 3.500 | 5 | 3.250 | 6 | 4.000 | 1 | 3.600 | 1 |
| 48 | 3.500 | 1 | 2.500 | 5 | 2.500 | 5 | 3.210 | 46 |

TABLE 150.--Continued.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 3.226 | 3 | 3.000 | 5 | 3.357 | 2 | 3.190 | 4 |
| 50 | 3.358 | 5 | 3.750 | 2 | 3.357 | 6 | 3.238 | 7 |
| 51 | 3.283 | 3 | 2.500 | 7 | 3.286 | 2 | 3.238 | 4 |
| 52 | 2.868 | 4 | 2.750 | 5 | 3.000 | 2 | 3.000 | 2 |
| 53 | 3.396 | 2 | 3.250 | 4 | 3.357 | 3 | 3.190 | 6 |
| 54 | 3.679 | 3 | 3.250 | 6 | 3.714 | 2 | 3.333 | 5 |
| 55 | 3.264 | 2 | 3.250 | 3 | 3.143 | 4 | 3.095 | 5 |
| 56 | 3.358 | 5 | 3.500 | 2 | 3.429 | 4 | 3.095 | 6 |
| 57 | 3.151 | 2 | 3.000 | 3 | 2.786 | 5 | 2.810 | 4 |
| 58 | 3.132 | 3 | 3.250 | 1 | 2.643 | 6 | 2.857 | 5 |
| 59 | 3.170 | 4 | 3.250 | 2 | 3.000 | 6 | 3.048 | 5 |
| 60 | 3.038 | 5 | 3.000 | 6 | 2.929 | 7 | 3.095 | 4 |
| 61 | 3.038 | 5 | 3.250 | 2 | 3.143 | 4 | 2.905 | 6 |
| 62 | 3.170 | 4 | 3.000 | 5 | 3.214 | 3 | 2.905 | 7 |
| 63 | 3.623 | 3 | 3.500 | 4 | 3.786 | 1 | 3.476 | 6 |
| 64 | 3.358 | 3 | 3.250 | 4 | 3.500 | 1 | 3.000 | 5 |
| 65 | 3.245 | 4 | 3.000 | 6 | 3.429 | 3 | 3.143 | 5 |
| 66 | 3.019 | 2 | 3.250 | 1 | 3.000 | 3 | 2.619 | 4 |
| 67 | 3.415 | 2 | 3.000 | 5 | 3.357 | 3 | 3.190 | 4 |
| Total | 3.338 | 1 | 3.205 | 4 | 3.332 | 2 | 3.146 | 6 |

TABLE 150.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 3.500 | 1 | 3.000 | 5 | 3.000 | 5 | 3.220 | 43 |
| 50 | 3.500 | 4 | 3.750 | 2 | 4.000 | 1 | 3.380 | 20 |
| 51 | 3.500 | 1 | 2.750 | 6 | 3.000 | 5 | 3.220 | 43 |
| 52 | 3.500 | 1 | 2.750 | 5 | 1.500 | 7 | 2.890 | 66 |
| 53 | 3.500 | 1 | 3.250 | 4 | 2.500 | 7 | 3.320 | 23 |
| 54 | 3.500 | 4 | 4.000 | 1 | 2.500 | 7 | 3.580 | 5 |
| 55 | 2.500 | 6 | 3.500 | 1 | 2.000 | 7 | 3.180 | 52 |
| 56 | 2.500 | 7 | 3.750 | 1 | 3.500 | 2 | 3.320 | 23 |
| 57 | 1.500 | 7 | 3.250 | 1 | 2.500 | 6 | 2.980 | 64 |
| 58 | 2.000 | 7 | 3.250 | 1 | 3.000 | 4 | 2.990 | 62 |
| 59 | 2.000 | 7 | 3.250 | 2 | 4.000 | 1 | 3.120 | 54 |
| 60 | 3.500 | 2 | 3.250 | 3 | 4.000 | 1 | 3.070 | 58 |
| 61 | 3.500 | 1 | 3.250 | 2 | 2.000 | 7 | 3.030 | 61 |
| 62 | 3.500 | 1 | 3.250 | 2 | 3.000 | 5 | 3.120 | 54 |
| 63 | 3.500 | 4 | 3.750 | 2 | 3.000 | 7 | 3.600 | 1 |
| 64 | 3.500 | 1 | 3.000 | 5 | 3.000 | 5 | 3.280 | 35 |
| 65 | 3.500 | 1 | 3.500 | 1 | 3.000 | 6 | 3.250 | 39 |
| 66 | 1.500 | 7 | 2.250 | 6 | 2.500 | 5 | 2.870 | 67 |
| 67 | 3.500 | 1 | 3.000 | 5 | 3.000 | 5 | 3.320 | 23 |
| Total | 3.179 | 5 | 3.306 | 3 | 3.067 | 7 | 3.281 | |

[a]P.O. = Program Objective, C/U = College or University (Not Cooperative Extension Service), C.E.S. = Cooperative Extension Service, C.C. = Community College, P.S. = Public Schools (Elementary or Secondary), V.A. = Voluntary Association, G.A. = County, State, National or International Government Agency, C.H. = Church.

TABLE 151.--Ratings by Graduates of the Relevance of Program Objectives to Their Current Professional Responsibilities by Years of Professional Experience in Continuing Education Prior to Admission to the Doctoral Program.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.037 | 1 | 2.667 | 6 | 3.036 | 2 | 2.913 | 5 | 3.000 | 3 | 3.000 | 3 | 2.960 | 65 |
| 2 | 3.370 | 4 | 3.500 | 2 | 3.536 | 1 | 3.261 | 6 | 3.429 | 3 | 3.333 | 5 | 3.410 | 16 |
| 3 | 3.556 | 3 | 3.583 | 2 | 3.500 | 4 | 3.391 | 5 | 3.714 | 1 | 3.333 | 6 | 3.510 | 7 |
| 4 | 3.519 | 4 | 3.833 | 2 | 3.464 | 5 | 3.565 | 3 | 3.429 | 6 | 4.000 | 1 | 3.560 | 6 |
| 5 | 3.037 | 4 | 3.333 | 1 | 3.214 | 2 | 2.870 | 6 | 3.143 | 3 | 3.000 | 5 | 3.090 | 57 |
| 6 | 3.333 | 3 | 3.167 | 6 | 3.357 | 2 | 3.217 | 5 | 3.714 | 1 | 3.333 | 3 | 3.320 | 23 |
| 7 | 3.185 | 3 | 3.333 | 2 | 3.179 | 4 | 3.130 | 6 | 3.143 | 5 | 3.667 | 1 | 3.200 | 48 |
| 8 | 2.852 | 5 | 3.083 | 3 | 3.179 | 1 | 2.870 | 4 | 3.143 | 2 | 2.667 | 6 | 2.990 | 62 |
| 9 | 3.370 | 6 | 3.583 | 5 | 3.643 | 4 | 3.696 | 2 | 3.857 | 1 | 3.667 | 3 | 3.590 | 4 |
| 10 | 3.444 | 1 | 3.167 | 5 | 3.143 | 6 | 3.174 | 4 | 3.286 | 3 | 3.333 | 2 | 3.250 | 39 |
| 11 | 3.296 | 4 | 3.083 | 6 | 3.357 | 2 | 3.174 | 5 | 3.571 | 1 | 3.333 | 3 | 3.280 | 35 |
| 12 | 3.407 | 4 | 3.333 | 5 | 3.500 | 3 | 3.652 | 2 | 3.286 | 6 | 4.000 | 1 | 3.490 | 9 |
| 13 | 3.370 | 4 | 3.333 | 5 | 3.429 | 2 | 3.428 | 3 | 3.143 | 6 | 4.000 | 1 | 3.410 | 16 |
| 14 | 3.333 | 3 | 2.917 | 6 | 3.464 | 2 | 3.522 | 1 | 3.286 | 5 | 3.333 | 3 | 3.360 | 22 |
| 15 | 3.370 | 3 | 3.250 | 6 | 3.500 | 2 | 3.522 | 1 | 3.286 | 5 | 3.333 | 4 | 3.420 | 15 |
| 16 | 3.444 | 3 | 3.167 | 6 | 3.357 | 4 | 3.522 | 2 | 3.286 | 5 | 3.667 | 1 | 3.400 | 19 |
| 17 | 3.296 | 2 | 2.917 | 5 | 3.250 | 3 | 3.174 | 4 | 3.429 | 1 | 2.667 | 6 | 3.200 | 48 |

TABLE 151.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 18 | 3.148 | 6 | 3.500 | 1 | 3.286 | 4 | 3.391 | 2 | 3.286 | 4 | 3.333 | 3 | 3.300 | 29 |
| 19 | 3.296 | 6 | 3.500 | 4 | 3.536 | 3 | 3.435 | 5 | 3.571 | 2 | 3.667 | 1 | 3.450 | 14 |
| 20 | 3.074 | 4 | 3.167 | 3 | 3.071 | 5 | 3.348 | 1 | 3.000 | 6 | 3.333 | 2 | 3.150 | 53 |
| 21 | 3.370 | 3 | 2.833 | 6 | 3.357 | 4 | 3.348 | 5 | 3.429 | 2 | 4.000 | 1 | 3.320 | 23 |
| 22 | 2.926 | 5 | 2.833 | 6 | 3.429 | 2 | 3.348 | 3 | 3.143 | 4 | 3.667 | 1 | 3.190 | 50 |
| 23 | 3.000 | 6 | 3.417 | 4 | 3.429 | 3 | 3.261 | 5 | 3.571 | 2 | 3.667 | 1 | 3.290 | 33 |
| 24 | 2.778 | 6 | 3.167 | 4 | 3.357 | 2 | 3.000 | 5 | 3.571 | 1 | 3.333 | 3 | 3.110 | 56 |
| 25 | 3.111 | 5 | 3.000 | 6 | 3.357 | 1 | 3.304 | 3 | 3.143 | 4 | 3.333 | 2 | 3.220 | 43 |
| 26 | 3.148 | 5 | 3.167 | 4 | 3.429 | 1 | 2.913 | 6 | 3.286 | 3 | 3.333 | 2 | 3.190 | 50 |
| 27 | 3.333 | 3 | 3.250 | 5 | 3.500 | 1 | 2.957 | 6 | 3.429 | 2 | 3.333 | 3 | 3.290 | 33 |
| 28 | 3.185 | 4 | 3.333 | 3 | 3.464 | 2 | 3.174 | 5 | 3.000 | 6 | 3.667 | 1 | 3.280 | 35 |
| 29 | 2.926 | 4 | 3.167 | 3 | 3.536 | 2 | 2.609 | 6 | 2.857 | 5 | 3.667 | 1 | 3.070 | 58 |
| 30 | 3.333 | 3 | 3.333 | 3 | 3.571 | 2 | 3.043 | 5 | 2.714 | 6 | 3.667 | 1 | 3.300 | 29 |
| 31 | 3.407 | 4 | 3.500 | 2 | 3.679 | 1 | 3.391 | 5 | 3.429 | 3 | 3.000 | 6 | 3.480 | 10 |
| 32 | 3.111 | 3 | 2.917 | 4 | 3.393 | 2 | 2.696 | 5 | 2.571 | 6 | 4.000 | 1 | 3.060 | 60 |
| 33 | 3.037 | 6 | 3.417 | 3 | 3.464 | 2 | 3.348 | 4 | 3.143 | 5 | 4.000 | 1 | 3.310 | 28 |
| 34 | 3.185 | 4 | 2.917 | 6 | 3.286 | 2 | 3.261 | 3 | 3.143 | 5 | 3.667 | 1 | 3.210 | 46 |

