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A DESCRIPTIVE STUDY OF THE EVENING STUDENTS ENROLLED IN  
OCCUPATIONAL EDUCATION COURSES IN THE WEST CENTRAL  
LEAGUE OF MICHIGAN COMMUNITY COLLEGES

By

Robert D. Steely

A DISSERTATION

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## ABSTRACT

### A DESCRIPTIVE STUDY OF THE EVENING STUDENTS ENROLLED IN OCCUPATIONAL EDUCATION COURSES IN THE WEST CENTRAL LEAGUE OF MICHIGAN COMMUNITY COLLEGES

By

Robert D. Steely

The purpose of this study was to describe the students enrolled in evening occupational courses in the West Central League of Michigan Community Colleges.

Specifically, the study was designed to seek answers to the following questions about the community college evening occupational students:

1. What are their personal characteristics?
2. What is their employment status?
3. Are their educational needs being fulfilled?
4. What is their educational status?
5. What are their reasons for enrolling in a community college occupational course and why did they select a particular community college?

The occupational courses offered during the evening at the seven community colleges that make up the West Central League of Michigan Community Colleges were identified. The criteria for identification were those courses listed on each institution's course taxonomy as being reimbursed by the Vocational-Technical Education Service of the Michigan Department of Education. The population was comprised of all the students enrolled in the evening occupational courses. The students were

categorized into the seven occupational classifications designated by the U. S. Office of Education.

The sample size was determined by formula. Four hundred and thirty-five students comprised the sample. A weighting process was employed to assure representativeness based upon the enrollments in each occupational classification in each community college. Questionnaires were distributed to each of the community colleges and were administered in the evening occupational classes.

Data from the randomly selected completed questionnaires were transferred to machine scored answer sheets. The Michigan State University Computer Center services were used to assist in data analysis by computing frequencies and percentages.

### Findings

#### Personal Characteristics

Males comprised 73.3 per cent of the evening occupational students. The occupational classifications of agricultural, distributive education, technical education, and trade and industrial education enrolled a majority of males, whereas females were in the majority in the occupational classifications of health, home economics, and office education.

The ages of the evening occupational students ranged from 19 to 60. The majority, 80.3 per cent, were between 20 and 29 years of age. Caucasians made up 92.6 per cent of the population. The majority of the students were married with a high percentage having children.

### Employment Status

Males were employed more hours per week than females. Over one-half of those enrolled in technical and in trade and industrial occupation courses worked more than forty hours per week. Fifty-eight and three-tenths per cent were enrolled in courses related to their jobs.

### Educational Needs

Eighty-two and five-tenths per cent of the evening occupational students agreed that their courses were fulfilling their educational needs. Nearly 75 per cent indicated that they would like to see some policy or procedure change. The variety of courses offered during the evening was indicated most frequently as an area to be considered for change.

### Educational Status

Four and eight-tenths per cent of the evening occupational students were non-high school graduates. Nearly 80 per cent aspired to complete a certificate program, associate degree program, or to transfer to a four-year school. Sixty per cent were enrolled in two or more courses.

### Reasons for Being in College

Seventy-six and seven-tenths per cent were enrolled for vocational reasons. "Close to home" received the greatest number of responses as being the reason for attending a particular community college.

### Implications

#### Administration

Community colleges should work with businesses and industries to determine the need for evening occupational course offerings. An

increasing number and variety of courses and programs should be offered at times convenient for employed persons. A long-range plan of evening course offerings should be developed. The maturation level of the evening student should be taken into consideration when evaluating the college policies and procedures that affect the evening occupational student. Flexible scheduling along with individualized instruction utilizing a modular approach should be considered when developing instructional methodology to accommodate the evening occupational student.

### Guidance and Counseling

Females should be advised of opportunities in those occupations that have traditionally been considered male. Questions should be raised about the small number of minorities participating in evening occupational programs. Counseling and guidance services should be provided for evening occupational students to the same level that it is provided for day students.

### Curriculum

Occupational education curricula must be based on a continuing analysis of the occupations for which they are designed. Instruction should be relevant to the jobs of the evening occupational students. Considerations should be given to ways in which the students' jobs can play a role in the learning process. Competencies gained through experience by evening occupational students should be assessed so that they may be placed in courses and programs appropriately.

## ACKNOWLEDGMENTS

This writer is deeply indebted to all of those who contributed to this thesis. It is impossible to list all of those who made both direct and indirect contributions.

Special recognition is given to Dr. Rex E. Ray, Chairman of the Doctoral Committee, who unselfishly gave a countless number of hours to provide counsel during this study. Also, I wish to express my sincere appreciation to the other members of my Doctoral Guidance Committee: Dr. John Polomsky, Dr. Paul Sweany, and Dr. William Sweetland. Their assistance and encouragement throughout this study was invaluable to me.

I am also grateful to all of those persons, including the students at the community colleges, who participated. Without their cooperation and assistance, this study would have been impossible.

Finally, my family must be recognized. I wish to express my appreciation to them for their patience and consideration in affording me the time necessary to carry out this project. To Robin, I am grateful for his assistance in the layout and printing of the questionnaires. To Kevin, I am grateful for his understanding about the time I took from him. To my wife, Nancy, I am grateful for her understanding, encouragement, and available counsel throughout this study.



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## CHAPTER I

### INTRODUCTION

The community college has been described in many ways. Such statements as "an educational movement unparalleled in the history of man," "the only really American innovation in higher education," "a phenomenon of the twentieth century," "an institution that has grown more rapidly than any other segment of American education," "an essential segment of American higher education," "an important segment of post secondary education in the United States with the promise of becoming the largest and most important," "an institution in close relationship to the society it was created to serve," "a unique institution," have been attributed to the community college.

The community college may be thought of as having six functions. These are: (1) transfer education; (2) general education; (3) occupational education; (4) community services; (5) preparatory and developmental education; and (6) student personnel services.

The function of occupational education has undergone a rapid expansion since the mid 1960's. In 1964 the American Association of Junior Colleges invited a group of prominent citizens to serve as a National Advisory Committee on the Junior College. They were charged with examining the role of the junior college in light of present and future needs in higher education and to recommend ways in which this



national resource could be fully and effectively utilized.<sup>1</sup> The committee concluded that "the two-year college offers unparalleled promise for expanding educational opportunity through the provision of comprehensive college programs embracing job training."<sup>2</sup> The action of this committee gave impetus toward the expansion of occupational programming in the community college. Another significant development that contributed to expansion of occupational education in the community college was the passage of the 1968 Vocational Education Amendments. Congress expected a significant amount of funds to be expended for post-secondary occupational programs. It was mandated that fifteen per cent of Part B funds be expended at the post-secondary level.<sup>3</sup>

Community colleges serve two distinct populations, One group may be thought of as the 17-21 age group generally classified as college age youth. These are high school graduates who have entered college immediately or shortly after high school graduation. The other group comprises those who are beyond twenty-one years of age. These students make up a large portion of the part-time students and constitute approximately fifty per cent of the total number of the two-year

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<sup>1</sup>National Advisory Committee on the Junior College, A National Resource for Occupational Education (Washington, D.C.: American Association of Junior Colleges, 1963), (pages were not numbered).

<sup>2</sup>Ibid.

<sup>3</sup>U. S. Congress, House, An Act to Amend the Vocational Education Act of 1963 and for Other Purposes, Pub. L. 90-576, 90th Cong., H. R. 18366.

college students in the United States.<sup>4</sup> This group of students range in age from the 20's to the 60's, and their perceptions and needs vary markedly from those in the younger categories. They view the community college as a stepping stone to the realization of their personal and vocational goals.<sup>5</sup>

Cohen states:

The majority of adult students are engaged in full-time jobs and have families. They choose courses with care, using them as building blocks to lift them toward their goals. Adult students perceive college as a means to an end. They want to use its resources in ways which will contribute directly to their goals. These students often make it clear to the college that some of the procedures and requirements appropriate for the college age students are unnecessary and irrelevant for adults.<sup>6</sup>

Technology is expanding at an ever-increasing rate. Because of this, millions of Americans must participate in retraining or upgrading programs if our nation's manpower is to keep pace. The community college will play an increasingly significant role in the retraining and upgrading of the adult population.

#### Need for the Study

Community colleges have experienced phenomenal growth during the past decade. In 1960 there were 405 public two-year colleges enrolling approximately 560,000 students.<sup>7</sup> In 1970 the number of these

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<sup>4</sup>Arthur M. Cohen, A Constant Variable (San Francisco: Jossey Bass, 1971), p. 121.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Edmund J. Gleazer, Jr., Ed., American Junior Colleges (Washington, D.C.: American Council on Education, 1971), p. 3.

public institutions increased to 872 enrolling over 2.3 million students.<sup>8</sup> It is projected that by 1980, there will be well over 1,200 public community colleges enrolling five million students.<sup>9</sup> Many of these "new" students will be adults, beyond the traditional college age. The Carnegie Commission on Higher Education has predicted that there will be an acceleration of the rise in adult enrollment in higher education institutions.<sup>10</sup>

Michigan has experienced a growth in community colleges during the 1960's parallel to that on the national level. In 1960, there were fourteen public community colleges.<sup>11</sup> The number was expanded to twenty-nine in 1970 enrolling over 129,000 students.<sup>12</sup>

There is no statewide reporting system which accounts for the part-time adult student enrolled in community college evening occupational programs. These students are reported as a part of the total enrolled in a given class or program. Because of this it is virtually impossible to obtain enrollment data for the adult evening occupational student unless each institution's enrollment records are individually examined.

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<sup>8</sup>American Association of Junior Colleges, 1972 Junior College Directory (Washington, D.C.: American Association of Junior Colleges, 1972), p. 91.

<sup>9</sup>Ibid., pp. 7-8.

<sup>10</sup>The Carnegie Commission on Higher Education, New Students and New Places (Hightstown: McGraw-Hill, 1971), p. 57.

<sup>11</sup>American Association of Junior Colleges, 1972 Junior College Directory (Washington, D.C.: American Association of Junior Colleges, 1972), p. 44.

<sup>12</sup>Ibid., p. 90.