TABLE 151.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 35 | 3.148 | 6 | 3.500 | 2 | 3.214 | 5 | 3.217 | 4 | 3.286 | 3 | 3.667 | 1 | 3.250 | 39 |
| 36 | 3.593 | 1 | 3.500 | 2 | 3.500 | 2 | 3.348 | 4 | 3.286 | 6 | 3.333 | 5 | 3.470 | 11 |
| 37 | 3.444 | 4 | 3.583 | 3 | 3.429 | 5 | 3.391 | 6 | 3.714 | 1 | 3.667 | 2 | 3.470 | 11 |
| 38 | 3.481 | 2 | 3.417 | 4 | 3.429 | 3 | 3.304 | 5 | 3.286 | 6 | 3.667 | 1 | 3.410 | 16 |
| 39 | 3.630 | 4 | 3.750 | 1 | 3.643 | 3 | 3.478 | 5 | 3.429 | 6 | 3.667 | 2 | 3.600 | 1 |
| 40 | 3.370 | 3 | 3.250 | 6 | 3.429 | 2 | 3.348 | 4 | 3.286 | 5 | 3.667 | 1 | 3.370 | 21 |
| 41 | 3.296 | 6 | 3.500 | 3 | 3.571 | 2 | 3.478 | 4 | 3.429 | 5 | 3.667 | 1 | 3.460 | 13 |
| 42 | 3.481 | 4 | 3.583 | 2 | 3.607 | 1 | 3.348 | 5 | 3.571 | 3 | 3.333 | 6 | 3.500 | 8 |
| 43 | 3.259 | 4 | 3.583 | 1 | 3.143 | 5 | 3.435 | 2 | 3.143 | 5 | 3.333 | 3 | 3.300 | 29 |
| 44 | 3.222 | 5 | 3.333 | 2 | 3.250 | 4 | 3.261 | 3 | 3.000 | 6 | 3.667 | 1 | 3.250 | 39 |
| 45 | 3.222 | 4 | 3.500 | 2 | 3.321 | 3 | 3.174 | 5 | 2.857 | 6 | 4.000 | 1 | 3.270 | 38 |
| 46 | 3.259 | 4 | 3.583 | 1 | 3.214 | 6 | 3.261 | 3 | 3.429 | 2 | 3.233 | 5 | 3.300 | 29 |
| 47 | 3.630 | 4 | 3.667 | 2 | 3.500 | 6 | 3.609 | 5 | 3.714 | 1 | 3.667 | 2 | 3.600 | 1 |
| 48 | 3.259 | 3 | 3.583 | 1 | 3.214 | 4 | 3.043 | 5 | 2.857 | 6 | 3.333 | 2 | 3.210 | 46 |
| 49 | 3.296 | 4 | 3.417 | 3 | 3.143 | 5 | 3.000 | 6 | 3.429 | 2 | 3.667 | 1 | 3.220 | 43 |
| 50 | 3.296 | 5 | 3.417 | 2 | 3.393 | 4 | 3.478 | 3 | 3.143 | 6 | 3.667 | 1 | 3.380 | 20 |
| 51 | 3.222 | 3 | 3.500 | 2 | 3.107 | 5 | 3.217 | 4 | 3.000 | 6 | 3.667 | 1 | 3.220 | 43 |

TABLE 151.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 52 | 3.000 | 2 | 2.833 | 4 | 2.750 | 5 | 3.000 | 2 | 2.571 | 6 | 3.333 | 1 | 2.890 | 66 |
| 53 | 3.074 | 6 | 3.167 | 5 | 3.571 | 2 | 3.261 | 4 | 3.571 | 2 | 3.667 | 1 | 3.320 | 23 |
| 54 | 3.519 | 4 | 3.667 | 3 | 3.714 | 2 | 3.478 | 5 | 3.286 | 6 | 4.000 | 1 | 3.580 | 5 |
| 55 | 3.111 | 4 | 3.083 | 6 | 3.357 | 1 | 3.087 | 5 | 3.143 | 3 | 3.333 | 2 | 3.180 | 52 |
| 56 | 3.259 | 5 | 3.167 | 6 | 3.429 | 2 | 3.261 | 4 | 3.429 | 2 | 3.667 | 1 | 3.320 | 23 |
| 57 | 2.852 | 2 | 2.833 | 3 | 3.214 | 5 | 2.870 | 1 | 3.000 | 6 | 3.333 | 4 | 2.980 | 64 |
| 58 | 2.852 | 5 | 2.750 | 6 | 3.179 | 2 | 3.000 | 3 | 2.857 | 4 | 3.667 | 1 | 2.990 | 62 |
| 59 | 3.037 | 4 | 2.917 | 5 | 3.214 | 3 | 3.261 | 2 | 2.857 | 6 | 3.333 | 1 | 3.120 | 54 |
| 60 | 3.074 | 3 | 2.833 | 5 | 3.321 | 2 | 2.957 | 4 | 2.714 | 6 | 3.333 | 1 | 3.070 | 58 |
| 61 | 3.000 | 3 | 3.083 | 2 | 3.214 | 1 | 2.826 | 6 | 3.000 | 3 | 3.000 | 3 | 3.030 | 61 |
| 62 | 3.222 | 2 | 3.167 | 3 | 3.250 | 1 | 2.870 | 5 | 3.143 | 4 | 2.667 | 6 | 3.120 | 54 |
| 63 | 3.667 | 1 | 3.667 | 1 | 3.607 | 4 | 3.478 | 5 | 3.429 | 6 | 3.667 | 1 | 3.600 | 1 |
| 64 | 3.333 | 3 | 3.250 | 4 | 3.429 | 2 | 2.957 | 6 | 3.714 | 1 | 3.000 | 5 | 3.280 | 35 |
| 65 | 3.259 | 3 | 3.333 | 2 | 3.393 | 1 | 3.130 | 4 | 3.000 | 5 | 3.000 | 5 | 3.250 | 39 |
| 66 | 2.815 | 5 | 2.917 | 4 | 3.000 | 2 | 2.652 | 6 | 3.143 | 1 | 3.000 | 2 | 2.870 | 67 |
| 67 | 3.481 | 2 | 3.167 | 5 | 3.500 | 1 | 3.000 | 6 | 3.286 | 4 | 3.333 | 3 | 3.320 | 23 |
| Total | 3.243 | 5 | 3.272 | 3 | 3.366 | 2 | 3.215 | 6 | 3.245 | 4 | 3.473 | 1 | 3.281 | |

[a]P.O. = Program Objective.

TABLE 152.--Ratings by Graduates of the Relevance of Program Objectives to Their Current Professional Responsibilities by Student Status During Coursework Phase of Their Doctoral Program.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.023 | 1 | 2.912 | 2 | 2.960 | 65 |
| 2 | 3.442 | 1 | 3.386 | 2 | 3.410 | 16 |
| 3 | 3.581 | 1 | 3.456 | 2 | 3.510 | 7 |
| 4 | 3.581 | 1 | 3.544 | 2 | 3.560 | 6 |
| 5 | 3.140 | 1 | 3.053 | 2 | 3.090 | 57 |
| 6 | 3.279 | 2 | 3.351 | 1 | 3.320 | 23 |
| 7 | 3.233 | 1 | 3.175 | 2 | 3.200 | 48 |
| 8 | 3.093 | 1 | 2.912 | 2 | 2.990 | 62 |
| 9 | 3.744 | 1 | 3.474 | 2 | 3.590 | 4 |
| 10 | 3.302 | 1 | 3.211 | 2 | 3.250 | 39 |
| 11 | 3.395 | 1 | 3.193 | 2 | 3.280 | 35 |
| 12 | 3.535 | 1 | 3.456 | 2 | 3.490 | 9 |
| 13 | 3.465 | 1 | 3.368 | 2 | 3.410 | 16 |
| 14 | 3.442 | 1 | 3.298 | 2 | 3.360 | 22 |
| 15 | 3.465 | 1 | 3.386 | 2 | 3.420 | 15 |
| 16 | 3.488 | 1 | 3.333 | 2 | 3.400 | 19 |
| 17 | 3.302 | 1 | 3.123 | 2 | 3.200 | 48 |
| 18 | 3.395 | 1 | 3.228 | 2 | 3.300 | 29 |
| 19 | 3.488 | 1 | 3.421 | 2 | 3.450 | 14 |
| 20 | 3.140 | 2 | 3.158 | 1 | 3.150 | 53 |
| 21 | 3.233 | 2 | 3.386 | 1 | 3.320 | 23 |
| 22 | 3.256 | 1 | 3.140 | 2 | 3.190 | 50 |
| 23 | 3.279 | 2 | 3.298 | 1 | 3.290 | 33 |
| 24 | 3.093 | 2 | 3.123 | 1 | 3.110 | 56 |

TABLE 152.--Continued.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 3.256 | 1 | 3.193 | 2 | 3.220 | 43 |
| 26 | 3.279 | 1 | 3.123 | 2 | 3.190 | 50 |
| 27 | 3.349 | 1 | 3.246 | 2 | 3.290 | 33 |
| 28 | 3.302 | 1 | 3.263 | 2 | 3.280 | 35 |
| 29 | 3.070 | 1 | 3.070 | 1 | 3.070 | 58 |
| 30 | 3.349 | 1 | 3.263 | 2 | 3.300 | 29 |
| 31 | 3.581 | 1 | 3.404 | 2 | 3.480 | 10 |
| 32 | 3.140 | 1 | 3.000 | 2 | 3.060 | 60 |
| 33 | 3.302 | 2 | 3.316 | 1 | 3.310 | 28 |
| 34 | 3.186 | 2 | 3.228 | 1 | 3.210 | 46 |
| 35 | 3.209 | 2 | 3.281 | 1 | 3.250 | 39 |
| 36 | 3.512 | 1 | 3.439 | 2 | 3.470 | 11 |
| 37 | 3.512 | 1 | 3.439 | 2 | 3.470 | 11 |
| 38 | 3.326 | 2 | 3.474 | 1 | 3.410 | 16 |
| 39 | 3.628 | 1 | 3.579 | 2 | 3.600 | 1 |
| 40 | 3.395 | 1 | 3.351 | 2 | 3.370 | 21 |
| 41 | 3.512 | 1 | 3.421 | 2 | 3.460 | 13 |
| 42 | 3.465 | 2 | 3.526 | 1 | 3.500 | 8 |
| 43 | 3.209 | 2 | 3.368 | 1 | 3.300 | 29 |
| 44 | 3.116 | 2 | 3.351 | 1 | 3.250 | 39 |
| 45 | 3.209 | 2 | 3.316 | 1 | 3.270 | 38 |
| 46 | 3.116 | 2 | 3.439 | 1 | 3.300 | 29 |
| 47 | 3.512 | 2 | 3.667 | 1 | 3.600 | 1 |
| 48 | 3.163 | 2 | 3.246 | 1 | 3.210 | 46 |

TABLE 152.--Continued.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 3.093 | 2 | 3.316 | 1 | 3.220 | 43 |
| 50 | 3.419 | 1 | 3.351 | 2 | 3.380 | 20 |
| 51 | 3.163 | 2 | 3.263 | 1 | 3.220 | 43 |
| 52 | 2.860 | 2 | 2.912 | 1 | 2.890 | 66 |
| 53 | 3.442 | 1 | 3.228 | 2 | 3.320 | 23 |
| 54 | 3.744 | 1 | 3.456 | 2 | 3.580 | 5 |
| 55 | 3.349 | 1 | 3.053 | 2 | 3.180 | 52 |
| 56 | 3.419 | 1 | 3.246 | 2 | 3.320 | 23 |
| 57 | 3.279 | 2 | 2.754 | 1 | 2.980 | 64 |
| 58 | 3.256 | 1 | 2.789 | 2 | 2.990 | 62 |
| 59 | 3.233 | 1 | 3.035 | 2 | 3.120 | 54 |
| 60 | 3.116 | 1 | 3.035 | 2 | 3.070 | 58 |
| 61 | 3.186 | 1 | 2.912 | 2 | 3.030 | 61 |
| 62 | 3.233 | 1 | 3.035 | 2 | 3.120 | 54 |
| 63 | 3.605 | 1 | 3.596 | 2 | 3.600 | 1 |
| 64 | 3.372 | 1 | 3.211 | 2 | 3.280 | 35 |
| 65 | 3.279 | 1 | 3.228 | 2 | 3.250 | 39 |
| 66 | 2.884 | 1 | 2.860 | 2 | 2.870 | 67 |
| 67 | 3.488 | 1 | 3.193 | 2 | 3.320 | 23 |
| Total | 3.321 | 1 | 3.252 | 2 | 3.281 | |

[a]P.O. = Program Objective.

TABLE 153.--Ratings by Graduates of the Relevance of Program Objectives to Their Current Professional Responsibilities by Period During Which Doctoral Degree Received.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.000 | 2 | 2.889 | 4 | 2.962 | 3 | 3.037 | 1 | 2.960 | 65 |
| 2 | 3.455 | 2 | 3.389 | 3 | 3.346 | 4 | 3.481 | 1 | 3.410 | 16 |
| 3 | 3.364 | 4 | 3.444 | 3 | 3.462 | 2 | 3.704 | 1 | 3.510 | 7 |
| 4 | 3.636 | 1 | 3.528 | 4 | 3.577 | 2 | 3.556 | 3 | 3.560 | 6 |
| 5 | 3.182 | 2 | 3.000 | 4 | 3.077 | 3 | 3.185 | 1 | 3.090 | 57 |
| 6 | 3.545 | 1 | 3.278 | 4 | 3.308 | 2 | 3.296 | 3 | 3.320 | 23 |
| 7 | 2.909 | 4 | 3.194 | 3 | 3.308 | 1 | 3.222 | 2 | 3.200 | 48 |
| 8 | 2.727 | 4 | 3.028 | 2 | 2.923 | 3 | 3.111 | 1 | 2.990 | 62 |
| 9 | 3.545 | 3 | 3.472 | 4 | 3.615 | 2 | 3.741 | 1 | 3.590 | 4 |
| 10 | 3.364 | 1 | 3.361 | 2 | 3.192 | 3 | 3.111 | 4 | 3.250 | 39 |
| 11 | 3.091 | 4 | 3.278 | 2 | 3.192 | 3 | 3.444 | 1 | 3.280 | 35 |
| 12 | 3.364 | 4 | 3.444 | 3 | 3.500 | 2 | 3.593 | 1 | 3.490 | 9 |
| 13 | 3.545 | 1 | 3.389 | 3 | 3.346 | 4 | 3.444 | 2 | 3.410 | 16 |
| 14 | 3.364 | 2 | 3.361 | 3 | 3.231 | 4 | 3.481 | 1 | 3.360 | 22 |
| 15 | 3.273 | 4 | 3.389 | 3 | 3.423 | 2 | 3.519 | 1 | 3.420 | 15 |
| 16 | 3.091 | 4 | 3.389 | 2 | 3.346 | 3 | 3.593 | 1 | 3.400 | 19 |
| 17 | 3.091 | 3 | 3.194 | 2 | 3.038 | 4 | 3.407 | 1 | 3.200 | 48 |

TABLE 153.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 18 | 2.909 | 4 | 3.194 | 3 | 3.346 | 2 | 3.556 | 1 | 3.300 | 29 |
| 19 | 3.364 | 3 | 3.278 | 4 | 3.615 | 1 | 3.556 | 2 | 3.450 | 14 |
| 20 | 2.909 | 4 | 3.056 | 3 | 3.308 | 1 | 3.222 | 2 | 3.150 | 53 |
| 21 | 2.818 | 4 | 3.361 | 2 | 3.308 | 3 | 3.481 | 1 | 3.320 | 23 |
| 22 | 3.182 | 2 | 3.139 | 3 | 2.962 | 4 | 3.481 | 1 | 3.190 | 50 |
| 23 | 3.000 | 4 | 3.222 | 3 | 3.231 | 2 | 3.556 | 1 | 3.290 | 33 |
| 24 | 2.636 | 4 | 3.194 | 2 | 2.962 | 3 | 3.333 | 1 | 3.110 | 56 |
| 25 | 2.727 | 4 | 3.222 | 2 | 3.192 | 3 | 3.444 | 1 | 3.220 | 43 |
| 26 | 3.000 | 4 | 3.111 | 3 | 3.231 | 2 | 3.333 | 1 | 3.190 | 50 |
| 27 | 3.000 | 4 | 3.333 | 2 | 3.192 | 3 | 3.444 | 1 | 3.290 | 33 |
| 28 | 3.000 | 4 | 3.389 | 1 | 3.231 | 3 | 3.296 | 2 | 3.280 | 35 |
| 29 | 2.727 | 4 | 3.139 | 2 | 2.846 | 3 | 3.333 | 1 | 3.070 | 58 |
| 30 | 3.000 | 4 | 3.333 | 2 | 3.192 | 3 | 3.481 | 1 | 3.300 | 29 |
| 31 | 3.273 | 4 | 3.556 | 1 | 3.385 | 3 | 3.556 | 1 | 3.480 | 10 |
| 32 | 3.273 | 1 | 3.222 | 2 | 2.808 | 4 | 3.000 | 3 | 3.060 | 60 |
| 33 | 3.273 | 2 | 3.250 | 3 | 3.231 | 4 | 3.481 | 1 | 3.310 | 28 |
| 34 | 2.909 | 4 | 3.250 | 2 | 3.269 | 1 | 3.222 | 3 | 3.210 | 46 |

TABLE 153.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 35 | 3.455 | 1 | 3.139 | 4 | 3.192 | 3 | 3.370 | 2 | 3.250 | 39 |
| 36 | 3.455 | 3 | 3.583 | 2 | 3.154 | 4 | 3.630 | 1 | 3.470 | 11 |
| 37 | 3.636 | 1 | 3.500 | 3 | 3.269 | 4 | 3.556 | 2 | 3.470 | 11 |
| 38 | 3.545 | 2 | 3.639 | 1 | 3.154 | 4 | 3.296 | 3 | 3.410 | 16 |
| 39 | 3.818 | 1 | 3.694 | 2 | 3.423 | 4 | 3.556 | 3 | 3.600 | 1 |
| 40 | 3.455 | 2 | 3.611 | 1 | 3.000 | 4 | 3.370 | 3 | 3.370 | 21 |
| 41 | 3.727 | 1 | 3.583 | 2 | 3.192 | 4 | 3.444 | 3 | 3.460 | 13 |
| 42 | 3.545 | 1 | 3.528 | 3 | 3.538 | 2 | 3.407 | 4 | 3.500 | 8 |
| 43 | 3.182 | 3 | 3.389 | 2 | 3.423 | 1 | 3.111 | 4 | 3.300 | 29 |
| 44 | 3.455 | 1 | 3.361 | 2 | 3.231 | 3 | 3.037 | 4 | 3.250 | 39 |
| 45 | 3.273 | 2 | 3.389 | 1 | 3.231 | 3 | 3.148 | 4 | 3.270 | 38 |
| 46 | 3.273 | 2 | 3.250 | 3 | 3.500 | 1 | 3.185 | 4 | 3.300 | 29 |
| 47 | 3.545 | 3 | 3.528 | 4 | 3.731 | 1 | 3.593 | 2 | 3.600 | 1 |
| 48 | 2.909 | 4 | 3.278 | 1 | 3.231 | 2 | 3.231 | 2 | 3.210 | 46 |
| 49 | 3.182 | 3 | 3.361 | 2 | 3.500 | 1 | 2.778 | 4 | 3.220 | 43 |
| 50 | 3.364 | 3 | 3.389 | 2 | 3.423 | 1 | 3.333 | 4 | 3.380 | 20 |
| 51 | 3.364 | 2 | 3.167 | 3 | 3.385 | 1 | 3.074 | 4 | 3.220 | 43 |

TABLE 153.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 52 | 3.000 | 2 | 2.889 | 3 | 3.077 | 1 | 2.667 | 4 | 2.890 | 66 |
| 53 | 3.364 | 2 | 3.278 | 4 | 3.308 | 3 | 3.370 | 1 | 3.320 | 23 |
| 54 | 3.727 | 1 | 3.611 | 3 | 3.346 | 4 | 3.704 | 2 | 3.580 | 5 |
| 55 | 3.182 | 3 | 3.194 | 2 | 2.923 | 4 | 3.407 | 1 | 3.180 | 52 |
| 56 | 3.273 | 3 | 3.333 | 2 | 3.077 | 4 | 3.556 | 1 | 3.320 | 23 |
| 57 | 3.091 | 3 | 3.167 | 1 | 2.500 | 4 | 3.148 | 2 | 2.980 | 64 |
| 58 | 2.818 | 3 | 3.111 | 2 | 2.654 | 4 | 3.222 | 1 | 2.990 | 62 |
| 59 | 3.091 | 3 | 3.167 | 1 | 3.038 | 4 | 3.148 | 2 | 3.120 | 54 |
| 60 | 3.091 | 2 | 3.139 | 1 | 3.077 | 3 | 2.963 | 4 | 3.070 | 58 |
| 61 | 3.091 | 2 | 2.889 | 3 | 2.885 | 4 | 3.333 | 1 | 3.030 | 61 |
| 62 | 2.909 | 4 | 3.111 | 2 | 3.038 | 3 | 3.296 | 1 | 3.120 | 54 |
| 63 | 3.636 | 2 | 3.611 | 3 | 3.500 | 4 | 3.667 | 1 | 3.600 | 1 |
| 64 | 3.364 | 2 | 3.306 | 3 | 3.115 | 4 | 3.370 | 1 | 3.280 | 35 |
| 65 | 3.000 | 4 | 3.250 | 2 | 3.231 | 3 | 3.370 | 1 | 3.250 | 39 |
| 66 | 2.545 | 4 | 2.861 | 2 | 2.769 | 3 | 3.111 | 1 | 2.870 | 67 |
| 67 | 3.000 | 4 | 3.444 | 1 | 3.192 | 3 | 3.407 | 2 | 3.320 | 23 |
| Total | 3.208 | 4 | 3.299 | 2 | 3.216 | 3 | 3.352 | 1 | 3.281 | |

[a]P.O. = Program Objective.

# APPENDIX E

## CONTRIBUTION RATINGS OF CONTINUING EDUCATION DOCTORAL PROGRAM GOALS AND OBJECTIVES

TABLE 154.--Continuing Education Doctoral Program Goals in Rank Order by Aggregated Contribution Rating.

| Program Goal Number | Program Goal Statement | Rank | Mean Rating |
|---|---|---|---|
| 1 | To understand the development, role, scope and structure of continuing education. | 1 | 2.816 |
| 7 | To become a leader in the community of lifelong learners. | 2 | 2.719 |
| 8 | To develop a reasoned personal and professional philosophy. | 3 | 2.670 |
| 3 | To be able to develop continuing education programs. | 4 | 2.589 |
| 2 | To be able to identify and interpret individual, organization and community development needs and aspirations and establish continuing education objectives. | 5 | 2.471 |
| 6 | To understand social systems and be effective in actualizing human potential in and through them. | 6 | 2.468 |
| 4 | To be able to effectively, humanely and ethically implement continuing education programs. | 7 | 2.466 |
| 5 | To be able to evaluate continuing education programs. | 8 | 2.406 |
| | | | 2.569 |

TABLE 155.--Continuing Education Doctoral Program Objectives in Rank Order by Contribution Rating.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 54 (7.2)[a] | To be able to communicate at a professional level. | 1 | 3.070 |
| 63 (8.3) | To respect the dignity, worth and growth potential of every human being. | 2 | 3.040 |
| 7 (1.7) | To understand the variety of organizations and agencies in continuing education, their special roles and their interrelationships. | 3 | 2.930 |
| 5 (1.5) | To understand the major philosophical issues in the field of continuing education. | 4 | 2.910 |
| 4 (1.4) | To understand the role of continuing education in helping individuals, organizations and communities in adapting to and affecting change. | 5 | 2.900 |
| 53 (7.1) | To appreciate the importance of continued personal and professional development. | 5 | 2.900 |
| 1 (1.1) | To understand the historical development of continuing education and the factors that have influenced it. | 7 | 2.880 |
| 2 (1.2) | To understand the inevitability of change in individuals, organizations and communities. | 7 | 2.880 |
| 9 (2.1) | To understand the unique physical, psychological and social characteristics of individual adults as learners. | 9 | 2.840 |
| 47 (6.5) | To understand the functions of administration such as planning, organizing, leading and controlling and be effective in performing them. | 9 | 2.840 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 19 (3.2) | To understand the factors that motivate adults to participate in learning activities. | 11 | 2.770 |
| 26 (4.1) | To understand the theories, practices and policies involved in continuing education program implementation. | 12 | 2.750 |
| 65 (8.5) | To develop commitment to the increase of valid knowledge and its application to human affairs. | 13 | 2.730 |
| 6 (1.6) | To understand continuing education as a developmental function involving relationships between and among purposes, sponsors, media, content, learners and educators. | 14 | 2.710 |
| 8 (1.8) | To thoroughly understand the history, purposes, operation, problems and potential of at least one institutional form of continuing education. | 14 | 2.710 |
| 55 (7.3) | To be able to identify, evaluate and apply research findings and other contributions in the literature of continuing education and related fields. | 14 | 2.710 |
| 35 (4.10) | To be able to promote and interpret programs. | 17 | 2.690 |
| 24 (3.7) | To be willing to develop needed programs for all who fall within the range of established purposes of one's continuing education organization. | 18 | 2.680 |
| 59 (7.7) | To develop and pursue learning activities which will improve professional practice. | 19 | 2.670 |
| 21 (3.4) | To be able to develop continuing education programs for a wide variety of individual, organization and community development situations. | 20 | 2.660 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 27 (4.2) | To be sensitive to issues of effectiveness, humaneness and ethics in program implementation. | 20 | 2.660 |
| 56 (7.4) | To be able to identify, evaluate and apply new contributions from the practice of continuing education and related fields. | 20 | 2.660 |
| 46 (6.4) | To be able to apply the theories and principles of administration as they relate to continuing education agencies, associations and program components. | 23 | 2.650 |
| 57 (7.5) | To be able to identify and define appropriate problems for research. | 23 | 2.650 |
| 64 (8.4) | To develop a philosophy concerning the relationships between individuals and society. | 25 | 2.640 |
| 58 (7.6) | To be able to design, conduct and report research so that it can be of benefit to others. | 26 | 2.620 |
| 3 (1.3) | To be able to identify and assess the effects of internal and external change upon individuals, organizations and communities, and to understand their implications for continuing education. | 27 | 2.610 |
| 61 (8.1) | To understand the role of knowledge (whether valid or not) in individual, organization, community and national development. | 27 | 2.610 |
| 67 (8.7) | To develop a code of humane and ethical behavior. | 29 | 2.600 |
| 18 (3.1) | To understand the theories and principles of program development. | 30 | 2.580 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 25 (3.8) | To be able to assist individuals, groups and organizations in setting their own continuing education objectives and developing, implementing and evaluating their own educational programs. | 31 | 2.560 |
| 62 (8.2) | To understand the ethical and humane issues confronted by persons in the helping professions. | 31 | 2.560 |
| 10 (2.2) | To be able to differentiate among significant varieties of organization and community development situations. | 33 | 2.550 |
| 14 (2.6) | To understand the structure and processes of group behavior and the interaction among individual, organization and community development. | 34 | 2.530 |
| 37 (5.2) | To be able to establish criteria for evaluating continuing education programs. | 34 | 2.530 |
| 42 (5.7) | To be able and willing to frequently reexamine the purposes of one's continuing education organization. | 34 | 2.530 |
| 33 (4.8) | To be able to generate confidence, participation and cooperation among adults in group learning activities. | 37 | 2.520 |
| 20 (3.3) | To understand the strengths and weaknesses of alternative methods, materials and media for facilitating adult learning. | 38 | 2.510 |
| 22 (3.5) | To be able to select or develop methods, materials and media appropriate to the learning objectives, educational levels and past experiences of individual adult learners. | 38 | 2.510 |
| 66 (8.6) | To develop positions on the major philosophical issues in continuing education. | 38 | 2.510 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 44 (6.2) | To understand the general character and function of social institutions and their potential for enhancing or frustrating human development. | 41 | 2.480 |
| 29 (4.4) | To be able to integrate specific continuing education projects into the continuing development of the individuals, organization or community being served. | 42 | 2.470 |
| 36 (5.1) | To understand the principles and procedures of educational evaluation. | 42 | 2.470 |
| 60 (7.8) | To develop and pursue learning activities which will improve personal, family and community life. | 42 | 2.470 |
| 15 (2.7) | To be able to identify and diagnose organization and community development needs. | 45 | 2.460 |
| 34 (4.9) | To be able to guide adult learning activities so that theory and practice are appropriately related. | 45 | 2.460 |
| 43 (6.1) | To understand the interdependence between individuals and institutions. | 45 | 2.460 |
| 50 (6.8) | To understand strategies of social change and be able to use them to facilitate organization and community development. | 48 | 2.450 |
| 13 (2.5) | To be able to translate individual adult learning needs and aspirations into learning objectives. | 49 | 2.440 |
| 23 (3.6) | To be able to select and obtain resources (personnel, materials, media, finances, supporting services, etc.) from inside or outside one's own organization in support of individual, organization and community development programs. | 49 | 2.440 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 28 (4.3) | To be able to effectively use methods, materials, media and facilities appropriate in continuing education programs. | 49 | 2.440 |
| 11 (2.3) | To understand the theories and principles of cognitive, psycho-motor and affective learning in adulthood. | 52 | 2.430 |
| 49 (6.7) | To be an effective participant in professional and other associations which promote individual, organization and community development. | 52 | 2.430 |
| 16 (2.8) | To be able to translate organization and community development needs into appropriate organization and community development objectives. | 54 | 2.420 |
| 39 (5.4) | To be able to evaluate educator performance (including one's own) in developing and implementing continuing education programs. | 54 | 2.420 |
| 45 (6.3) | To understand the effects of social complexity and be able to facilitate individual and group learning to deal with it. | 54 | 2.420 |
| 12 (2.4) | To be able to diagnose adult learning needs and aspirations. | 57 | 2.410 |
| 51 (6.9) | To be able to analyze relationships among institutions and facilitate those relationships which advance individual, organization and community development. | 58 | 2.360 |
| 38 (5.3) | To be able to evaluate continuing education methods, materials and media. | 59 | 2.340 |
| 41 (5.6) | To be able to use evaluation both to assess continuing education programs and to improve their design, development and implementation. | 60 | 2.330 |