Alexander Mood stated: "It is likely that in the future the student body of higher education will not be a selected group of high school graduates but the entire adult population."<sup>13</sup> People will need to learn throughout their lives because careers will be changing more rapidly; it will become less and less the case that one can select a career during his youth and expect to follow it until retirement. Even though a career does not become obsolete, additional learning from time to time will be necessary just to keep pace with the changes due to technology.<sup>14</sup>

Joseph N. Hankin, President of Westchester Community College in Yonkers, New York, and Vice-Chairman of the American Association of Community and Junior College Board of Directors writes:

It has only been recently that definitive studies have been made of community and junior college students--and most of these ignore, or only casually treat, the adult student.

Increasingly, community and junior colleges are attracting new groups of students--older than the typical college student--who pose real challenges to junior college educators.

More research needs to be undertaken on the nature of the adult part-time student. More demographic statistics are needed on age, sex, marital status, occupation, income, residential area, social participation, educational background, and interrelationships of these factors.<sup>15</sup>

Arthur M. Cohen supported Hankin's views when he stated:

"There is a paucity of research on the characteristics of students, on the college's effect on the students, and on what students expect

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<sup>13</sup>Alexander M. Mood, The Future of Higher Education (New York: McGraw-Hill, Sponsored by the Carnegie Commission on Higher Education, 1973), p. 57.

<sup>14</sup>Ibid., p. 57.

<sup>15</sup>Joseph N. Hankin, "The Door That Never Closes," Community and Junior College Journal, August-September, 1973, p. 8.

to gain from their college experience."<sup>16</sup> James W. Thorton stated: "Many more studies of student characteristics are needed to complete the description of the clientele of the community junior college."<sup>17</sup> Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson wrote: "The lack of evidence on student characteristics has been one of the major problems in the development of educational programs realistically geared to student needs."<sup>18</sup> Charles R. Monroe wrote: "Statistics are not available for the older group of students who attend the evening and part-time classes."<sup>19</sup>

Leland L. Medsker and Dale Tillary agreed with Monroe when they stated:

Nothing has been said thus far about older community college students, and many are beyond the recent high school age bracket. Some are enrolled full time taking a regular program in academic or vocational-technical courses, others are doing the same on a part-time basis, and still thousands of others are pursuing a part-time program in conventional adult education courses. A paucity of information exists about most of these older students, particularly the ones attending part-time. That they have jobs and family responsibilities and are highly motivated goes without saying; but information about their various abilities;

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<sup>16</sup>Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills: Glencoe Press, 1969), p. 70.

<sup>17</sup>James W. Thorton, Jr., The Community Junior College (2nd ed.; New York: John Wiley and Sons, 1966), p. 158.

<sup>18</sup>Clyde E. Blocker, Robert H. Plummer, Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs: Prentice-Hall, 1965), p. 106.

<sup>19</sup>Charles R. Monroe, Profile of the Community College (Washington, D.C.: Jossey Bass, 1972), p. 186.

interests, and intellectual redispersions is still needed. More than any other institution, the community college seems destined to become the most significant medium for continuing education.<sup>20</sup>

Rationale and recommendations for fifteen essential research projects pertaining to the junior college were given in the Junior College Research Review published by the American Association of Junior Colleges in co-operation with the Educational Research Information Center (ERIC) at the University of California, Los Angeles. One of these recommendations dealt with student characteristics in occupation-centered curriculums. It was recommended that "Studies be undertaken to appraise characteristics of junior college students recruited to occupation-centered curriculums."<sup>21</sup> As a part of the rationale given, it was stated: "The field is simply ignorant about the characteristics of students recruited to occupation-centered programs that could give meaning to both the students and programs."<sup>22</sup>

In conclusion, the enrollment of the evening adult student in community colleges for job upgrading or retraining will continue to increase. Half of the students in public community colleges are

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<sup>20</sup>Leland L. Medsker and Dale Tillary, Breaking the Access Barrier: The Profile of Two-Year Colleges (New York: McGraw-Hill, Sponsored by the Carnegie Commission on Higher Education, 1971), p. 49.

<sup>21</sup>Arthur M. Cohen and Edgar A. Quimby, Trends in the Study of Junior Colleges: 1970, Rationale and Recommendations for Fifteen Essential Research Projects (Washington, D.C.: Junior College Research Review, American Association of Junior Colleges, September, 1970), (pages were not numbered).

<sup>22</sup>Ibid. (pages were not numbered).

adult students about whom little is known.<sup>23</sup> There is a dearth of information about the adult evening student enrolled in occupational courses. Research regarding these students is virtually non-existent in the literature. This is not to say that individual institutions have not conducted this type of research; it is, however, stated that it has not been reported in the literature.

If the needs of adult students enrolled in evening occupational courses are to be most effectively met, it is essential that research be conducted to gain insight about their characteristics, their needs, and their aspirations. These factors have implications for counseling services, for instructional methodologies, for course scheduling, and for course offerings.

### Statement of the Problem

Most community colleges throughout the nation, including those in Michigan, offer occupational programs to adult part-time students in the evening. It appears obvious, from a review of the literature, that the function of providing upgrading and retraining courses and programs for employed adults will become an increasingly significant role for the community college.

The problem of this study was essentially one of finding out who these adult evening occupational students are.

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<sup>23</sup>Edmund J. Gleazer, Jr., ed., American Junior Colleges (Washington, D.C.: American Council on Education, 1972), p. 4.

### Purpose

Specifically, the purpose can be delineated by seeking answers to the following questions about the evening occupational students:

1. What are their personal characteristics with respect to sex, age, race, and marital status? Are there observable differences in these characteristics between students enrolled in different occupational classifications?
2. What is their employment status in terms of the number of hours worked per week, the number of years of full-time work experience, and their current type of occupation? Is the course in which they are enrolled related to their occupation? Does their employer contribute toward their tuition costs? Are their observable differences in employment status between the sexes and between students enrolled in different occupational classifications?
3. Are their educational needs being fulfilled?
4. What is their educational status with respect to the number of years since high school graduation, their educational aspirations, and the number of courses in which they are enrolled? Are there observable differences between the sexes and between students enrolled in different occupational classifications?
5. What are their reasons for enrolling in a community college occupational course and why did they select a particular



community college? Are there observable differences between the sexes and between students enrolled in different occupational classifications in their reasons for enrolling?

It is expected that information obtained from this study will enable community college administrators and instructional personnel to more effectively develop and plan occupational programming that is more realistic and congruent with the needs of the adult evening occupational student. The institutional procedures and requirements with reference to admission policies, counseling, curriculum, course scheduling, and instruction may be examined in light of the information produced.

### Limitations

It must be recognized that there were certain limitations to a study of this magnitude. These are:

1. The scope of the study was limited to those students who were enrolled only in evening occupational courses during the spring semester (term) of the 1973-74 school year in the West Central League of Michigan Community Colleges.
2. The number and kind of questions were limited by the length of the questionnaire, the wording of the questions, the ease of responding to the questions, and the amount of time required by the respondents to complete the questionnaire.
3. The validity of the study was dependent upon the accuracy with which the respondents answered the questions.

### Assumptions

It was assumed that the classes in which the questionnaires were administered in a given community college were representative of all the classes in that particular occupational classification in that institution. It was further assumed that the sample of completed questionnaires, randomly drawn, was representative of the population for the purposes of this study.

### Definitions of Terms

For the purposes of this study, the following definitions are used:

Community College--A public two-year post-secondary institution that is established under the provisions of Act 331 of the Public Acts of 1966 of the Michigan Legislature.

Occupational Education Course--Any course listed on each institution's course taxonomy which is approved for reimbursement by the Vocational-Technical Education Service, Michigan Department of Education.

Evening Student--Any student enrolled in courses between the hours of 5:30 p.m. and 11:00 p.m. and not enrolled in daytime courses.

Part-time Student--Any student who is enrolled in less than twelve hours of college credit courses.

Agricultural Education--Agriculture is comprised of the group of related courses concerned with preparation for or upgrading in occupations requiring knowledge and skills in agricultural subjects.

The functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, forestry, and agricultural resources are included. An agricultural occupation may include one or any combination of these functions.<sup>24</sup>

Distributive Education--Distributive education is comprised of programs of occupational instruction in the field of distribution and marketing.<sup>25</sup> It includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services from the producer to the consumer. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management.

Health Occupations Education--Education for health occupations comprises the body of related courses and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. Instruction is organized to prepare persons for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.<sup>26</sup>

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<sup>24</sup>United States Office of Education, Vocational Education and Occupations (Washington: United States Government Printing Office, O.E. 80061, 1968), p. 3.

<sup>25</sup>Ibid., p. 19.

<sup>26</sup>Ibid., p. 39.

Home Economics--Home economics comprises the group of related courses or units of instruction organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics.<sup>27</sup>

Office Education--Office education consists of programs of instruction to provide opportunities for students to prepare for and advance in selected office occupations. Learning experiences are designed to lead to employment and/or the upgrading of individuals in occupations in public or private enterprises or organizations related to the facilitation function of the office.<sup>28</sup>

Technical Education--Technical education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences to prepare students for a cluster of job opportunities in a specialized field of technology. It prepares for the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.<sup>29</sup>

Trade and Industrial Education--Trade and industrial education is concerned with preparing persons for initial employment in a wide range of trade and industrial occupations. Instruction is provided (1) in basic manipulative skills, safety judgment, and related

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<sup>27</sup>Ibid., p. 51

<sup>28</sup>Ibid., p. 57.

<sup>29</sup>Ibid., p. 85.

occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry. Included is instruction for apprentices.<sup>30</sup>

### Organization of the Study

Chapter II contains a review of related literature relative to the community college in providing occupational education courses for evening students. Included is the emergence of occupational education and education for adults in the community college, the role of the community college in providing occupational education for employed adults, characteristics of adult students, and emerging imperatives. Chapter III discusses the methodology employed in this study as it pertains to data collection, data processing, and data analysis. Chapter IV is organized to present the findings consistent with the purpose of the study. The summary and conclusions as well as recommendations for future studies are presented in Chapter V.

### Summary

This chapter was divided into seven sections. These are: (1) Need for the Study; (2) Statement of the Problem; (3) Purpose; (4) Limitations; (5) Assumptions; (6) Definitions of Terms; and (7) Organization of the Study.