TABLE 155.--Continued.

| Program Objective Number | Program Objective Statement | Rank | Mean Rating |
|---|---|---|---|
| 52 (6.10) | To understand the significance of social policy and be an effective participant in its formulation and modification. | 60 | 2.330 |
| 31 (4.6) | To be able to organize, train and lead employed and volunteer staff. | 62 | 2.280 |
| 32 (4.7) | To be able to apply the principles and procedures of counseling in facilitating the personal, academic and vocational development of learners and educators. | 63 | 2.260 |
| 48 (6.6) | To understand such distinguishing characteristics of continuing education agencies as marginality and multiple purposes and their implications for program development and administration. | 63 | 2.260 |
| 40 (5.5) | To be able to measure learning outcomes. | 65 | 2.220 |
| 17 (2.9) | To develop a sense of appropriate balance between stability and change in individuals and institutions and be able to contribute to such a balance. | 66 | 2.160 |
| 30 (4.5) | To be able to allocate and account for appropriate financial, physical and other resources. | 67 | 2.130 |

TABLE 156.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Objectives by Primary Professional Role.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.983 | 1 | 2.833 | 2 | 2.455 | 3 | 2.880 | 7 |
| 2 | 2.780 | 3 | 3.033 | 1 | 3.000 | 2 | 2.880 | 7 |
| 3 | 2.593 | 2 | 2.533 | 3 | 2.909 | 1 | 2.610 | 27 |
| 4 | 2.814 | 3 | 3.100 | 1 | 2.818 | 2 | 2.900 | 5 |
| 5 | 2.983 | 1 | 2.833 | 2 | 2.727 | 3 | 2.910 | 4 |
| 6 | 2.644 | 2 | 2.900 | 1 | 2.545 | 3 | 2.710 | 14 |
| 7 | 2.966 | 1 | 2.867 | 3 | 2.909 | 2 | 2.930 | 3 |
| 8 | 2.695 | 3 | 2.700 | 2 | 2.818 | 1 | 2.710 | 14 |
| 9 | 2.847 | 2 | 2.767 | 3 | 3.000 | 1 | 2.840 | 9 |
| 10 | 2.610 | 2 | 2.367 | 3 | 2.727 | 1 | 2.550 | 33 |
| 11 | 2.424 | 2 | 2.333 | 3 | 2.727 | 1 | 2.430 | 52 |
| 12 | 2.356 | 2 | 2.333 | 3 | 2.909 | 1 | 2.410 | 57 |
| 13 | 2.373 | 3 | 2.467 | 2 | 2.727 | 1 | 2.440 | 49 |
| 14 | 2.475 | 3 | 2.533 | 2 | 2.818 | 1 | 2.530 | 34 |
| 15 | 2.458 | 2 | 2.433 | 3 | 2.545 | 1 | 2.460 | 45 |
| 16 | 2.458 | 1 | 2.333 | 3 | 2.455 | 2 | 2.420 | 54 |
| 17 | 2.051 | 3 | 2.400 | 1 | 2.091 | 2 | 2.160 | 66 |
| 18 | 2.559 | 2 | 2.433 | 3 | 3.091 | 1 | 2.580 | 30 |
| 19 | 2.763 | 2 | 2.667 | 3 | 3.091 | 1 | 2.770 | 11 |
| 20 | 2.475 | 2 | 2.467 | 3 | 2.818 | 1 | 2.510 | 38 |
| 21 | 2.695 | 2 | 2.500 | 3 | 2.909 | 1 | 2.660 | 20 |
| 22 | 2.441 | 3 | 2.467 | 2 | 3.000 | 1 | 2.510 | 38 |
| 23 | 2.407 | 2 | 2.333 | 3 | 2.909 | 1 | 2.440 | 49 |
| 24 | 2.627 | 3 | 2.667 | 2 | 3.000 | 1 | 2.680 | 18 |

TABLE 156.--Continued.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 2.576 | 2 | 2.433 | 3 | 2.818 | 1 | 2.560 | 31 |
| 26 | 2.780 | 2 | 2.667 | 3 | 2.818 | 1 | 2.750 | 12 |
| 27 | 2.610 | 2 | 2.600 | 3 | 3.091 | 1 | 2.660 | 20 |
| 28 | 2.424 | 2 | 2.267 | 3 | 3.000 | 1 | 2.440 | 49 |
| 29 | 2.425 | 2 | 2.367 | 3 | 2.727 | 1 | 2.470 | 42 |
| 30 | 2.203 | 1 | 2.133 | 2 | 1.727 | 3 | 2.130 | 67 |
| 31 | 2.254 | 2 | 2.167 | 3 | 2.727 | 1 | 2.280 | 62 |
| 32 | 2.407 | 1 | 2.000 | 3 | 2.182 | 2 | 2.260 | 63 |
| 33 | 2.593 | 2 | 2.300 | 3 | 2.727 | 1 | 2.520 | 37 |
| 34 | 2.475 | 2 | 2.400 | 3 | 2.545 | 1 | 2.460 | 45 |
| 35 | 2.847 | 2 | 2.300 | 3 | 2.909 | 1 | 2.690 | 17 |
| 36 | 2.475 | 2 | 2.400 | 3 | 2.636 | 1 | 2.470 | 42 |
| 37 | 2.458 | 3 | 2.567 | 2 | 2.818 | 1 | 2.530 | 34 |
| 38 | 2.254 | 3 | 2.400 | 2 | 2.636 | 1 | 2.340 | 59 |
| 39 | 2.407 | 3 | 2.433 | 2 | 2.455 | 1 | 2.420 | 54 |
| 40 | 2.169 | 3 | 2.267 | 2 | 2.364 | 1 | 2.220 | 65 |
| 41 | 2.305 | 2 | 2.200 | 3 | 2.818 | 1 | 2.330 | 60 |
| 42 | 2.644 | 1 | 2.267 | 3 | 2.636 | 2 | 2.530 | 34 |
| 43 | 2.475 | 1 | 2.467 | 2 | 2.364 | 3 | 2.460 | 45 |
| 44 | 2.525 | 1 | 2.467 | 2 | 2.273 | 3 | 2.480 | 41 |
| 45 | 2.458 | 2 | 2.300 | 3 | 2.545 | 1 | 2.420 | 54 |
| 46 | 2.712 | 2 | 2.467 | 3 | 2.818 | 1 | 2.650 | 23 |
| 47 | 2.864 | 1 | 2.800 | 3 | 2.818 | 2 | 2.840 | 9 |
| 48 | 2.203 | 3 | 2.267 | 2 | 2.545 | 1 | 2.260 | 63 |

TABLE 156.--Continued.

| P.O.[a] | Adm. | | T/R | | P.D. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 2.441 | 2 | 2.500 | 1 | 2.182 | 3 | 2.430 | 52 |
| 50 | 2.508 | 1 | 2.333 | 3 | 2.455 | 2 | 2.450 | 48 |
| 51 | 2.390 | 2 | 2.133 | 3 | 2.818 | 1 | 2.360 | 58 |
| 52 | 2.356 | 2 | 2.167 | 3 | 2.636 | 1 | 2.330 | 60 |
| 53 | 2.898 | 3 | 2.900 | 2 | 2.909 | 1 | 2.900 | 5 |
| 54 | 3.153 | 1 | 2.967 | 2 | 2.909 | 3 | 3.070 | 1 |
| 55 | 2.678 | 3 | 2.700 | 2 | 2.909 | 1 | 2.710 | 14 |
| 56 | 2.661 | 2 | 2.633 | 3 | 2.727 | 1 | 2.660 | 20 |
| 57 | 2.593 | 3 | 2.700 | 2 | 2.818 | 1 | 2.650 | 23 |
| 58 | 2.576 | 3 | 2.700 | 1 | 2.636 | 2 | 2.620 | 26 |
| 59 | 2.712 | 1 | 2.600 | 3 | 2.636 | 2 | 2.670 | 19 |
| 60 | 2.559 | 1 | 2.267 | 3 | 2.545 | 2 | 2.470 | 42 |
| 61 | 2.627 | 2 | 2.567 | 3 | 2.636 | 1 | 2.610 | 27 |
| 62 | 2.559 | 2 | 2.533 | 3 | 2.636 | 1 | 2.560 | 31 |
| 63 | 3.102 | 1 | 3.000 | 2 | 2.818 | 3 | 3.040 | 2 |
| 64 | 2.661 | 2 | 2.567 | 3 | 2.727 | 1 | 2.640 | 25 |
| 65 | 2.729 | 2 | 2.733 | 1 | 2.727 | 3 | 2.730 | 13 |
| 66 | 2.492 | 3 | 2.533 | 2 | 2.545 | 1 | 2.510 | 38 |
| 67 | 2.542 | 3 | 2.733 | 1 | 2.545 | 2 | 2.600 | 29 |
| Total | 2.572 | 2 | 2.515 | 3 | 2.699 | 1 | 2.569 | |

[a]P.O. = Program Objective, Adm. = Administrator, T/R = Teaching or Research, P.D. = Program Development.

TABLE 157.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Objectives by Type of Employing Organization.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.925 | 4 | 2.750 | 5 | 2.714 | 6 | 3.000 | 2 |
| 2 | 3.057 | 1 | 2.750 | 4 | 2.929 | 3 | 2.619 | 5 |
| 3 | 2.566 | 5 | 2.750 | 2 | 2.786 | 1 | 2.714 | 4 |
| 4 | 2.981 | 3 | 2.750 | 5 | 3.000 | 1 | 2.810 | 4 |
| 5 | 2.906 | 4 | 2.750 | 6 | 2.857 | 5 | 3.000 | 2 |
| 6 | 2.774 | 3 | 2.250 | 6 | 3.000 | 1 | 2.571 | 4 |
| 7 | 3.057 | 2 | 3.000 | 3 | 2.857 | 5 | 2.619 | 7 |
| 8 | 2.679 | 5 | 2.750 | 4 | 3.071 | 2 | 2.524 | 6 |
| 9 | 2.811 | 5 | 3.000 | 3 | 3.071 | 2 | 2.714 | 6 |
| 10 | 2.547 | 4 | 1.750 | 6 | 2.929 | 1 | 2.571 | 3 |
| 11 | 2.396 | 5 | 2.500 | 3 | 2.500 | 3 | 2.333 | 6 |
| 12 | 2.453 | 3 | 2.000 | 5 | 2.714 | 2 | 2.286 | 4 |
| 13 | 2.509 | 2 | 2.500 | 3 | 2.571 | 1 | 2.286 | 6 |
| 14 | 2.642 | 2 | 2.000 | 6 | 2.929 | 1 | 2.190 | 5 |
| 15 | 2.566 | 2 | 1.750 | 6 | 2.929 | 1 | 2.286 | 3 |
| 16 | 2.415 | 3 | 2.000 | 5 | 2.929 | 1 | 2.333 | 4 |
| 17 | 2.264 | 2 | 1.500 | 4 | 2.643 | 1 | 2.095 | 3 |
| 18 | 2.566 | 3 | 2.500 | 4 | 3.071 | 1 | 2.476 | 5 |
| 19 | 2.660 | 6 | 2.750 | 4 | 3.143 | 3 | 2.667 | 5 |
| 20 | 2.472 | 5 | 2.750 | 4 | 2.929 | 3 | 2.238 | 6 |
| 21 | 2.547 | 4 | 2.500 | 5 | 3.429 | 1 | 2.571 | 3 |
| 22 | 2.472 | 5 | 2.500 | 3 | 3.000 | 2 | 2.333 | 6 |
| 23 | 2.377 | 4 | 2.250 | 5 | 3.143 | 1 | 2.143 | 6 |
| 24 | 2.604 | 4 | 1.750 | 5 | 3.429 | 1 | 2.762 | 3 |

TABLE 157.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 3.000 | 2 | 2.000 | 7 | 3.500 | 1 | 2.880 | 7 |
| 2 | 1.500 | 7 | 3.000 | 2 | 2.000 | 6 | 2.880 | 7 |
| 3 | 1.000 | 7 | 2.750 | 2 | 2.500 | 6 | 2.610 | 27 |
| 4 | 1.500 | 7 | 2.750 | 5 | 3.000 | 1 | 2.900 | 5 |
| 5 | 3.000 | 2 | 2.500 | 7 | 3.500 | 1 | 2.910 | 4 |
| 6 | 2.500 | 5 | 2.000 | 7 | 3.000 | 1 | 2.710 | 14 |
| 7 | 3.000 | 3 | 2.750 | 6 | 3.500 | 1 | 2.930 | 3 |
| 8 | 3.000 | 3 | 2.000 | 7 | 4.000 | 1 | 2.710 | 14 |
| 9 | 1.500 | 7 | 3.000 | 3 | 4.000 | 1 | 2.840 | 9 |
| 10 | 1.000 | 7 | 2.750 | 2 | 2.500 | 5 | 2.550 | 33 |
| 11 | 1.500 | 7 | 3.250 | 1 | 3.000 | 2 | 2.430 | 52 |
| 12 | 0.500 | 7 | 3.000 | 1 | 2.000 | 5 | 2.410 | 57 |
| 13 | 1.000 | 7 | 2.500 | 3 | 2.500 | 3 | 2.440 | 49 |
| 14 | 1.500 | 7 | 2.500 | 3 | 2.500 | 3 | 2.530 | 34 |
| 15 | 0.500 | 7 | 2.250 | 4 | 2.000 | 5 | 2.460 | 45 |
| 16 | 1.000 | 7 | 2.500 | 2 | 2.000 | 5 | 2.420 | 54 |
| 17 | 1.000 | 6 | 1.000 | 6 | 1.500 | 4 | 2.160 | 66 |
| 18 | 1.000 | 7 | 2.750 | 2 | 2.000 | 6 | 2.580 | 30 |
| 19 | 1.500 | 7 | 3.750 | 1 | 3.500 | 2 | 2.770 | 11 |
| 20 | 1.000 | 7 | 3.250 | 1 | 3.000 | 2 | 2.510 | 38 |
| 21 | 2.000 | 6 | 2.750 | 2 | 2.000 | 6 | 2.660 | 20 |
| 22 | 0.500 | 7 | 3.250 | 1 | 2.500 | 3 | 2.510 | 38 |
| 23 | 1.500 | 7 | 2.750 | 3 | 3.000 | 2 | 2.440 | 49 |
| 24 | 0.500 | 7 | 3.250 | 2 | 1.500 | 6 | 2.680 | 18 |

TABLE 157.--Continued.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 2.491 | 5 | 2.500 | 4 | 3.000 | 3 | 2.381 | 6 |
| 26 | 2.660 | 5 | 2.500 | 6 | 3.143 | 2 | 2.714 | 4 |
| 27 | 2.642 | 4 | 2.500 | 5 | 3.000 | 2 | 2.476 | 6 |
| 28 | 2.302 | 5 | 2.750 | 3 | 2.929 | 2 | 2.381 | 4 |
| 29 | 2.472 | 4 | 2.500 | 2 | 2.929 | 1 | 2.333 | 5 |
| 30 | 2.113 | 3 | 1.750 | 4 | 2.643 | 1 | 2.333 | 2 |
| 31 | 2.264 | 2 | 2.000 | 6 | 2.857 | 1 | 2.143 | 5 |
| 32 | 2.113 | 4 | 2.000 | 5 | 2.786 | 2 | 2.333 | 3 |
| 33 | 2.434 | 5 | 2.500 | 4 | 3.071 | 2 | 2.429 | 6 |
| 34 | 2.434 | 4 | 2.000 | 6 | 2.857 | 2 | 2.333 | 5 |
| 35 | 2.679 | 3 | 2.250 | 6 | 3.286 | 1 | 2.619 | 4 |
| 36 | 2.547 | 4 | 2.750 | 3 | 2.929 | 2 | 1.952 | 6 |
| 37 | 2.585 | 5 | 2.750 | 4 | 2.929 | 3 | 2.095 | 6 |
| 38 | 2.340 | 4 | 2.250 | 5 | 2.929 | 1 | 1.905 | 7 |
| 39 | 2.453 | 3 | 2.250 | 4 | 3.071 | 2 | 1.905 | 7 |
| 40 | 2.264 | 4 | 2.250 | 5 | 2.500 | 2 | 1.952 | 6 |
| 41 | 2.302 | 3 | 2.250 | 4 | 2.929 | 2 | 1.905 | 6 |
| 42 | 2.509 | 2 | 2.250 | 5 | 2.143 | 6 | 2.143 | 6 |
| 43 | 2.547 | 2 | 2.000 | 4 | 3.000 | 1 | 2.381 | 3 |
| 44 | 2.528 | 3 | 2.000 | 4 | 2.929 | 1 | 2.619 | 2 |
| 45 | 2.336 | 4 | 2.500 | 2 | 3.000 | 1 | 2.429 | 3 |
| 46 | 2.547 | 5 | 2.000 | 6 | 3.586 | 1 | 2.714 | 4 |
| 47 | 2.792 | 5 | 2.750 | 6 | 3.357 | 2 | 2.810 | 4 |
| 48 | 2.302 | 3 | 2.000 | 5 | 2.714 | 2 | 2.095 | 4 |

TABLE 157.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 0.500 | 7 | 3.500 | 1 | 3.500 | 1 | 2.560 | 31 |
| 26 | 3.000 | 3 | 3.250 | 1 | 2.000 | 7 | 2.750 | 12 |
| 27 | 3.000 | 2 | 3.250 | 1 | 1.500 | 7 | 2.660 | 20 |
| 28 | 1.500 | 7 | 3.250 | 1 | 2.000 | 6 | 2.440 | 49 |
| 29 | 1.000 | 7 | 2.500 | 2 | 2.000 | 6 | 2.470 | 42 |
| 30 | 0.000 | 7 | 1.250 | 6 | 1.500 | 5 | 2.130 | 67 |
| 31 | 0.500 | 7 | 2.250 | 3 | 2.250 | 3 | 2.280 | 62 |
| 32 | 1.000 | 7 | 3.000 | 1 | 2.000 | 5 | 2.260 | 63 |
| 33 | 1.000 | 7 | 2.750 | 3 | 3.000 | 1 | 2.520 | 37 |
| 34 | 0.500 | 7 | 2.750 | 3 | 4.000 | 1 | 2.460 | 45 |
| 35 | 0.500 | 7 | 2.750 | 2 | 2.500 | 5 | 2.690 | 17 |
| 36 | 0.500 | 7 | 2.500 | 5 | 4.000 | 1 | 2.470 | 42 |
| 37 | 1.000 | 7 | 3.000 | 1 | 3.000 | 1 | 2.530 | 34 |
| 38 | 2.000 | 6 | 2.750 | 2 | 2.500 | 3 | 2.340 | 59 |
| 39 | 2.000 | 6 | 2.250 | 4 | 3.500 | 1 | 2.420 | 54 |
| 40 | 0.000 | 7 | 3.000 | 1 | 2.500 | 2 | 2.220 | 65 |
| 41 | 1.000 | 7 | 3.750 | 1 | 2.000 | 5 | 2.330 | 60 |
| 42 | 2.500 | 3 | 3.000 | 1 | 2.500 | 3 | 2.530 | 34 |
| 43 | 1.000 | 7 | 1.250 | 6 | 2.000 | 4 | 2.460 | 45 |
| 44 | 1.000 | 6 | 1.000 | 6 | 2.000 | 4 | 2.480 | 41 |
| 45 | 1.000 | 7 | 1.500 | 6 | 2.000 | 5 | 2.420 | 54 |
| 46 | 0.500 | 7 | 2.750 | 3 | 3.500 | 2 | 2.650 | 23 |
| 47 | 0.000 | 7 | 3.000 | 3 | 3.500 | 1 | 2.840 | 9 |
| 48 | 0.000 | 7 | 2.750 | 1 | 1.500 | 6 | 2.260 | 63 |

TABLE 157.--Continued.

| P.O.[a] | C/U | | C.E.S. | | C.C. | | P.S. | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 2.453 | 3 | 2.250 | 5 | 2.786 | 2 | 2.333 | 4 |
| 50 | 2.415 | 4 | 2.000 | 5 | 3.000 | 1 | 2.571 | 2 |
| 51 | 2.358 | 3 | 2.250 | 4 | 2.857 | 2 | 2.143 | 5 |
| 52 | 2.321 | 3 | 1.750 | 6 | 2.857 | 1 | 2.190 | 4 |
| 53 | 2.868 | 4 | 2.500 | 6 | 3.357 | 3 | 2.571 | 5 |
| 54 | 2.962 | 5 | 2.750 | 6 | 3.500 | 1 | 3.238 | 3 |
| 55 | 2.679 | 4 | 2.750 | 3 | 3.000 | 2 | 2.667 | 5 |
| 56 | 2.660 | 4 | 2.500 | 6 | 2.929 | 3 | 2.571 | 5 |
| 57 | 2.585 | 3 | 2.500 | 5 | 3.071 | 2 | 2.571 | 4 |
| 58 | 2.566 | 5 | 2.750 | 3 | 2.857 | 2 | 2.571 | 4 |
| 59 | 2.623 | 5 | 2.750 | 4 | 3.000 | 3 | 2.429 | 6 |
| 60 | 2.396 | 5 | 2.500 | 3 | 2.857 | 1 | 2.381 | 6 |
| 61 | 2.491 | 4 | 2.250 | 5 | 3.071 | 2 | 2.667 | 3 |
| 62 | 2.415 | 6 | 2.750 | 2 | 2.929 | 1 | 2.667 | 4 |
| 63 | 2.981 | 4 | 2.750 | 5 | 3.500 | 1 | 3.143 | 3 |
| 64 | 2.566 | 3 | 2.500 | 4 | 3.214 | 1 | 2.714 | 2 |
| 65 | 2.792 | 2 | 2.750 | 3 | 2.929 | 1 | 2.667 | 4 |
| 66 | 2.509 | 3 | 2.250 | 6 | 2.786 | 2 | 2.381 | 5 |
| 67 | 2.604 | 5 | 2.000 | 6 | 2.786 | 3 | 2.619 | 4 |
| Total | 2.555 | 4 | 2.381 | 6 | 2.971 | 1 | 2.457 | 5 |

TABLE 157.--Continued.

| P.O.[a] | V.A. | | G.A. | | C.H. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 0.000 | 7 | 3.000 | 1 | 2.000 | 6 | 2.430 | 52 |
| 50 | 0.500 | 7 | 1.750 | 6 | 2.500 | 3 | 2.450 | 48 |
| 51 | 0.500 | 7 | 3.000 | 1 | 2.000 | 6 | 2.360 | 58 |
| 52 | 1.500 | 7 | 2.500 | 2 | 2.000 | 5 | 2.330 | 60 |
| 53 | 2.000 | 7 | 3.750 | 2 | 4.000 | 1 | 2.900 | 5 |
| 54 | 1.500 | 7 | 3.250 | 2 | 3.000 | 4 | 3.070 | 1 |
| 55 | 1.000 | 7 | 3.250 | 1 | 2.500 | 6 | 2.710 | 14 |
| 56 | 1.000 | 7 | 3.000 | 1 | 3.000 | 1 | 2.660 | 20 |
| 57 | 1.500 | 7 | 3.250 | 1 | 2.500 | 5 | 2.650 | 23 |
| 58 | 1.500 | 7 | 3.250 | 1 | 2.500 | 6 | 2.620 | 26 |
| 59 | 2.000 | 7 | 3.250 | 2 | 3.500 | 1 | 2.670 | 19 |
| 60 | 2.500 | 3 | 2.750 | 2 | 2.000 | 7 | 2.470 | 42 |
| 61 | 2.000 | 6 | 3.250 | 1 | 2.000 | 6 | 2.610 | 27 |
| 62 | 2.500 | 5 | 2.750 | 2 | 2.000 | 7 | 2.560 | 31 |
| 63 | 1.500 | 7 | 3.250 | 2 | 2.000 | 6 | 3.040 | 2 |
| 64 | 1.000 | 7 | 2.500 | 4 | 2.000 | 6 | 2.640 | 25 |
| 65 | 1.500 | 7 | 2.500 | 5 | 2.000 | 6 | 2.730 | 13 |
| 66 | 1.500 | 7 | 2.500 | 4 | 3.500 | 1 | 2.510 | 38 |
| 67 | 1.000 | 7 | 3.000 | 1 | 3.000 | 1 | 2.600 | 29 |
| Total | 1.306 | 7 | 2.731 | 2 | 2.590 | 3 | 2.569 | |

[a]P.O. = Program Objective, C/U = College or University (Not Cooperative Extension Service), C.E.S. = Cooperative Extension Service, C.C. = Community College, P.S. = Public Schools (Elementary or Secondary), V.A. = Voluntary Association, G.A. = County, State, National or International Government Agency, C.H. = Church.