The first section, Need for the Study, reviewed the growth patterns of the community college movement both nationwide and in Michigan. Also the writings of leaders in the community college movement pertaining to community college adult students and evening

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<sup>30</sup>Ibid., p. 103.

part-time students were reviewed. These writings pointed out that this "new student", beyond the traditional college age of 17 to 21, will continue to enroll in larger numbers in the community college evening programs. These writings also emphasized that little is known about the "older" community college student. Research regarding these students is virtually non-existent in the literature.

The second section presented the statement of the problem. The problem was essentially that of finding out who these evening occupational students are.

The purpose of the study was given in the third section. The purpose was delineated as that of seeking answers to the following questions about the evening occupational students: (1) What are their personal characteristics? (2) What is their employment status? (3) Are their educational needs being fulfilled? (4) What is their educational status? and (5) What are their reasons for enrolling in a community college occupational course and why did they select a particular community college?

The fourth, fifth, and sixth sections of this chapter presented the limitations of the study, the assumptions made for the study, and the definitions of terms used in the study.

The last section presented the organization of the study. Chapter II contains the review of the literature. Chapter III presents the methodology, Chapter IV contains the analysis and presentation of data, and Chapter V presents the summary, findings, implications, and recommendations for further studies.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

A review of the literature revealed that there is a dearth of information about adult students enrolled in occupational courses in community college evening programs. Information that is available, particularly at the local college level, is based mostly on opinion rather than research.

Studies reported to date deal primarily with 18-21 year old college students in general. Very few studies have been directed toward adult occupational students. A computerized search of ERIC (Educational Research Information Center) documents identified only eight papers related to the community college evening occupational student. These as well as other studies which addressed the characteristics of adult students were reviewed.

In order to understand the state of the art pertaining to studies about the characteristics of community college evening occupational students and why there is a need for knowledge about these students, one must review the relatively recent development of the community college in providing occupational education for employed adults. Also one must have a perspective of the community college's role in serving the educational needs of adults as well as be aware of the future demands that will be placed upon the community college

in serving the adult student. It is for these reasons that the literature review for this study not only includes a review of the studies conducted about the characteristics of the adult student but also a review of the related literature about the development, the role, and future of the community college in serving the adult student.

This chapter is divided into four sections: (1) the emergence of occupational education and education for adults in the community college; (2) the role of the community college in providing occupational education for employed adults; (3) characteristics of adult students; and (4) emerging imperatives.

### The Emergence of Occupational Education and Education for Adults in the Community College

The present day community college may be thought of as evolving in three major stages. The first period, from 1850 to 1920, may be considered as that where the "junior college" offered the first two years of a baccalaureate program. During the second period, from 1920 to 1945, the concept of terminal and semi-professional education developed. The development of adult education and community services beginning in 1945 completed the operative definition for the institution known today as the community college.<sup>1</sup>

Jesse P. Bogue reports that in The Junior College Movement by Lenard Koos, published in 1925, there was no mention, either in

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<sup>1</sup>James W. Thorton, The Community Junior College (New York: Wiley and Sons, 1966), pp. 45-46.



the Table of Contents or in the Index, of education for adults.<sup>2</sup> It would seem reasonable to conclude, therefore, that adult education was not a significant part of the junior college movement at that time. James P. Murphy indicates that junior colleges became aware of and began to develop programs for adults during the 1930's.<sup>3</sup>

The interest of the American Association for Junior Colleges in adult education was expressed in a study conducted in 1947 by S. V. Martorana, Assistant Director of Research for the Association. Martorana's study was concerned with the expansion of adult education in the junior college and also with the status of adult education activity. Of the one hundred junior colleges (public and private) that responded to his survey, only three per cent of those had initiated adult education programs prior to 1925. Almost four-fifths of the adult education programs were initiated after 1934. Only forty-three per cent of the junior colleges reported that they were offering courses for adults. Martorana concluded that only at relatively recent dates have junior colleges begun to give emphasis to the provision of adult education services. He also concluded that major emphasis for adult education is on vocational subjects.<sup>4</sup>

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<sup>2</sup>Lenard Koos, The Junior College Movement, 1925 quoted in Jesse P. Bogue, The Community College (New York: McGraw-Hill, 1950), p. 207.

<sup>3</sup>James P. Murphy, The Emergence of Continuing Education/Community Service/Adult Education as a Community College Function (Los Angeles: University of California, 1969), p. 7.

<sup>4</sup>S. V. Martorana, "Status of Adult Education in Junior Colleges," Junior College Journal, February, 1948, pp. 322-31.

Leaders in junior colleges were somewhat reluctant to accept the post-secondary occupational education role. It is difficult to establish a precise time when it began, but the technological revolution which began immediately after World War II provided fertile ground for the idea's growth. The need for technical manpower required by the national defense industry was a major motivating force. Toward the end of the 1950's, the role of the junior college in post-secondary occupational education was becoming clear.

Although federal legislation for vocational education dates back to 1917, it was the Report of the Panel of Consultants on Vocational Education, appointed by President John F. Kennedy, that gave impetus to post-secondary occupational education. Among the Panel's recommendations were:

Provide training or retraining for the millions of workers whose skills and technical knowledges must be updated as well as those whose jobs will disappear due to increasing efficiency, automation, or economic change.

Meet the critical need for highly skilled craftsmen and technicians through education during and after the high school years.

Make educational opportunities available to all, regardless of race, sex, scholastic aptitude, or place of residence.<sup>5</sup>

The Panel's report led to the Vocational Education Act of 1963 (Public Law 88-210). The Amendments of the Vocational Education Act of 1963 (Public Law 90-576) continued the emphasis as originally established by the Panel of Consultants on Vocational Education.

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<sup>5</sup>Report of the Panel of Consultants on Vocational Education, Benjamin C. Willis, Chairman, (Washington, D.C.: Government Printing Office, 1963), p. xvii.

These two Acts are truly the most significant pieces of national legislation influencing vocational education at all levels. The Acts were designed to provide vocational education:

. . . so that all persons of all ages in all communities of the state . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and abilities to benefit from such training.<sup>6</sup>

With the emergence of occupational education and adult education in the two-year college, the term junior college has been, except for isolated instances, eliminated; and the two-year comprehensive institution is now called the community college.

Leslie Koltai and Alice S. Thurston described community colleges as:

. . . comprehensive institutions that prepare students to transfer to four-year institutions, offer occupational curricula in response to local needs, provide opportunity for employed persons to upgrade their job skills or retrain for new causes, and make available courses to those who want to know more about themselves and their world. In many states community colleges are located within easy commuting distance of most residents; their accessibility, low cost, and open admissions are making it possible for many Americans to pursue education beyond high school.<sup>7</sup>

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<sup>6</sup>U. S. Congress, Amendments to the Vocational Education Act of 1963, Public Law 90-576, 90th Congress, October 16, 1968.

<sup>7</sup>Leslie Koltai and Alice S. Thurston, "The Community Colleges," American Junior Colleges, 8th ed., ed. by E. J. Gleazer, Jr., (Washington, D.C., American Council on Education, 1971), p. 3.

The Role of the Community College in  
Providing Occupational Education  
for Employed Adults

The literature reflects a growing consensus about the role of a comprehensive community college as offering a program for all. James W. Thorton stated it succinctly when he said, "The community junior college exists to provide post-high school education for all of the children of all of the people and for all of the people too."<sup>8</sup> Leland L. Medsker conveyed a similar thought when he stated: "The comprehensive community college offers programs designed for the most diverse population of youth and adults in all of education."<sup>9</sup>

The community college, by its very nature and with its open-door admissions policy, declares that educational opportunity should be available to all. Edmund J. Gleazer agreed by indicating: "More students and a greater variety of students are prospects for the future."<sup>10</sup> David S. Bushnell supported the concept that students, parents, employers, and the public in general no longer accept the statement that four years of post-secondary education is the only sure passport to fame and fortune.<sup>11</sup> Community colleges offer an

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<sup>8</sup>James W. Thorton, The Community Junior College (New York: John Wiley and Sons, 1972), p. 158.

<sup>9</sup>Leland L. Medsker and Dale Tillary, Breaking the Access Barriers, Report of the Carnegie Commission on Higher Education, (New York: McGraw-Hill, 1971), p. 53.

<sup>10</sup>Edmund J. Gleazer, "Now to Achieve the Goals," A Report to the 1972 American Association of Junior College Convention, Junior College Journal, May, 1972, p. 20.

<sup>11</sup>David S. Bushnell, Organizing for Change: New Priorities for Community Colleges (New York: McGraw-Hill, 1973), p. 12.

attractive alternative. Occupational programs prepare students for any number of well-paying and socially useful occupations. The high cost, the job market competitiveness, and the growing awareness that continuing educational opportunities are and will be available throughout one's working career all lessen the demand for traditional four-year degree.

David S. Bushnell stated that adult and continuing education has been one of the more important functions of community colleges. He indicated that five major services have been involved in serving adults. These are: (1) occupational training, including retraining, occupational upgrading, and pre-employment education; (2) avocational and cultural education, providing instruction in leisure-time activities encompassing a wide variety of avocational interests; (3) adult basic education, usually linked with pre-employment training; (4) adult civic education, preparing aliens for citizenship, sometimes including high school equivalency education; and (5) workshops, seminars, and non-credit courses designed to meet the special needs of the community. Adult education in the community college does and should play an essential role in helping adults adjust to changing technological requirements in the work place.<sup>12</sup>

According to Edmund J. Gleazer, Jr., career development is one of the significant roles of the community college because people are interested in it.<sup>13</sup> People of all ages are concerned about

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<sup>12</sup>Ibid., p. 88.

<sup>13</sup>Edmund J. Gleazer, Jr., "What Now for Community Colleges," Community and Junior College Journal, December-January, 1974, p. 8.

technological change and its effects upon their lives. People continue to need information about job opportunities, requirements for job entry, possibilities for upgrading or retraining, and the requirements for these. They need to have a source for obtaining information about job availability and the educational requirements and competencies necessary for available jobs. They also need ways of identifying their own interests, aptitudes and potentials. The community college is the agency to provide these services.<sup>14</sup>

The role of the community college in providing occupational education for employed adults may be characterized as follows:

1. Access to all. The college adapts its procedures to meet the convenience and the needs of all of its clients.
2. A sense of continuing collegiality is mutual. Not for a moment is it assumed that the college and the citizen have only one short period of association. The college is to be used the way the public library is used when there is a need and an interest.
3. People's needs and plans for self-development are the basis of the educational approach.<sup>15</sup>

The Carnegie Commission on Higher Education focused upon the role of the community college in serving employed adults with occupational program offerings when it concluded that technological change is likely to be as rapid in the next few decades as it was in the 1960's. To adapt to this change, the average adult will undoubtedly need to shift his occupation three or four times during his work

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<sup>14</sup>Ibid.