TABLE 158.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Objectives by Years in Continuing Education Prior to Admission to the Doctoral Program.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.889 | 3 | 2.583 | 5 | 3.071 | 2 | 2.783 | 4 | 3.286 | 1 | 2.000 | 6 | 2.880 | 7 |
| 2 | 2.741 | 5 | 3.167 | 3 | 3.036 | 4 | 2.522 | 6 | 3.286 | 2 | 3.333 | 1 | 2.880 | 7 |
| 3 | 2.407 | 6 | 2.583 | 4 | 2.857 | 2 | 2.435 | 5 | 3.000 | 1 | 2.667 | 3 | 2.610 | 27 |
| 4 | 2.815 | 4 | 2.667 | 6 | 3.107 | 3 | 2.739 | 5 | 3.143 | 2 | 3.333 | 1 | 2.990 | 5 |
| 5 | 2.778 | 5 | 2.917 | 3 | 2.821 | 4 | 3.043 | 2 | 3.429 | 1 | 2.667 | 6 | 2.910 | 4 |
| 6 | 2.815 | 3 | 2.417 | 5 | 2.821 | 2 | 2.522 | 4 | 3.143 | 1 | 2.333 | 6 | 2.710 | 14 |
| 7 | 2.889 | 6 | 2.917 | 4 | 2.893 | 5 | 3.000 | 1 | 3.000 | 1 | 3.000 | 1 | 2.930 | 3 |
| 8 | 2.778 | 2 | 2.667 | 5 | 2.679 | 4 | 2.739 | 3 | 3.000 | 1 | 1.667 | 6 | 2.710 | 14 |
| 9 | 2.741 | 5 | 3.000 | 2 | 2.929 | 3 | 2.696 | 6 | 2.857 | 4 | 3.333 | 1 | 2.840 | 9 |
| 10 | 2.407 | 5 | 2.750 | 3 | 2.607 | 4 | 2.391 | 6 | 2.857 | 2 | 3.000 | 1 | 2.550 | 33 |
| 11 | 2.556 | 2 | 2.167 | 5 | 2.429 | 3 | 2.391 | 4 | 2.143 | 6 | 3.333 | 1 | 2.430 | 52 |
| 12 | 2.370 | 5 | 2.417 | 4 | 2.571 | 2 | 2.087 | 6 | 2.429 | 3 | 3.667 | 1 | 2.410 | 57 |
| 13 | 2.296 | 5 | 2.333 | 4 | 2.643 | 3 | 2.130 | 6 | 2.857 | 2 | 3.667 | 1 | 2.440 | 49 |
| 14 | 2.222 | 6 | 2.583 | 4 | 2.679 | 3 | 2.565 | 5 | 2.714 | 2 | 3.000 | 1 | 2.530 | 34 |
| 15 | 2.407 | 5 | 2.417 | 4 | 2.536 | 3 | 2.348 | 6 | 2.714 | 1 | 2.667 | 2 | 2.460 | 45 |
| 16 | 2.222 | 5 | 2.250 | 4 | 2.679 | 3 | 2.217 | 6 | 2.857 | 2 | 3.000 | 1 | 2.420 | 54 |
| 17 | 2.333 | 3 | 2.000 | 4 | 2.357 | 2 | 1.783 | 5 | 2.429 | 1 | 1.667 | 6 | 2.160 | 66 |

TABLE 158.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 18 | 2.370 | 6 | 2.750 | 2 | 2.714 | 3 | 2.391 | 5 | 3.143 | 1 | 2.667 | 4 | 2.580 | 30 |
| 19 | 2.778 | 4 | 2.833 | 3 | 2.714 | 5 | 2.609 | 6 | 3.143 | 2 | 3.333 | 1 | 2.770 | 11 |
| 20 | 2.556 | 3 | 2.417 | 5 | 2.429 | 4 | 2.348 | 6 | 3.000 | 2 | 3.333 | 1 | 2.510 | 38 |
| 21 | 2.778 | 3 | 2.667 | 4 | 2.607 | 5 | 2.391 | 6 | 2.857 | 2 | 3.667 | 1 | 2.660 | 20 |
| 22 | 2.519 | 4 | 2.500 | 5 | 2.571 | 3 | 2.217 | 6 | 2.714 | 2 | 3.667 | 1 | 2.510 | 38 |
| 23 | 2.481 | 3 | 2.333 | 5 | 2.443 | 4 | 2.000 | 6 | 2.857 | 2 | 3.000 | 1 | 2.440 | 49 |
| 24 | 2.630 | 5 | 2.750 | 2 | 2.750 | 2 | 2.522 | 6 | 3.000 | 1 | 2.667 | 4 | 2.680 | 18 |
| 25 | 2.444 | 5 | 2.667 | 3 | 2.607 | 4 | 2.391 | 6 | 3.000 | 1 | 3.000 | 1 | 2.560 | 31 |
| 26 | 2.667 | 5 | 2.833 | 4 | 2.893 | 3 | 2.478 | 6 | 3.143 | 2 | 3.000 | 1 | 2.750 | 12 |
| 27 | 2.556 | 5 | 2.833 | 3 | 2.750 | 4 | 2.348 | 6 | 3.143 | 2 | 3.333 | 1 | 2.660 | 20 |
| 28 | 2.333 | 4 | 2.333 | 4 | 2.607 | 3 | 2.130 | 6 | 3.000 | 2 | 3.333 | 1 | 2.440 | 49 |
| 29 | 2.222 | 5 | 2.750 | 3 | 2.643 | 4 | 2.087 | 6 | 3.286 | 1 | 3.000 | 2 | 2.470 | 42 |
| 30 | 2.222 | 4 | 2.000 | 5 | 2.464 | 2 | 1.522 | 6 | 2.571 | 1 | 2.333 | 3 | 2.130 | 67 |
| 31 | 2.111 | 4 | 2.083 | 5 | 2.643 | 2 | 2.000 | 6 | 2.714 | 1 | 2.333 | 3 | 2.280 | 62 |
| 32 | 2.000 | 5 | 2.333 | 4 | 2.571 | 2 | 1.870 | 6 | 2.571 | 2 | 3.667 | 1 | 2.260 | 63 |
| 33 | 2.296 | 6 | 2.917 | 2 | 2.571 | 4 | 2.304 | 5 | 2.714 | 3 | 3.667 | 1 | 2.520 | 37 |
| 34 | 2.185 | 5 | 2.750 | 2 | 2.714 | 3 | 2.174 | 6 | 2.429 | 4 | 3.667 | 1 | 2.460 | 45 |

TABLE 158.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 35 | 2.370 | 6 | 3.167 | 2 | 2.643 | 4 | 2.609 | 5 | 3.000 | 3 | 4.000 | 1 | 2.690 | 17 |
| 36 | 2.296 | 6 | 2.417 | 4 | 2.571 | 3 | 2.391 | 5 | 2.714 | 2 | 3.333 | 1 | 2.470 | 42 |
| 37 | 2.296 | 6 | 2.417 | 5 | 2.750 | 2 | 2.435 | 4 | 2.714 | 3 | 3.333 | 1 | 2.530 | 34 |
| 38 | 2.222 | 5 | 2.250 | 4 | 2.643 | 2 | 2.000 | 6 | 2.429 | 3 | 3.333 | 1 | 2.340 | 59 |
| 39 | 2.333 | 4 | 2.000 | 6 | 2.786 | 2 | 2.174 | 5 | 2.571 | 3 | 3.000 | 1 | 2.420 | 54 |
| 40 | 1.926 | 6 | 2.000 | 5 | 2.464 | 3 | 2.087 | 4 | 2.714 | 2 | 3.333 | 1 | 2.220 | 65 |
| 41 | 2.222 | 5 | 2.167 | 6 | 2.393 | 3 | 2.261 | 4 | 2.571 | 2 | 3.333 | 1 | 2.330 | 60 |
| 42 | 2.333 | 5 | 2.583 | 4 | 2.786 | 3 | 2.174 | 6 | 3.000 | 2 | 3.333 | 1 | 2.530 | 34 |
| 43 | 2.333 | 4 | 2.667 | 3 | 2.750 | 2 | 2.000 | 6 | 3.000 | 1 | 2.333 | 4 | 2.460 | 45 |
| 44 | 2.259 | 4 | 2.667 | 3 | 2.821 | 2 | 2.217 | 5 | 2.857 | 1 | 1.667 | 6 | 2.480 | 41 |
| 45 | 2.148 | 6 | 2.500 | 3 | 2.643 | 2 | 2.348 | 4 | 2.714 | 1 | 2.333 | 5 | 2.420 | 54 |
| 46 | 2.444 | 6 | 2.833 | 3 | 2.821 | 4 | 2.478 | 5 | 2.857 | 2 | 3.000 | 1 | 2.650 | 23 |
| 47 | 2.704 | 5 | 2.917 | 4 | 3.000 | 2 | 2.652 | 6 | 3.000 | 2 | 3.333 | 1 | 2.840 | 9 |
| 48 | 1.963 | 6 | 2.333 | 4 | 2.536 | 3 | 2.043 | 5 | 2.714 | 1 | 2.667 | 2 | 2.260 | 63 |
| 49 | 2.296 | 4 | 2.250 | 5 | 2.643 | 3 | 2.087 | 6 | 2.857 | 2 | 4.000 | 1 | 2.430 | 52 |
| 50 | 2.370 | 5 | 2.417 | 4 | 2.679 | 3 | 2.087 | 6 | 2.857 | 2 | 3.000 | 1 | 2.450 | 48 |
| 51 | 2.148 | 5 | 2.083 | 6 | 2.607 | 3 | 2.174 | 4 | 2.857 | 2 | 3.333 | 1 | 2.360 | 58 |

TABLE 158.--Continued.

| P.O.[a] | None | | 1-2 | | 3-5 | | 6-10 | | 11-15 | | 16-20 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 52 | 2.000 | 6 | 2.167 | 4 | 2.786 | 1 | 2.087 | 5 | 2.714 | 2 | 2.667 | 3 | 2.330 | 60 |
| 53 | 2.593 | 5 | 2.583 | 6 | 3.321 | 2 | 2.696 | 4 | 3.286 | 3 | 3.667 | 1 | 2.900 | 5 |
| 54 | 3.037 | 4 | 3.083 | 3 | 3.143 | 2 | 2.957 | 6 | 3.000 | 5 | 3.667 | 1 | 3.070 | 1 |
| 55 | 2.630 | 5 | 2.833 | 3 | 2.714 | 4 | 2.565 | 6 | 2.857 | 2 | 3.667 | 1 | 2.710 | 14 |
| 56 | 2.667 | 4 | 2.750 | 2 | 2.643 | 5 | 2.478 | 6 | 2.714 | 3 | 3.667 | 1 | 2.660 | 20 |
| 57 | 2.556 | 5 | 2.833 | 2 | 2.786 | 3 | 2.348 | 6 | 2.714 | 4 | 3.667 | 1 | 2.650 | 23 |
| 58 | 2.556 | 4 | 2.583 | 3 | 2.821 | 2 | 2.435 | 5 | 2.286 | 6 | 3.667 | 1 | 2.620 | 26 |
| 59 | 2.481 | 4 | 2.417 | 6 | 2.929 | 3 | 2.478 | 5 | 3.000 | 2 | 3.667 | 1 | 2.670 | 19 |
| 60 | 2.481 | 4 | 2.083 | 5 | 2.714 | 3 | 2.043 | 6 | 3.000 | 2 | 3.667 | 1 | 2.470 | 42 |
| 61 | 2.704 | 4 | 2.333 | 5 | 2.750 | 3 | 2.261 | 6 | 3.000 | 2 | 3.333 | 1 | 2.610 | 27 |
| 62 | 2.667 | 3 | 2.333 | 5 | 2.714 | 2 | 2.261 | 6 | 2.857 | 1 | 2.667 | 3 | 2.560 | 31 |
| 63 | 2.889 | 5 | 3.083 | 4 | 3.286 | 2 | 2.783 | 6 | 3.143 | 3 | 3.667 | 1 | 3.040 | 2 |
| 64 | 2.741 | 2 | 2.583 | 5 | 2.679 | 3 | 2.391 | 6 | 3.000 | 1 | 2.667 | 4 | 2.640 | 25 |
| 65 | 2.630 | 6 | 2.750 | 4 | 2.786 | 3 | 2.652 | 5 | 3.000 | 1 | 3.000 | 1 | 2.730 | 13 |
| 66 | 2.593 | 3 | 2.250 | 6 | 2.714 | 1 | 2.304 | 5 | 2.429 | 4 | 2.667 | 2 | 2.510 | 38 |
| 67 | 2.815 | 3 | 2.083 | 6 | 2.714 | 4 | 2.304 | 5 | 3.000 | 1 | 3.000 | 1 | 2.600 | 29 |
| Total | 2.470 | 5 | 2.537 | 4 | 2.726 | 3 | 2.350 | 6 | 2.864 | 2 | 3.100 | 1 | 2.569 | |

[a]P.O. = Program Objective.