<sup>15</sup>Ibid., p. 9.

life. It will be necessary for him to undertake continuing education at the community college at various intervals to protect himself against educational and occupational obsolescence.<sup>16</sup>

The Commission in another report further described the community college's role by taking the following position:

An unusually heavy burden of universal access now falls and will continue to fall on the two-year community colleges. They have the most varied programs and thus appeal to the widest variety of students. Their geographical dispersion makes them, in states where they are well-developed systems, the most easily available colleges for many students. The community colleges are particularly well-suited to help overcome deprivation by fact of location, deprivation by fact of age, and deprivation by fact of income.<sup>17</sup>

Warren W. Willingham, in his study to establish some quantitative indicators of how accessible higher education is to the people, concluded that the community college is the most generally useful approach to expanding educational opportunity in the 1970's.<sup>18</sup>

"Project Focus," a study of community colleges conducted by the American Association of Community and Junior Colleges in 1971, revealed that the goal, "To re-educate and retrain those whose vocational capabilities are obsolete," was listed fifth by community college presidents and sixth by community college faculty in responding to a question requesting them to rank order the top six goals for

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<sup>16</sup>The Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges (New York: McGraw-Hill, 1970), p. 20.

<sup>17</sup>Carnegie Commission on Higher Education, A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education (New York: McGraw-Hill, 1970), p. 24.

<sup>18</sup>Warren W. Willingham, Free Access to Higher Education (Princeton: College Entrance Examination Board, 1970), p. 230.

community colleges for the 1970's. Although this goal was given a low priority in the six that were rank ordered, it is significant to note that it is indeed a goal that is recognized by both the chief administrative officer and the faculty.<sup>19</sup>

The acceptance by the community college of the role to provide adults with opportunities during the evening for upgrading and retraining in occupations has been a rather recent development. This role in the past has been thought of as an appendage to the regular college day program. Leonard C. Schwartz illustrated this in his study conducted in 1966 of selected New York community colleges offering evening programs for adults. He found the following:

1. The evening divisions of selected community colleges were established to satisfy community needs and demands.
2. The programs offered during the evening were repetitions of day offerings and did not reflect a conscious study of the needs of adults.
3. Evening program costs were met from tuition fees collected and the surplus was utilized in the general college budget.
4. Administrative practice encourages the separation of the day and evening programs and results in the evening program being perceived as an "appendage" to the institution rather than an integral unit serving the adult part-time student.<sup>20</sup>

The lack of status of the evening program was further illustrated in a study conducted by William J. Schleibaum the same year. Sixteen California junior colleges were studied to determine the

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<sup>19</sup>Bushnell, Organizing for Change: New Priorities for Community Colleges, p. 49.

<sup>20</sup>Leonard C. Schwartz, "Adult Education in Selected Community Colleges in New York: Its Support and Control According to the Records as Reported by College Officials," (unpublished Ph.D. dissertation, Syracuse University, 1966).



day-evening disparity in support services. They were selected on the basis of location, type of community, and size. The study identified seven major areas where evening instructional programs received fewer support services than day instructional programs. These seven areas are: (1) general administrative services; (2) office facilities; (3) curricular and instructional support; (4) counseling, guidance, and testing of students; (5) library service; (6) teaching aids; and (7) compensation to instructors.<sup>21</sup>

A review of the literature in this section revealed that the status gap between the community college evening program and day program is closing. In 1966 the evening program was considered an "appendage" to the regular day program and did not enjoy the supporting services which were available for the day program. The current leaders in the community college movement are now recognizing the needs of adults who can attend only during the evening for job upgrading and retraining. They submit that the community college is the public educational institution to fulfill those needs. As a result, the role of the community college in making educational opportunities available to adults during the evening has changed during the past decade and will continue to change in the future.

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<sup>21</sup>William J. Schleibaum, Administrative, Supervisory, and Special Services Related to Instruction in California Public Junior Colleges (University of Southern California, 1966), (pages were not numbered).

### Characteristics of Adult Students

Older students, beyond the traditional college age of 17 to 21, make up an increasing portion of the college student population, especially at the two-year community colleges that emphasize community service and continuing education. Leland L. Medsker estimated in 1960 that adult students comprise about one-half of community college enrollments across the country.<sup>22</sup> The projected trend of the community college is that it will place increased emphasis on community education for all age levels and age groups.<sup>23</sup> The majority of the older students attend class part time, usually during evening hours after working full time at their respective jobs.<sup>24</sup>

Charles S. Chapman studied characteristics of adult part-time students in Contra Costa County, California. His study included part-time adult students enrolled in six high schools, two junior colleges, university extension divisions, and a state college. The purpose of the study was: (1) to learn the general characteristics of a sample of adult part-time students; (2) to ascertain why they returned to school as part-time students; and (3) to determine the scholastic aptitude of adults who participate as part-time students.

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<sup>22</sup>Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960), p. 43.

<sup>23</sup>Herman L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs: Prentice Hall, 1969), p. 69.

<sup>24</sup>Gary R. Hanson and Oscar T. Lenning, Differences in Characteristics and Outlooks of Men and Women College Students at Various Age Levels, (paper presented at the North Central special interest group for community college research, Ann Arbor, Michigan, July, 1973), p. 1.

Data for the study were secured through the use of interviews, a questionnaire, and a scholastic aptitude test.

Among the findings of the study were:

1. Motivation of adults for participation as part-time students requires taking into account the organization and structure of the educational institution. Course offerings of a school tend to draw students with distinguishing characteristics. Junior colleges tend to draw younger, less well-educated adults of the community that have high educational and occupational aspirations. Occupationally, this group is comprised principally of craftsmen, foremen, clerks, and some professionals.
2. It is difficult to distinguish between the educational and economic motivation of adults. In order to serve adults effectively, a program sufficiently diverse to meet the needs of those interested in certificates or degrees as well as those interested in instruction in subject matter directly related to economic gain should be offered.
3. Because of differences among adults in age, sex, education, educational goal, occupation, and occupational objectives, generalizations cannot be made as to "who" the typical adult part-time student is.
4. On the basis of test scores, adults have learning abilities equal to those of youth.
5. There is a close relationship between occupation and occupational goal. The lower the person is on the occupational ladder, the more desirous he is of change.
6. Occupational aspirations of adults are realistic.
7. Returning to school on a part-time basis is not a chance event. Adults look to education as a means of resolving dissatisfactions and as an aid to achieving their aspirations.
8. A knowledge of the characteristics of adult students and a knowledge of the socio-economic conditions in which the school operates is necessary in order to offer satisfactory programs for adult part-time students.
9. Knowledge of age range, sex ratio, scholastic aptitude, and educational and occupational goals have wide implications for the program for part-time adult students. This information is pertinent to curriculum development, teacher recruitment, and student guidance and counseling.<sup>25</sup>

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<sup>25</sup>Charles E. Chapman, "Some Characteristics of Adult Part-time Students," Adult Education, Autumn, 1959, pp. 24-41.

Harold A. Wren and Charles Gordon Dugger each conducted a study involving the aspirations and motivation of adult students. Wren's study was done in 1942. He concluded that there was an interdependence between the amount of formal education and the occupational aspiration level. Also, he concluded that the level of vocational aspiration was unrelated to age and to marital status and the number of dependents.<sup>26</sup>

Charles Gordon Dugger, in 1965, tested the hypothesis that adult learners enrolled in credit courses in the evening program at Drake University were unhappy with their present vocational situation and that college attendance was a means for occupational advancement. His results substantiated the theory that the evening student was vocationally motivated. He also found that the factors of age and sex discriminated significantly as to motivation. Men were significantly more vocationally motivated than women. Also, the age range of adult students of twenty to forty-nine were significantly more motivated than those of other ages.<sup>27</sup>

The results of Wren's and Dugger's studies appear to be contradictory with regard to the relationship between vocational aspirations and vocational motivation and age. The twenty-three years that elapsed

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<sup>26</sup>Harold A. Wren, Vocational Aspiration Levels of Adults (New York: Columbia University Press, 1942), pp. 124-5.

<sup>27</sup>Charles Gordon Dugger, "Motivation and Factors Characterizing Adult Learners Enrolled in Evening Courses at Drake University," (unpublished Ph.D. dissertation, Iowa State University, 1965).

between these two studies might account for this contradiction. A shift in the objectives of the adult students could have legitimately occurred during the time period between the studies.

Allen Boyd Knox, in studying the adult students enrolled in the Adult Education Division of Syracuse University, concluded that three-fourths of the students attending were motivated by a vocational reason while one-fourth were motivated by a cultural reason for attending college.<sup>28</sup>

Robert Watson Comfort utilized a descriptive method of research to synthesize thirteen major characteristics of the adult learner. The implications of these characteristics for the evening college operation were identified. He developed a model consisting of program and curriculum, instructional program, admissions, and counseling. He concluded that the program and curriculum portions of the model should consist of:

. . . recognition and acceptance of the students' perceived state of autonomy, emphasis upon vocational/professional programming, practically oriented, necessity of high quality, minimal rigidity, blend of theory and practical, publication of course objectives and requirements, behavioral objectives, and "blocks" of learning.<sup>29</sup>

A study of evening adult students enrolled at Flint Junior College, Flint, Michigan was conducted by Louis A. D'Amico during the 1956-57 school year. These students represented an age range of

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<sup>28</sup>Allen Boyd Knox, "Adult College Students: An Analysis of Certain Factors Related to the Characteristics of Students Attending a University Adult College," (unpublished Ph.D. dissertation, Syracuse University, 1958).

<sup>29</sup>Robert Watson Comfort, "A Model of an Evening College Based on the Characteristics of the Adult Learner," (unpublished Ph.D. dissertation, University of Pittsburg, 1972).

seventeen to sixty-eight, with a median age of 24.5 years. The median hours of work per week while attending college was forty-three hours. The median hours worked by men was slightly higher than those for women. Fifteen per cent worked fewer than thirty-five hours per week while twenty-one per cent worked forty-five or more hours per week.

A strong vocational orientation held by the students was evident. Seventy-five per cent stated their objectives to be professional or vocational. Eighty-five per cent indicated that they were attending college to get a better job. In addition, forty-three per cent expressed dissatisfaction with their current employment. Sixty-seven per cent of the students, according to D'Amico, saw a significant relationship between their course work in the college and their current occupation.<sup>30</sup>

Fred A. Snyder and Clyde E. Blocker, at Harrisburg Area Community College, Harrisburg, Pennsylvania, concluded that their adult student population (age twenty-one and over) would continue to increase and that they needed to know more about them and their reasons for attending the college in order to respond more appropriately to their educational needs. They conducted a study to answer the following questions about their adult students:

1. What are their backgrounds?
2. Why do they attend?
3. Into what programs or courses do they enroll?
4. What are their academic successes?

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<sup>30</sup>Louis A. D'Amico, "Flint Junior College Study," Adult Education, Winter, 1959, p. 98-9.

5. What evidences of personal and occupational or career development exist?

Data were collected by utilizing a mailed questionnaire and student records. The results of the study revealed that two-thirds of the adult students were between the ages of twenty-one and thirty. Seventy per cent were men and thirty per cent were women. Less than fifty per cent of the men and over sixty per cent of the women were or had been married, and seventy-five per cent of the married students reported having one or more children. One-third of the adult students were carrying twelve or more credit hours. Over half held full-time jobs with more of the men having full-time jobs than women.

About thirty per cent of the adult students were enrolled in programs designed to prepare them for employment immediately upon receiving the associate degree. Self-improvement and job preparation were rated as the most important reason for attending college.

Among the recommendations as a result of the study were: (1) additional financial aids for adult students with low socio-economic backgrounds; (2) flexible admission procedures; (3) additional public information about the educational services for adults be provided; and (4) long-range planning in order to accommodate the part-time student be considered in course scheduling.<sup>31</sup>

Gary R. Hanson and Oscar T. Lenning studied four different age levels of students enrolled in community college vocational-technical programs. The purpose of their study was to explore the

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<sup>31</sup>Fred A. Snyder and Clyde E. Blocker, "The Adult Student Population," Harrisburg Area Community College, Pennsylvania, 1971, (ED 047 689).

goals, attitudes, perceptions, and other characteristics of college students. The age levels were 19 or less, 20-24, 25-39, and 40 and over. The Career Planning Profile, developed by the American College Testing Service, was administered to students in one hundred community colleges across the country.

Among the conclusions drawn from this study were:

1. Older students typically had lower ability scores.
2. Older students typically earned higher grades than younger students.
3. Women had higher grade-point averages than men at all levels.
4. Interests remained quite stable over a period of time for all age levels.
5. Women emphasized health and office occupations while men emphasized trades and technology.
6. A decreasing percentage of women enter office occupations with an increase in age.
7. The youngest group of students reported that they made their vocational choice at an earlier age than did older students.
8. Women tended to be more certain of their vocational choice than did men.
9. The most important goal for all age levels was to secure vocational or professional training with the second most important goal being to develop saleable skills for finding a job.
10. Men over forty aspire to vocational-technical degrees more than women over forty, while the opposite was noted for the other three age groups.
11. Women were more positive in their evaluations of their institutions than were men.



12. Older students were more positive in their evaluations than were younger students.<sup>32</sup>

Fred John Brinkman studied the characteristics of the evening division students enrolled in the Los Angeles Trade-Technical College. He divided the students, for purposes of his study, into three fields of concentration: business education, general studies, and trade-technical courses. He utilized a questionnaire to collect data about student characteristics such as age, race, sex, marital status, number of children, amount of formal education, educational objectives, reasons for enrolling, work status, and number of hours worked per week. His findings and conclusions revealed the following:

1. The evening division student body consisted of three-fourths males and one-fourth females. This was the result of the disproportionate number of students in the trade-technical fields. The business and general studies students were equally divided between male and female.
2. Two-thirds of the students were married at the time of the investigation. The percentage of married students enrolled in trade-technical courses was considerably higher than that of students enrolled in general studies or business courses.
3. Slightly over one-third of the married respondents reported that they did not have children. The mean number of children was one and four-tenths for those who were married.
4. Three-fourths of the evening student body were made up of blacks and Caucasians. The remainder was comprised of Mexican, Spanish, Indians, and Orientals.
5. Sixty-eight per cent of the students indicated that they had attended college prior to the semester in which the study was conducted.

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<sup>32</sup>Gary R. Hanson and Oscar T. Lenning, Differences in Characteristics and Outlooks of Men and Women College Students at Various Age Levels, (paper presented at the North Central special interest group for community college research, Ann Arbor, Michigan, July, 1973).

6. The mean number of classes enrolled in per respondent was 1.86.
7. The educational objectives of the majority of students was graduation from the community college.
8. Occupational forces provided the major incentive for the evening student to attend evening community college classes. Over one-third indicated that their classes were of direct benefit to their present employment. The majority of the remainder indicated that their classes would be of direct benefit to future employment.
9. Evening students preferred such methods of instruction as lecture, demonstrations, and group discussion.
10. Approximately ten per cent of the evening students had prior education of less than a high school diploma.
11. Three-fourths of the respondents reported they were enrolled in classes related to their employment.
12. An overwhelming majority were employed full time.
13. Over seventy per cent of the evening students anticipated either a promotion in their present occupation or a new job as a result of their community college classes.<sup>33</sup>

### Emerging Imperatives

The following statement by Grant Venn sets the tone for the emerging imperatives that community colleges must consider in serving evening occupational students:

The relationship between education, the individual, and his adult work role must be more than a temporary flirtation, it must be a permanent love affair.<sup>34</sup>

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<sup>33</sup>Fred John Brinkman, "Analysis of the Characteristics of Selected Vocational Students with Implications for Guidance and Counseling," (unpublished Ed.D. dissertation, University of California, 1970),

<sup>34</sup>Grant Venn, Man, Education, and Manpower (Washington, D.C.: American Association of School Administrators, 1970), p. 223.

### The Need for Education

There is a growing awareness that the need for education will continue throughout one's life. The nature and rate of technological change has made the concept of preparing for life's work at a given period in one's life no longer valid. Technological change mandates that the skill and knowledge requirements of jobs be continuously upgraded. Venn recognized the need for lifelong learning by stating: "The continuing necessity for occupational adjustment will mean a life of continuing education."<sup>35</sup>

The National Advisory Council on Adult Education also emphasized lifelong learning by subscribing to the following statement:

Our nation must be vitally concerned with the education of its adults as it is with the education of its children. Adult education can pay rich dividends--not twenty years from now, but immediately. Our nation must provide the "second opportunity" for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who are in need of marketable skills for today. We must provide a means for more comprehensive lifelong learning programs.<sup>36</sup>

Adult education which was once considered peripheral is now becoming central. Malcolm S. Knowles has indicated that the concept of lifelong learning has emerged as one of the explosive concepts in the second half of the twentieth century.<sup>37</sup> Similarly,

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<sup>35</sup>Ibid., p. 53.

<sup>36</sup>National Advisory Council on Adult Education, Annual Report (Washington, D.C.: Government Printing Office, March, 1973).

<sup>37</sup>Malcolm S. Knowles, Higher Adult Education in the United States (Washington, D.C.: American Council on Education, 1969), p. 5.

John W. Johnstone and Ramon J. Rivera noted and predicted in their study a considerable growth in college level adult education during the next several decades.<sup>38</sup>

The Carnegie Commission on Higher Education concluded that:

Technological change is likely to be as rapid in the next few decades as it was in the 1960's. To adapt to this change, the average adult may have to shift his occupation three or four times during his work life and undertake continuing education at various intervals to protect himself against educational and occupational obsolescence.<sup>39</sup>

The Carnegie Commission believed that community colleges provide an opportunity for continuing education for adults to upgrade their skills.<sup>40</sup> Also they indicated that the working adult's objectives are predominantly professional or vocational and in most cases, they are attending college in order to qualify for a better job.<sup>41</sup> Lawrence H. Stewart indicated that since the typical worker will have to be "retreaded" many times during his working life, occupational education for employed persons will become an increasingly important role of the community college in the future.<sup>42</sup>

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<sup>38</sup>John W. Johnstone and Ramon J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (Chicago: National Opinion Research Center, 1965), p. 19.

<sup>39</sup>The Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges, (New York: McGraw-Hill, 1970), p. 20.

<sup>40</sup>Ibid., p. 3.

<sup>41</sup>Ibid., p. 6.

<sup>42</sup>Lawrence H. Stewart, Characteristics of Junior College Students in Occupationally Oriented Curricula, Report No. R-1966-1, (Berkeley: University of California, 1966), p. 12.

### Manpower Needs

Work is increasingly becoming more cognitive in nature. Human strength and docility are no longer prime qualities in the labor market. Patricia Cross has pointed out that the United States is the first country in the world where the number of white collar workers has grown to exceed the number of blue collar workers. White collar workers constituted less than one-quarter of the work force in 1910; today nearly one-half of all employed persons work at white collar jobs. Not only has there been a tremendous expansion of jobs during the twentieth century, but there has been a spiralling increase in the complexity of jobs. Education is essential to accommodate these manpower changes. Education has become the gateway to jobs of the future and the community college will play a major role in pre-service and in-service manpower development.<sup>43</sup>

Professional and technical occupations are the fastest growing occupations. It is projected that an annual growth rate of 3.4 per cent will occur during the current decade. These occupations are the ones that require the most sophisticated level of education. Service occupations with a projected annual growth rate of 3.0 per cent rank second. Appendix A presents the projected annual growth rate of change for the nine occupational groupings established by the United States Department of Labor. During the 1960's the number of persons in the labor force between the ages of 16 and 24 increased 53 per cent over this same age grouping during the 1950's. This

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<sup>43</sup>Patricia K. Cross, Beyond the Open Door (Washington, D.C.: Jossey Bass, 1971), p. 1.

increase will be reflected in the 25 to 34 age grouping during the 1970's. It is projected that this age group in the labor force will increase 49 per cent over the similar group during the 1960's. The table in Appendix B illustrates the shift in age grouping of the labor force during the decade of the 1960's and the decade of the 1970's. This rapid growth rate in these age ranges is due to the large expansion in birth rates during and immediately after World War II.