TABLE 159.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Objectives by Student Status During Coursework Phase of Their Doctoral Program.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.884 | 1 | 2.871 | 2 | 2.880 | 7 |
| 2 | 2.930 | 1 | 2.842 | 2 | 2.880 | 7 |
| 3 | 2.744 | 1 | 2.509 | 2 | 2.610 | 27 |
| 4 | 2.977 | 1 | 2.842 | 2 | 2.900 | 5 |
| 5 | 2.977 | 1 | 2.860 | 2 | 2.910 | 4 |
| 6 | 2.860 | 1 | 2.596 | 2 | 2.710 | 14 |
| 7 | 3.140 | 1 | 2.772 | 2 | 2.930 | 3 |
| 8 | 2.907 | 1 | 2.561 | 2 | 2.710 | 14 |
| 9 | 2.977 | 1 | 2.737 | 2 | 2.840 | 9 |
| 10 | 2.605 | 1 | 2.509 | 2 | 2.550 | 33 |
| 11 | 2.628 | 1 | 2.281 | 2 | 2.430 | 52 |
| 12 | 2.412 | 1 | 2.386 | 2 | 2.410 | 57 |
| 13 | 2.651 | 1 | 2.281 | 2 | 2.440 | 49 |
| 14 | 2.791 | 1 | 2.333 | 2 | 2.530 | 34 |
| 15 | 2.488 | 1 | 2.439 | 2 | 2.460 | 45 |
| 16 | 2.535 | 1 | 2.333 | 2 | 2.420 | 54 |
| 17 | 2.395 | 1 | 1.982 | 2 | 2.160 | 66 |
| 18 | 2.628 | 1 | 2.491 | 2 | 2.580 | 30 |
| 19 | 2.767 | 2 | 2.772 | 1 | 2.770 | 11 |
| 20 | 2.581 | 1 | 2.456 | 2 | 2.510 | 38 |
| 21 | 2.674 | 1 | 2.649 | 2 | 2.660 | 20 |
| 22 | 2.558 | 1 | 2.474 | 2 | 2.510 | 38 |
| 23 | 2.558 | 1 | 2.351 | 2 | 2.440 | 49 |
| 24 | 2.535 | 2 | 2.789 | 1 | 2.680 | 18 |

TABLE 159.--Continued.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 25 | 2.628 | 1 | 2.509 | 2 | 2.560 | 31 |
| 26 | 2.907 | 1 | 2.632 | 2 | 2.750 | 12 |
| 27 | 2.884 | 1 | 2.491 | 2 | 2.660 | 20 |
| 28 | 2.558 | 1 | 2.351 | 2 | 2.440 | 49 |
| 29 | 2.535 | 1 | 2.421 | 2 | 2.470 | 42 |
| 30 | 2.093 | 2 | 2.158 | 1 | 2.130 | 67 |
| 31 | 2.349 | 1 | 2.228 | 2 | 2.280 | 62 |
| 32 | 2.302 | 1 | 2.228 | 2 | 2.260 | 63 |
| 33 | 2.488 | 2 | 2.544 | 1 | 2.520 | 37 |
| 34 | 2.558 | 1 | 2.386 | 2 | 2.460 | 45 |
| 35 | 2.558 | 2 | 2.789 | 1 | 2.690 | 17 |
| 36 | 2.605 | 1 | 2.368 | 2 | 2.470 | 42 |
| 37 | 2.674 | 1 | 2.421 | 2 | 2.530 | 34 |
| 38 | 2.628 | 1 | 2.123 | 2 | 2.340 | 59 |
| 39 | 2.608 | 1 | 2.263 | 2 | 2.420 | 54 |
| 40 | 2.372 | 1 | 2.105 | 2 | 2.220 | 65 |
| 41 | 2.512 | 1 | 2.193 | 2 | 2.330 | 60 |
| 42 | 2.674 | 1 | 2.421 | 2 | 2.530 | 34 |
| 43 | 2.628 | 1 | 2.333 | 2 | 2.460 | 45 |
| 44 | 2.651 | 1 | 2.351 | 2 | 2.480 | 41 |
| 45 | 2.581 | 1 | 2.298 | 2 | 2.420 | 54 |
| 46 | 2.744 | 1 | 2.579 | 2 | 2.650 | 23 |
| 47 | 2.860 | 1 | 2.825 | 2 | 2.840 | 9 |
| 48 | 2.442 | 1 | 2.123 | 2 | 2.260 | 63 |

TABLE 159.--Continued.

| P.O.[a] | Primarily Full-Time | | Primarily Part-Time | | Total | |
|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 49 | 2.419 | 2 | 2.439 | 1 | 2.430 | 52 |
| 50 | 2.488 | 1 | 2.421 | 2 | 2.450 | 48 |
| 51 | 2.605 | 1 | 2.175 | 2 | 2.360 | 58 |
| 52 | 2.535 | 1 | 2.175 | 2 | 2.330 | 60 |
| 53 | 3.047 | 1 | 2.789 | 2 | 2.900 | 5 |
| 54 | 3.093 | 1 | 3.053 | 2 | 3.070 | 1 |
| 55 | 2.953 | 1 | 2.526 | 2 | 2.710 | 14 |
| 56 | 2.791 | 1 | 2.561 | 2 | 2.660 | 20 |
| 57 | 2.977 | 1 | 2.404 | 2 | 2.650 | 23 |
| 58 | 2.907 | 1 | 2.404 | 2 | 2.620 | 26 |
| 59 | 2.977 | 1 | 2.439 | 2 | 2.670 | 19 |
| 60 | 2.674 | 1 | 2.316 | 2 | 2.470 | 42 |
| 61 | 2.814 | 1 | 2.456 | 2 | 2.610 | 27 |
| 62 | 2.721 | 1 | 2.439 | 2 | 2.560 | 31 |
| 63 | 2.953 | 2 | 3.105 | 1 | 3.040 | 2 |
| 64 | 2.605 | 2 | 2.667 | 1 | 2.640 | 25 |
| 65 | 2.884 | 1 | 2.614 | 2 | 2.730 | 13 |
| 66 | 2.535 | 1 | 2.491 | 2 | 2.510 | 38 |
| 67 | 2.605 | 1 | 2.596 | 2 | 2.600 | 29 |
| Total | 2.683 | 1 | 2.483 | 2 | 2.569 | |

[a]P.O. = Program Objective.

TABLE 160.--Ratings by Graduates of the Contributions of Their Doctoral Programs Toward Achievement of Program Objectives by Period During Which Doctoral Degree Received.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 1 | 2.364 | 4 | 2.750 | 3 | 3.154 | 1 | 3.000 | 2 | 2.880 | 7 |
| 2 | 3.091 | 1 | 2.806 | 4 | 2.846 | 3 | 2.926 | 2 | 2.880 | 7 |
| 3 | 2.727 | 2 | 2.528 | 3 | 2.462 | 4 | 2.815 | 1 | 2.610 | 27 |
| 4 | 2.636 | 4 | 2.778 | 3 | 2.846 | 2 | 3.222 | 1 | 2.900 | 5 |
| 5 | 2.364 | 4 | 2.806 | 3 | 3.038 | 2 | 3.148 | 1 | 2.910 | 4 |
| 6 | 2.273 | 4 | 2.556 | 3 | 2.846 | 2 | 2.963 | 1 | 2.710 | 14 |
| 7 | 2.636 | 3 | 2.556 | 4 | 3.269 | 1 | 3.222 | 2 | 2.930 | 3 |
| 8 | 2.455 | 3 | 2.389 | 4 | 2.923 | 2 | 3.037 | 1 | 2.710 | 14 |
| 9 | 2.818 | 2 | 2.778 | 3 | 2.692 | 4 | 3.074 | 1 | 2.840 | 9 |
| 10 | 2.545 | 2 | 2.472 | 3 | 2.462 | 4 | 2.741 | 1 | 2.550 | 33 |
| 11 | 1.909 | 4 | 2.417 | 3 | 2.423 | 2 | 2.667 | 1 | 2.430 | 52 |
| 12 | 2.364 | 3 | 2.417 | 2 | 2.115 | 4 | 2.704 | 1 | 2.410 | 57 |
| 13 | 2.273 | 3 | 2.361 | 2 | 2.192 | 4 | 2.852 | 1 | 2.440 | 49 |
| 14 | 2.909 | 1 | 2.444 | 3 | 2.154 | 4 | 2.852 | 2 | 2.530 | 34 |
| 15 | 2.818 | 1 | 2.417 | 3 | 2.115 | 4 | 2.704 | 2 | 2.460 | 45 |
| 16 | 2.636 | 1 | 2.389 | 3 | 2.192 | 4 | 2.593 | 2 | 2.420 | 54 |
| 17 | 2.091 | 3 | 2.167 | 2 | 1.923 | 4 | 2.407 | 1 | 2.160 | 66 |

TABLE 160.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Tating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 18 | 2.364 | 4 | 2.389 | 3 | 2.577 | 2 | 2.926 | 1 | 2.580 | 30 |
| 19 | 2.545 | 3 | 2.528 | 4 | 2.769 | 2 | 3.185 | 1 | 2.770 | 11 |
| 20 | 2.273 | 4 | 2.361 | 3 | 2.538 | 2 | 2.778 | 1 | 2.510 | 38 |
| 21 | 2.636 | 2 | 2.583 | 3 | 2.577 | 4 | 2.852 | 1 | 2.660 | 20 |
| 22 | 2.364 | 3 | 2.361 | 4 | 2.385 | 2 | 2.889 | 1 | 2.510 | 38 |
| 23 | 2.273 | 4 | 2.278 | 3 | 2.462 | 2 | 2.704 | 1 | 2.440 | 49 |
| 24 | 2.364 | 4 | 2.556 | 3 | 2.615 | 2 | 3.037 | 1 | 2.680 | 18 |
| 25 | 2.727 | 2 | 2.250 | 4 | 2.538 | 3 | 2.926 | 1 | 2.560 | 31 |
| 26 | 2.455 | 4 | 2.556 | 3 | 2.731 | 2 | 3.148 | 1 | 2.750 | 12 |
| 27 | 2.091 | 4 | 2.611 | 3 | 2.654 | 2 | 2.963 | 1 | 2.660 | 20 |
| 28 | 2.364 | 3 | 2.250 | 4 | 2.462 | 2 | 2.704 | 1 | 2.440 | 49 |
| 29 | 2.364 | 3 | 2.472 | 2 | 2.192 | 4 | 2.778 | 1 | 2.470 | 42 |
| 30 | 1.909 | 4 | 2.083 | 3 | 2.308 | 1 | 2.111 | 2 | 2.130 | 67 |
| 31 | 2.364 | 2 | 2.222 | 3 | 1.962 | 4 | 2.630 | 1 | 2.280 | 62 |
| 32 | 2.455 | 1 | 2.194 | 3 | 2.154 | 4 | 2.370 | 2 | 2.260 | 63 |
| 33 | 2.545 | 2 | 2.361 | 4 | 2.500 | 3 | 2.741 | 1 | 2.520 | 37 |
| 34 | 2.273 | 3 | 2.250 | 4 | 2.423 | 2 | 2.852 | 1 | 2.460 | 45 |