Both manpower demands and a shift in age groups of the labor force will create additional burdens upon the community college to provide opportunities for employed adults to upgrade their skills and to retrain for expanding occupations.

Chester J. Swanson and Ernest G. Kramer clearly summarized the emerging imperatives when they stated:

The changing nature of our industrial society is such as to place an increasing emphasis on the importance of continuous educational opportunity. The fluid nature in our own workaday world and the very real possibility that a significant number of the individuals in tomorrow's labor force will have more than one occupation during their working life places new importance on adult education and on the need for retraining workers and upgrading and updating skills of those employed.<sup>44</sup>

### Summary

This chapter has divided the literature review into four topics: (1) The Emergence of Occupational Education and Education for Adults in the Community College; (2) The Role of the Community College in Providing Occupational Education for Employed Adults;

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<sup>44</sup> Chester J. Swanson and Ernest G. Kramer, "Vocational Education Beyond High School," Sixty-fourth Yearbook of the National Society of the Study of Education, Chap. VII, (Chicago: University of Chicago Press, 1965), pp. 168-85.

(3) Characteristics of Adult Students; and (4) Emerging Imperatives.

The first section of this chapter reviewed the development of occupational education and education for adults in the community college. Although the genesis of the community college occurred during the nineteenth century, it was the second half of the twentieth century when the definition and role of the community college became sufficiently focused to include occupational education for employed adults. The technological revolution after World War II which created a need for technical manpower and vocational education legislation during the 1960's led to the development of occupational education in the community college. A small number of "junior colleges" offered programs for adults as early as 1925. The major growth, however, occurred at the same time when occupational education was expanding. The Vocational Education Act of 1963 and the 1968 Amendments of that Act provided considerable impetus to provide job upgrading and re-training for all students including the adult part-time student.

The literature reviewed in the second section reflects a growing consensus about the role of the comprehensive community college as offering a program for all. Technological change has created a demand for workers to be retrained and upgraded periodically during their working life. The community college is considered the best public educational institution to provide working adults with this opportunity. Evening programs for adults, once considered an "appendage" to the regular day programs, are now being recognized as an equally important part of the total college operation.

The third section reviewed studies that have been conducted about adult student characteristics. There is a very limited amount of research that has been done about the characteristics of the adult student. The researchers that have conducted studies on adult student characteristics generally agree on the following points:

1. Adult students comprise a heterogeneous group with respect to age, sex, race, marital status, educational background, educational aspirations, and occupations.
2. There is a close relationship between the adult students' occupation and occupational goal.
3. The majority of adult students are motivated by a vocational reason to attend college.
4. The majority of adult students are males.
5. The majority of adult students are taking classes related to their employment.
6. The majority of adult students, particularly those in evening programs, are employed full-time.

The last section of this chapter presented a review of the literature concerning the need for education among adults and the manpower needs of the nation. Adult education in the community college will become increasingly important because of the necessity of life-long learning. Technological change will continue at a rapid pace. Some jobs will be eliminated and new ones will be created. This continuing change will necessitate continuing education on the part of the nation's labor force in order to keep pace with the world of work. The community college will play a prominent role in providing opportunities for employed adults to upgrade and retrain themselves.



## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter contains a discussion of the methodology utilized to collect, process, and analyze the data. It consists of four sections. These are: (1) data collection; (2) data processing; (3) data analysis; and (4) summary.

#### Data Collection

The West Central League of Michigan Community Colleges participated in this study. The League consists of the following institutions: Grand Rapids Junior College, Jackson Community College, Kalamazoo Valley Community College, Kellogg Community College, Lake Michigan Community College, Lansing Community College, and Muskegon Community College.

The researcher visited each of the seven community colleges to secure cooperation and to identify the occupational courses being offered between the hours of 5:30 P.M. and 11:00 P.M. and their respective enrollments during the spring semester (term) of 1974. The occupational courses identified were those that were listed on each institution's taxonomy of courses as being approved for reimbursement by the Vocational-Technical Education Service of the

Michigan Department of Education. The courses were then categorized into the U. S. Office of Education Occupational classifications.<sup>1</sup>

### The Population

The population consists of 9,501 students enrolled in the evening occupational courses offered by the seven community colleges in the West Central League. The table in Appendix C details the population by giving the numbers of evening students enrolled in each of the seven schools by occupational classification.

### The Sample

The sample size was determined by utilizing the formula developed by the Research Division of the National Education Association.<sup>2</sup> The formula is:

$$s = \frac{\chi^2 NP (1-P)}{[\chi^2 (N-1) + \chi^2 P (1-P)]}$$

where:

s = required sample size based upon the number in the population.

$\chi^2$  = the table value of chi-square for one degree of freedom at the desired confidence level (3.841).

N = the population size.

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<sup>1</sup>United States Office of Education, Vocational Education and Occupations, (Washington, D. C.; United States Government Printing Office, O. E. 80061, 1968), pp. 3, 19, 39, 51, 57, 85, 103.

<sup>2</sup>National Education Association, "Small Sample Techniques," The NEA Research Bulletin, Vol. 38, (December, 1960), p. 99.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion  $(.05)^{62}$ .

The formula was applied to the population of 9501 evening occupational students. The minimum sample size was computed to be 384 students.

Since it was desired that the students sampled be weighted based upon the number in the population in each occupational classification, the percentage of the enrollments in each of the occupational classifications was calculated. The sample size (384) was then multiplied by the percentage of evening students enrolled in each occupational classification. Table 1 gives the number of evening students in each occupational classification to be randomly selected for the sample.

Table 1. The Number of Evening Students in Each Occupational Classification and the Number to be Selected for the Sample.

| Program Area                   | Total Enrollments | Percentage of Total | Sample Size <sup>a</sup> |
|--------------------------------|-------------------|---------------------|--------------------------|
| Agriculture Education          | 34                | .36                 | 1.38                     |
| Distributive Education         | 667               | 7.02                | 26.96                    |
| Health Occupations             | 500               | 5.26                | 20.20                    |
| Home Economics                 | 193               | 2.03                | 7.80                     |
| Office Education               | 2030              | 21.37               | 82.06                    |
| Technical Education            | 3468              | 36.50               | 140.16                   |
| Trade and Industrial Education | 2609              | 27.46               | 105.45                   |
| Totals                         | 9501              | 100.00%             | 384.01                   |

<sup>a</sup>Sample size is calculated by multiplying the percentage of total enrollment by the sample size (384).

It was determined at the beginning of the sampling procedure that a minimum of thirty students, if possible, would be selected to be representative of each occupational classification. Therefore, when the number of students based upon the weighting process was calculated to be less than thirty, this number was increased to the minimum of thirty for sampling purposes. The sample size for agricultural education, distributive education, health occupations, and home economics was increased to thirty. The sample size of office education, technical education, and trade and industrial education was increased to the next whole number to eliminate the fractional portion of the calculated sample size.

Table 2 indicates the number of questionnaires to be utilized in this study after the minimum number for each occupational classification was increased to 30 and those with a calculated number over 30 were increased to the next whole number.

Table 2. The Number of Questionnaires for Each Occupational Classification to be Utilized.

| Occupational Classification    | Number of Questionnaires |
|--------------------------------|--------------------------|
| Agriculture Education          | 30                       |
| Distributive Education         | 30                       |
| Health Occupations             | 30                       |
| Home Economics                 | 30                       |
| Office Education               | 83                       |
| Technical Education            | 141                      |
| Trade and Industrial Education | 106                      |
| Total Sample Size              | 450                      |

Not only was it desired that the sample be representative of the enrollments in each occupational classification, but, also, that it be weighted by the number of evening students enrolled in each occupational classification in each community college. See Appendix D for the calculated number of questionnaires to be utilized in this study based upon the number of evening occupational students enrolled in each of the seven community colleges.

Although it was desired to have a minimum of 30 questionnaires for each occupational classification in the sample, the number utilized for agricultural education and home economics is less than 30 due to the lack of completed questionnaires. Table 3 gives the number of questionnaires by community college and by occupational classification that make up the sample. The total sample contains 435 questionnaires.

In summary, a minimum sample size of 384 was calculated by using the formula developed by the National Education Association Research Division. After determining the percentage of students enrolled in each occupational classification in the population and multiplying that percentage by the sample size (384), it was determined that each occupational classification should be represented in the sample by a minimum of at least 30 students. Therefore, after increasing the number representing each occupational classification to a minimum of thirty, the sample size was increased to 450. Since two of the occupational classifications returned less than 30 completed questionnaires, the desired sample size of 450 had to be

Table 3. The Number of Questionnaires Utilized in the Sample by Occupational Classification and by Community College.

|                  | Ag.<br>Ed.      | Dist.<br>Ed. | Health<br>Occ. | Home<br>Ec.     | Office<br>Ed. | Tech.<br>Ed. | Trade &<br>Ind. Ed. | Total |
|------------------|-----------------|--------------|----------------|-----------------|---------------|--------------|---------------------|-------|
| Grand Rapids     | 0               | 3            | 1              | 0               | 14            | 12           | 0                   | 30    |
| Jackson          | 0               | 1            | 2              | 0               | 4             | 10           | 38                  | 55    |
| Kalamazoo Valley | 6               | 1            | 16             | 13              | 10            | 21           | 0                   | 67    |
| Kellogg          | 10              | 2            | 1              | 0               | 13            | 17           | 13                  | 56    |
| Lake Michigan    | 0               | 1            | 2              | 0               | 9             | 19           | 12                  | 43    |
| Lansing          | 10              | 19           | 8              | 6               | 17            | 36           | 35                  | 131   |
| Muskegon         | 0               | 3            | 0              | 0               | 16            | 26           | 8                   | 53    |
| Totals           | 26 <sup>a</sup> | 30           | 30             | 19 <sup>a</sup> | 83            | 141          | 106                 | 435   |

<sup>a</sup>The sample size is less than 30 due to the lack of completed questionnaires.

reduced to 435. Four hundred thirty-five students make up the sample used in this study.

### Development of the Instrument

From among the available methods which could have been utilized in gathering data for assessing characteristics of evening occupational students, the questionnaire was selected as the vehicle for economic and efficiency reasons. It is submitted that the survey instrument meets the following criteria: (1) the questions are easily understood and easily answerable; (2) the questions are appropriate for occupational students enrolled in the evening program; (3) the data can be obtained in a usable form so as to lend itself to efficient evaluation and tabulation procedures; and (4) the questionnaire provides the data necessary for this investigation.