TABLE 160.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 35 | 2.818 | 2 | 2.538 | 3 | 2.538 | 3 | 2.926 | 1 | 2.690 | 17 |
| 36 | 2.545 | 1 | 2.528 | 2 | 2.308 | 4 | 2.519 | 3 | 2.470 | 42 |
| 37 | 2.364 | 3 | 2.528 | 2 | 2.346 | 4 | 2.778 | 1 | 2.530 | 34 |
| 38 | 2.364 | 2 | 2.306 | 3 | 2.269 | 4 | 2.444 | 1 | 2.340 | 59 |
| 39 | 2.455 | 2 | 2.417 | 3 | 2.308 | 4 | 2.519 | 1 | 2.420 | 54 |
| 40 | 2.182 | 3 | 2.194 | 2 | 1.885 | 4 | 2.593 | 1 | 2.220 | 65 |
| 41 | 2.182 | 4 | 2.250 | 2 | 2.231 | 3 | 2.593 | 1 | 2.330 | 60 |
| 42 | 2.182 | 4 | 2.417 | 3 | 2.577 | 2 | 2.778 | 1 | 2.530 | 34 |
| 43 | 2.545 | 2 | 2.361 | 4 | 2.462 | 3 | 2.556 | 1 | 2.460 | 45 |
| 44 | 2.909 | 1 | 2.278 | 4 | 2.308 | 3 | 2.741 | 2 | 2.480 | 41 |
| 45 | 2.818 | 1 | 2.250 | 3 | 2.231 | 4 | 2.667 | 2 | 2.420 | 54 |
| 46 | 2.364 | 4 | 2.556 | 2 | 2.538 | 3 | 3.000 | 1 | 2.650 | 23 |
| 47 | 2.818 | 2 | 2.750 | 3 | 2.731 | 4 | 3.074 | 1 | 2.840 | 9 |
| 48 | 2.364 | 2 | 1.917 | 4 | 2.077 | 3 | 2.852 | 1 | 2.260 | 63 |
| 49 | 2.182 | 4 | 2.222 | 3 | 2.385 | 2 | 2.852 | 1 | 2.430 | 52 |
| 50 | 2.636 | 2 | 2.306 | 4 | 2.346 | 3 | 2.667 | 1 | 2.450 | 48 |
| 51 | 2.545 | 2 | 2.111 | 4 | 2.154 | 3 | 2.815 | 1 | 2.360 | 58 |

TABLE 160.--Continued.

| P.O.[a] | 1956-1960 | | 1961-1965 | | 1966-1970 | | 1971-1975 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank | Mean Rating | Rank |
| 52 | 2.455 | 2 | 2.222 | 3 | 2.000 | 4 | 2.741 | 1 | 2.330 | 60 |
| 53 | 3.091 | 1 | 2.611 | 3 | 3.038 | 2 | 1.148 | 4 | 2.900 | 5 |
| 54 | 3.000 | 3 | 2.917 | 4 | 3.192 | 1 | 3.185 | 2 | 3.070 | 1 |
| 55 | 2.364 | 4 | 2.750 | 2 | 2.577 | 3 | 2.926 | 1 | 2.710 | 14 |
| 56 | 2.364 | 4 | 2.583 | 2 | 2.577 | 3 | 2.963 | 1 | 2.660 | 20 |
| 57 | 2.455 | 4 | 2.583 | 2 | 2.500 | 3 | 2.963 | 1 | 2.650 | 23 |
| 58 | 2.364 | 4 | 2.417 | 3 | 2.692 | 2 | 2.926 | 1 | 2.620 | 26 |
| 59 | 2.818 | 2 | 2.444 | 4 | 2.692 | 3 | 2.889 | 1 | 2.670 | 19 |
| 60 | 2.364 | 4 | 2.389 | 3 | 2.462 | 2 | 2.630 | 1 | 2.470 | 42 |
| 61 | 2.727 | 2 | 2.500 | 3 | 2.423 | 4 | 2.889 | 1 | 2.610 | 27 |
| 62 | 2.636 | 2 | 2.306 | 4 | 2.462 | 3 | 2.963 | 1 | 2.560 | 31 |
| 63 | 2.909 | 4 | 3.139 | 1 | 2.962 | 3 | 3.037 | 2 | 3.040 | 2 |
| 64 | 2.818 | 2 | 2.556 | 3 | 2.385 | 4 | 2.926 | 1 | 2.640 | 25 |
| 65 | 2.636 | 2 | 2.556 | 4 | 2.615 | 3 | 3.111 | 1 | 2.730 | 13 |
| 66 | 2.091 | 4 | 2.444 | 3 | 2.538 | 2 | 2.741 | 1 | 2.510 | 38 |
| 67 | 2.182 | 4 | 2.750 | 2 | 2.346 | 3 | 2.815 | 1 | 2.600 | 29 |
| Total | 2.490 | 2 | 2.455 | 4 | 2.487 | 3 | 2.831 | 1 | 2.569 | |

[a]P.O. = Program Objective.

# APPENDIX F

## INCONGRUENCE FACTORS ASSOCIATED WITH CONTINUING EDUCATION DOCTORAL PROGRAM GOALS AND OBJECTIVES

TABLE 161.--Continuing Education Doctoral Program Goals in Rank Order by Magnitude of Incongruence.

| Program Goal Number | Relevance | | Contribution | | Incongruence Factor | |
|---|---|---|---|---|---|---|
| | Rank | Mean Rating | Rank | Mean Rating | Rank | Magnitude |
| 5 | 1 | 3.469 | 8 | 2.406 | 1 | 1.063 |
| 2 | 2 | 3.378 | 5 | 2.471 | 2 | 0.907 |
| 6 | 3 | 3.264 | 6 | 2.468 | 3 | 0.796 |
| 4 | 6 | 3.244 | 7 | 2.466 | 4 | 0.778 |
| 3 | 5 | 3.254 | 4 | 2.589 | 5 | 0.665 |
| 8 | 7 | 3.210 | 3 | 2.670 | 6 | 0.540 |
| 7 | 8 | 3.195 | 2 | 2.719 | 7 | 0.476 |
| 1 | 4 | 3.255 | 1 | 2.816 | 8 | 0.439 |
| | | 3.281 | | 2.569 | | 0.712 |

TABLE 162.--Continuing Education Doctoral Program Objectives in Rank Order by Magnitude of Incongruence.

| Program Objective Number | Relevance | | Contribution | | Incongruence Factor | |
|---|---|---|---|---|---|---|
| | Rank | Mean Rating | Rank | Mean Rating | Rank | Magnitude |
| 31 (4.6) | 10 | 3.480 | 62 | 2.280 | 1 | 1.200 |
| 39 (5.4) | 1 | 3.600 | 54 | 2.420 | 2 | 1.180 |
| 30 (4.5) | 29 | 3.300 | 67 | 2.130 | 3 | 1.170 |
| 40 (5.5) | 21 | 3.370 | 65 | 2.220 | 4 | 1.150 |
| 41 (5.6) | 13 | 3.460 | 60 | 2.330 | 5 | 1.130 |
| 12 (2.4) | 9 | 3.490 | 57 | 2.410 | 6 | 1.080 |
| 38 (5.3) | 16 | 3.410 | 59 | 2.340 | 7 | 1.070 |
| 17 (2.9) | 48 | 3.200 | 66 | 2.160 | 8 | 1.040 |
| 36 (5.1) | 11 | 3.470 | 42 | 2.470 | 9 | 1.000 |
| 16 (2.8) | 19 | 3.400 | 54 | 2.420 | 10 | 0.980 |
| 13 (2.5) | 16 | 3.410 | 49 | 2.440 | 11 | 0.970 |
| 42 (5.7) | 8 | 3.500 | 34 | 2.530 | 11 | 0.970 |
| 15 (2.7) | 15 | 3.420 | 45 | 2.460 | 13 | 0.960 |
| 48 (6.6) | 46 | 3.210 | 63 | 2.260 | 14 | 0.950 |
| 37 (5.2) | 11 | 3.470 | 34 | 2.530 | 15 | 0.940 |
| 50 (6.8) | 20 | 3.380 | 48 | 2.450 | 16 | 0.930 |
| 3 (1.3) | 7 | 3.510 | 27 | 2.610 | 17 | 0.900 |
| 51 (6.9) | 43 | 3.220 | 58 | 2.360 | 18 | 0.860 |
| 11 (2.3) | 35 | 3.280 | 52 | 2.430 | 19 | 0.850 |
| 23 (3.6) | 33 | 3.290 | 49 | 2.440 | 19 | 0.850 |
| 45 (6.3) | 38 | 3.270 | 54 | 2.420 | 19 | 0.850 |
| 28 (4.3) | 35 | 3.280 | 49 | 2.440 | 22 | 0.840 |
| 43 (6.1) | 29 | 3.300 | 45 | 2.460 | 22 | 0.840 |
| 14 (2.6) | 22 | 3.360 | 34 | 2.530 | 24 | 0.830 |
| 32 (4.7) | 60 | 3.060 | 63 | 2.260 | 25 | 0.800 |
| 33 (4.8) | 28 | 3.310 | 37 | 2.520 | 26 | 0.790 |

TABLE 162.--Continued.

| Program Objective Number | Relevance | | Contribution | | Incongruence Factor | |
|---|---|---|---|---|---|---|
| | Rank | Mean Rating | Rank | Mean Rating | Rank | Magnitude |
| 49 (6.7) | 43 | 3.220 | 52 | 2.430 | 26 | 0.790 |
| 44 (6.2) | 39 | 3.250 | 41 | 2.480 | 28 | 0.770 |
| 47 (6.5) | 1 | 3.600 | 9 | 2.840 | 29 | 0.760 |
| 9 (2.1) | 4 | 3.590 | 9 | 2.840 | 30 | 0.750 |
| 34 (4.9) | 46 | 3.210 | 45 | 2.460 | 30 | 0.750 |
| 18 (3.1) | 29 | 3.300 | 30 | 2.580 | 32 | 0.720 |
| 67 (8.7) | 23 | 3.320 | 29 | 2.600 | 32 | 0.720 |
| 10 (2.2) | 39 | 3.250 | 33 | 2.550 | 34 | 0.700 |
| 19 (3.2) | 14 | 3.450 | 11 | 2.770 | 35 | 0.680 |
| 22 (3.5) | 50 | 3.190 | 38 | 2.510 | 35 | 0.680 |
| 4 (1.4) | 6 | 3.560 | 5 | 2.900 | 37 | 0.660 |
| 21 (3.4) | 23 | 3.320 | 20 | 2.660 | 37 | 0.660 |
| 25 (3.8) | 43 | 3.220 | 31 | 2.560 | 37 | 0.660 |
| 56 (7.4) | 23 | 3.320 | 20 | 2.660 | 37 | 0.660 |
| 46 (6.4) | 29 | 3.300 | 23 | 2.650 | 41 | 0.650 |
| 20 (3.3) | 53 | 3.150 | 38 | 2.510 | 42 | 0.640 |
| 64 (8.4) | 35 | 3.280 | 25 | 2.640 | 42 | 0.640 |
| 27 (4.2) | 33 | 3.290 | 20 | 2.660 | 44 | 0.630 |
| 6 (1.6) | 23 | 3.320 | 14 | 2.710 | 45 | 0.610 |
| 29 (4.4) | 58 | 3.070 | 42 | 2.470 | 46 | 0.600 |
| 60 (7.8) | 58 | 3.070 | 42 | 2.470 | 46 | 0.600 |
| 35 (4.10) | 39 | 3.250 | 17 | 2.690 | 48 | 0.560 |
| 52 (6.10) | 66 | 2.890 | 60 | 2.330 | 48 | 0.560 |
| 62 (8.2) | 54 | 3.120 | 31 | 2.560 | 48 | 0.560 |
| 63 (8.3) | 1 | 3.600 | 2 | 3.040 | 48 | 0.560 |
| 2 (1.2) | 16 | 3.410 | 7 | 2.880 | 52 | 0.530 |
| 65 (8.5) | 39 | 3.250 | 13 | 2.730 | 53 | 0.520 |
| 54 (7.2) | 5 | 3.580 | 1 | 3.070 | 54 | 0.510 |

TABLE 162.--Continued.

| Program Objective Number | Relevance | | Contribution | | Incongruence Factor | |
|---|---|---|---|---|---|---|
| | Rank | Mean Rating | Rank | Mean Rating | Rank | Magnitude |
| 55 (7.3) | 52 | 3.180 | 14 | 2.710 | 55 | 0.470 |
| 59 (7.7) | 54 | 3.120 | 19 | 2.670 | 56 | 0.450 |
| 26 (4.1) | 50 | 3.190 | 12 | 2.750 | 57 | 0.440 |
| 24 (3.7) | 56 | 3.110 | 18 | 2.680 | 58 | 0.430 |
| 53 (7.1) | 23 | 3.320 | 5 | 2.900 | 59 | 0.420 |
| 61 (8.1) | 61 | 3.030 | 27 | 2.610 | 59 | 0.420 |
| 58 (7.6) | 62 | 2.990 | 26 | 2.620 | 61 | 0.370 |
| 66 (8.6) | 67 | 2.870 | 38 | 2.510 | 62 | 0.360 |
| 57 (7.5) | 64 | 2.980 | 23 | 2.650 | 63 | 0.330 |
| 8 (1.8) | 62 | 2.990 | 14 | 2.710 | 64 | 0.280 |
| 7 (1.7) | 48 | 3.200 | 3 | 2.930 | 65 | 0.270 |
| 5 (1.5) | 57 | 3.090 | 4 | 2.910 | 66 | 0.180 |
| 1 (1.1) | 65 | 2.960 | 7 | 2.880 | 67 | 0.080 |

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