The questionnaire was developed by considering the purposes of the study; by determining what information would provide the data necessary for an analysis of evening occupational student characteristics; by a series of discussions with Dr. Rex E. Ray, chairman of the guidance committee; by suggestion and recommendations of other members of the guidance committee; by a pilot study; and by reviewing Chapter II, "Construction of a Schedule or Questionnaire" of Parten's book.<sup>3</sup> In addition, questionnaires utilized in other studies of student characteristics were examined.

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<sup>3</sup>Mildred Parten, Surveys, Polls, and Samples: Practical Procedures (New York: Harper and Brothers, 1950), pp. 157-217.

The initial instrument developed was piloted with a group of evening occupational community college students for the purpose of questionnaire validation. The pilot study was intended to insure that the questions were clearly and easily understood and to determine if the questions would produce the required data. The comments, criticisms, and reactions of the pilot group of students were solicited after they had completed the questionnaire. Revisions based upon their reactions were made prior to the printing of the final instrument. The questionnaire, as refined and utilized in this study, is included in Appendix E.

#### Questionnaire Administration

A discussion about the purpose and intent of the study was held with the community college dean responsible for occupational programs at each of the participating community colleges. This was accomplished when cooperation was sought in carrying out the administration of the questionnaires. At the suggestion of the doctoral guidance committee, a greater number of questionnaires than that required by the sample was delivered to each of the participating community colleges. A listing of the evening occupational classes in which the questionnaires were to be administered was included. In addition, a cover letter reiterating the purpose of the study (Appendix F), "Instructions for Questionnaire Distribution" (Appendix G), and several copies of "Instructions for Administering the Questionnaires" (Appendix H) were provided.



Following the administration of the questionnaires, the researcher visited each of the participating community colleges to collect the completed instruments.

### Data Processing

The completed questionnaires from each school in each occupational classification were numbered consecutively. A random selection process was then employed to obtain the required number of questionnaires based upon the sample size. A table of random numbers was utilized for this purpose.<sup>4</sup>

Data from the randomly selected questionnaires making up the sample were transferred to machine scored answer sheets. These were then automatically processed and transferred to data tapes for computer analysis. The Nucross computer program was used to derive frequencies and percentages. The Michigan State University Computer Center provided these services.

### Data Analysis

Answers were sought for the following questions about the evening students enrolled in occupational courses at the schools which comprise the West Central League of Michigan Community Colleges:

1. What are their personal characteristics with respect to sex, age, race, and marital status? Are there observable

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<sup>4</sup>Malcolm J. Slakter, Statistical Inference for Educational Researchers, (Reading: Addison-Wesley, 1972), pp. 466-73.

differences in these characteristics between students enrolled in different occupational classifications?

2. What is their employment status in terms of the number of hours worked per week, the number of years of full-time work experience, and their current type of occupation? Is the course in which they are enrolled related to their occupation? Does their employer contribute toward their tuition costs? Are there observable differences in employment status between the sexes and between students enrolled in different occupational classifications?
3. Are their educational needs being fulfilled?
4. What is their educational status with respect to the number of years since high school graduation, their educational aspirations, and the number of courses in which they are enrolled? Are there observable differences between the sexes and between students enrolled in different occupational classifications?
5. What are their reasons for enrolling in a community college occupational course and why did they select a particular community college? Are there observable differences between the sexes and between students enrolled in different occupational classifications in their reasons for enrolling?

The analysis of the data was divided into five categories. These are: (1) personnel characteristics; (2) employment status; (3) educational needs; (4) educational status; and (5) reasons for

being in college. The broad categories form the basis of the analysis from which questions were generated on the survey instrument.

Personal Characteristics.--The data were analyzed by examining the personal characteristics of the evening occupational students which included sex, age, race, and marital status. These personal characteristics of the students enrolled in each of the occupational classifications were analyzed.

Employment Status.--The employment status of the evening occupational students was examined with regard to the number of hours they were employed per week, the amount of full time work experience, their job-course relationship, their current type of occupation, and employer contribution toward tuition costs. Observations were made about the differences in these variables between those enrolled in the different occupational classifications.

Educational Needs.--The educational needs in terms of the students' satisfaction with their courses, their course status, their suggestions for institutional policy or procedure change, were examined. Observable differences between those enrolled in each of the occupational classifications were analyzed with respect to their satisfaction with their courses and their course status.

Educational Status.--The evening occupational students' educational status was examined. Observations were made about the number of years since high school graduation, educational aspirations, and the number of courses in which they were enrolled. These observations were analyzed to determine if there were observable differences between those enrolled in the different occupational classifications.

Reasons for Being in College.--Their reasons for being in college were determined by analyzing their reasons for enrolling and their reasons for attending a particular community college. The first variable, reasons for enrolling, was examined to determine if there were observable differences between the sexes and between those enrolled in the various occupational classifications.

### Summary

This chapter sets forth the methodology used in this study. It discussed data collection, data processing, and data analysis.

The data was collected by administering questionnaires in the classes of evening occupational students enrolled in the West Central League of Michigan Community Colleges.

The population was comprised of 9,501 evening occupational students. A sample, calculated by utilizing the formula developed by the Research Division of the National Education Association, was selected randomly from completed questionnaires. The enrollment in each occupational classification in each of the West Central League schools was weighted to assure representiveness in the sample. Four hundred thirty-five students made up the sample for the study.

Data from the randomly selected completed questionnaires were transferred to machine scored answer sheets. The Michigan State University Computer Center services were used to assist in the data analysis by computing frequencies and percentages.

The data were analyzed to determine the community college evening occupational students' personal characteristics, employment

status, educational needs, educational status, and reasons for being in college.

## CHAPTER IV

### ANALYSIS AND PRESENTATION OF DATA

This chapter contains a description of the students enrolled during the evening in occupational courses at the West Central League schools of Michigan Community Colleges. All of those responsible for organizing and operating evening community college programs should find this description to be of value. The information presented in this chapter should provide a basis for decision making relative to admission policies, counseling, curriculum, course scheduling, and the instructional process.

The description is divided into five categories. These are: (1) personal characteristics; (2) employment status; (3) educational needs; (4) educational status; and (5) reasons for being in college. Although the topics contained within each of the five broad categories were not necessarily discrete, they were divided into these respective categories in order that consistency be maintained with the way in which the data were collected and in order that logic prevail in the categorizing of the topics.

### Personal Characteristics

Included in the category of personal characteristics is an analysis of sex distribution, age distribution, race distribution and marital status. These variables were examined with respect to the occupational classifications of the course in which the evening students were enrolled. Also, the variables of age, race, and marital status were examined with respect to the sex of the students.

#### Sex Distribution

Approximately three-fourths (73.3 per cent) of the evening students enrolled in occupational courses were males. As is illustrated in Table 4, they comprised the majority of the enrollments in each of the occupational classifications of agricultural education (65.4 per cent), distributive education (80.0 per cent), technical education (88.7 per cent), and trade and industrial education (98.1 per cent). Females embraced the majority of the enrollments in the health occupations (70.0 per cent), home economics (78.9 per cent), and office education (56.6 per cent). Office education was, however, nearly balanced between male and female students while trade and industrial education had almost an entirely male enrollment.

#### Age Distribution

More of the evening occupational students were in the 25 to 29 years of age category than any other age grouping. This category contained slightly more than one-fourth (27.6 per cent) of the total.

Table 4. The Percentage of Male and Female Community College Evening Occupational Students by Program Classification.

| Occupational Classification    | Sex   |                     |        |                     |       |                      |
|--------------------------------|-------|---------------------|--------|---------------------|-------|----------------------|
|                                | Male  |                     | Female |                     | Total |                      |
|                                | N     | %                   | N      | %                   | N     | %                    |
| Agricultural Education         | 17    | 65.4                | 9      | 34.6                | 26    | 100.0                |
| Distributive Education         | 24    | 80.0                | 6      | 20.0                | 30    | 100.0                |
| Health Occupations             | 9     | 30.0                | 21     | 70.0                | 30    | 100.0                |
| Home Economics                 | 4     | 21.1                | 15     | 78.9                | 19    | 100.0                |
| Office Education               | 36    | 43.4                | 47     | 56.6                | 83    | 100.0                |
| Technical Education            | 125   | 88.7                | 16     | 11.3                | 141   | 100.0                |
| Trade and Industrial Education | 104   | 98.1                | 2      | 1.9                 | 106   | 100.0                |
| (Number of Students)           | (319) | (73.3) <sup>a</sup> | (116)  | (26.7) <sup>a</sup> | (435) | (100.0) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category



Table 5 presents the age distribution of the community college evening occupational students.

Although the ages were distributed from under 19 to over 60, the vast majority were under 35. Seventy-seven and two-tenths per cent were under 35. Nearly one-third (32.0 per cent) of the males were in the 25 to 29 age group, and nearly one-fourth (23.3 per cent) of the females were in the 20 to 24 age group. These two age categories contained more males and females respectively than any of the other age groupings. As the age range increased, the number of students in each category, with one exception for females, decreased as one might expect. It is also interesting to note the differences in the age grouping pattern of males versus females. There was a higher percentage of females in the 19 and under category (19.8 per cent) and also in the 40 and over categories (26.7 per cent). The highest percentages of males (80.3 per cent) were in the categories between 20 years of age and less than 40 years of age. A possible explanation for this difference may be that more females enroll in occupational courses during the evening prior to having family responsibilities and then again when family responsibilities are diminished. On the other hand, the highest percentages of males attend during the years when they are in the process of establishing careers.

Table 6 reveals that over one-half of the students in each of the occupational classifications were less than 40 years of age. The highest percentage of students in the 19 and under category were enrolled in home economics (21.1 per cent), whereas both agricultural and trade and industrial education had an extremely small percentage in

Table 5. Age Distribution of Community College Evening Occupational Students by Sex.

|                      | Sex   |      |         |      | Total |      |
|----------------------|-------|------|---------|------|-------|------|
|                      | Males |      | Females |      |       |      |
|                      | N     | %    | N       | %    | N     | %    |
| 19 and under         | 25    | 7.8  | 23      | 19.8 | 48    | 11.0 |
| 20-24                | 76    | 23.8 | 27      | 23.3 | 103   | 23.7 |
| 25-29                | 102   | 32.0 | 18      | 15.5 | 120   | 27.6 |
| 30-34                | 52    | 16.3 | 13      | 11.2 | 65    | 14.9 |
| 35-39                | 26    | 8.2  | 4       | 3.4  | 30    | 6.9  |
| 40-44                | 21    | 6.6  | 9       | 7.8  | 30    | 6.9  |
| 45-49                | 7     | 2.2  | 10      | 8.6  | 17    | 3.9  |
| 50-54                | 5     | 1.6  | 7       | 6.0  | 12    | 2.8  |
| 55-59                | 3     | 0.9  | 4       | 3.4  | 7     | 1.6  |
| 60 and over          | 2     | 0.6  | 0       | -0-  | 2     | 0.5  |
| No response          | 0     | -0-  | 1       | 0.9  | 1     | 0.2  |
| (Number of students) | (319) |      | (116)   |      | (435) |      |

Table 6. Percentage of Community College Evening Occupational Students According to Occupational Classification by Age.

| Occupational<br>Classification | Age           |       |       |       |       |       |       |       |       |              |                | No. of<br>Students |
|--------------------------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|----------------|--------------------|
|                                | 19 &<br>Under | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-60 | 60 &<br>Over | No<br>Response |                    |
| Agricultural                   | 3.8           | 11.5  | 23.1  | 11.5  | 15.4  | 23.1  | 3.8   | 3.8   | 3.8   | -0-          | -0-            | 26                 |
| Distributive                   | 13.3          | 6.7   | 43.3  | 13.3  | 10.0  | 3.3   | -0-   | 6.7   | -0-   | 3.3          | -0-            | 30                 |
| Health                         | 13.3          | 23.3  | -0-   | 23.3  | -0-   | 10.0  | 10.0  | 10.0  | 6.7   | -0-          | 3.3            | 30                 |
| Home Economics                 | 21.1          | 5.3   | 31.6  | 5.3   | 5.3   | 15.8  | 5.3   | 5.3   | 5.3   | -0-          | -0-            | 19                 |
| Office                         | 14.5          | 25.3  | 25.3  | 6.9   | 3.6   | 3.6   | 7.2   | 2.4   | -0-   | 1.2          | -0-            | 83                 |
| Technical                      | 12.1          | 24.8  | 27.7  | 16.3  | 7.8   | 7.1   | 2.8   | -0-   | 1.4   | -0-          | -0-            | 141                |
| Trade &<br>Industrial          | 5.7           | 32.1  | 22.0  | 12.3  | 7.5   | 3.8   | 1.9   | 2.8   | 0.9   | -0-          | -0-            | 106                |
| (Number of<br>Students)        | (48)          | (103) | (120) | (65)  | (30)  | (30)  | (17)  | (12)  | (7)   | (2)          | (1)            | (435)              |

this age grouping with 3.8 per cent and 5.8 per cent, respectively. The age group of 25 to 29 contained the largest number of students in each of the occupational classifications with the exception of office education which had an equivalent number in the 20 to 24 age group.

### Race Distribution

Data on racial group membership were secured from the community college evening occupational students. Table 7 reveals that the occupational classification of home economics enrolled a greater percentage (15.9 per cent) of minority students than did any of the others. Office education enrolled 7.2 per cent Black students, the highest of all the occupational classifications. Agricultural education and health occupations enrolled 100 per cent Caucasians.

Caucasians comprised 92.6 per cent of the evening occupational students, while Blacks represented 3.7 per cent. The race classifications of Mexican-Americans, American Indians, and others comprised the remainder. The percentage of male and female Caucasians enrolled in evening occupational courses was nearly equal. A slightly higher percentage (2.1 per cent) of Black females were enrolled in evening occupational courses than Black males (Table 8).

### Marital Status

The marital status of community college evening occupational students provided another descriptor. Table 9 indicates that the highest percentage of males (54.9 per cent) and females (34.5 per cent) were married and have children. Thirty-three and six tenths per cent of the females were single and 12.9 per cent were divorced. The corresponding

Table 7. Percentage of Community College Evening Occupational Students According to Occupational Classification by Race.

| Occupational<br>Classification | Race      |       |          |                     |                    |       | No. of<br>Students |
|--------------------------------|-----------|-------|----------|---------------------|--------------------|-------|--------------------|
|                                | Caucasian | Black | Oriental | Mexican<br>American | American<br>Indian | Other |                    |
| Agricultural                   | 100.0     | -0-   | -0-      | -0-                 | -0-                | -0-   | 26                 |
| Distributive                   | 96.7      | 3.3   | -0-      | -0-                 | -0-                | -0-   | 30                 |
| Health                         | 100.0     | -0-   | -0-      | -0-                 | -0-                | -0-   | 30                 |
| Home Economics                 | 84.2      | 5.3   | -0-      | 5.3                 | -0-                | 5.3   | 19                 |
| Office                         | 90.4      | 7.2   | -0-      | 1.2                 | -0-                | 1.2   | 83                 |
| Technical                      | 91.5      | 3.5   | -0-      | 0.7                 | 0.7                | 3.5   | 141                |
| Trade & Industrial             | 92.5      | 2.8   | -0-      | 1.9                 | -0-                | 2.8   | 106                |
| (Number of Students)           | (403)     | (16)  | (-0-)    | (5)                 | (1)                | (10)  | (435)              |

Table 8. Percentage of Community College Evening Occupational Students Classified According to Race by Sex.

|                      | Sex   |      |         |      |       |      |
|----------------------|-------|------|---------|------|-------|------|
|                      | Males |      | Females |      | Total |      |
|                      | N     | %    | N       | %    | N     | %    |
| Caucasian            | 296   | 92.8 | 107     | 92.2 | 403   | 92.6 |
| Black                | 10    | 3.1  | 6       | 5.2  | 16    | 3.7  |
| Oriental             | -0-   | -0-  | -0-     | -0-  | -0-   | -0-  |
| Mexican-American     | 4     | 1.3  | 1       | 0.9  | 5     | 1.1  |
| American-Indian      | 1     | 0.3  | -0-     | -0-  | 1     | 0.3  |
| Other                | 8     | 2.5  | 2       | 1.7  | 10    | 2.3  |
| (Number of Students) | (319) |      | (116)   |      | (435) |      |

Table 9. Marital Status Distribution of Community College Evening Occupational Students by Sex.

|                        | Sex   |      |         |      |       |      |
|------------------------|-------|------|---------|------|-------|------|
|                        | Males |      | Females |      | Total |      |
|                        | N     | %    | N       | %    | N     | %    |
| Single                 | 72    | 22.6 | 39      | 33.6 | 111   | 25.5 |
| Married, no children   | 58    | 18.6 | 18      | 15.5 | 76    | 17.5 |
| Married, with children | 176   | 54.9 | 41      | 34.5 | 217   | 49.9 |
| Divorced               | 11    | 3.4  | 15      | 12.9 | 26    | 6.0  |
| Widowed                | 2     | 0.6  | 3       | 2.6  | 5     | 1.1  |
| (Number of Students)   | (319) |      | (116)   |      | (435) |      |

categories for males are 22.6 per cent and 3.4 per cent. The majority of male students (73.5 per cent) were married. Fifty per cent of the female students were married.

The majority of the evening occupational students above the age of 25 were married and had children. As one might expect, the age grouping of 19 and under consisted of 95.8 per cent of single students (Table 10).

The occupational classification and marital status provides another relevant variable for describing the evening occupational students. The marital status category of married with children had the largest number of students for every occupational classification as is revealed in Table 11. The category, single, contains the second largest number in each of the occupational classifications except agriculture where the second highest percentage is contained in the married with no children category.

### Employment Status

The topics of number of hours worked per week, full time work experience, job-course relationship, current type of occupation, and employer contribution toward tuition costs are all considered under the category of employment status.

#### Number of Hours Worked Per Week

The survey instrument included the question: "At the present time, what is the number of hours you are working per week?" This

Table 10. Percentage of Age Distribution of Community College Evening Occupational Students by Marital Status.

| Age                  | Marital Status |                     |                      |                     |                        |                     |          |                    |         |                    |
|----------------------|----------------|---------------------|----------------------|---------------------|------------------------|---------------------|----------|--------------------|---------|--------------------|
|                      | Single         |                     | Married, no children |                     | Married, with children |                     | Divorced |                    | Widowed |                    |
|                      | N              | %                   | N                    | %                   | N                      | %                   | N        | %                  | N       | %                  |
| 19 and under         | 46             | 95.8                | 2                    | 4.2                 |                        | -0-                 |          | -0-                |         | -0-                |
| 20-24                | 42             | 40.8                | 33                   | 32.0                | 22                     | 21.4                | 4        | 3.9                | 2       | 1.9                |
| 25-29                | 13             | 10.8                | 25                   | 20.8                | 73                     | 60.8                | 8        | 6.7                | 1       | 0.8                |
| 30-34                | 4              | 6.2                 | 8                    | 12.3                | 49                     | 75.4                | 4        | 6.2                | -0-     | -0-                |
| 35-39                | 1              | 3.3                 | 2                    | 6.7                 | 24                     | 80.0                | 2        | 6.7                | -0-     | -0-                |
| 40-44                | 3              | 10.0                | 1                    | 3.3                 | 24                     | 80.0                | 2        | 6.7                | -0-     | -0-                |
| 45-49                | 1              | 5.9                 | 2                    | 11.8                | 10                     | 58.8                | 4        | 23.5               | -0-     | -0-                |
| 50-54                | 1              | 8.3                 | 2                    | 16.7                | 9                      | 75.0                | -0-      | -0-                | -0-     | -0-                |
| 55-59                | -0-            | -0-                 | 1                    | 14.3                | 3                      | 42.9                | 2        | 28.6               | 1       | 14.3               |
| 60 and over          | -0-            | -0-                 | -0-                  | -0-                 | 1                      | 50.0                | -0-      | -0-                | 1       | 50.0               |
| (Number of students) | (111)          | (25.5) <sup>a</sup> | (76)                 | (17.5) <sup>a</sup> | (215)                  | (49.4) <sup>a</sup> | (26)     | (6.0) <sup>a</sup> | (5)     | (1.1) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.



Table 11. Percentage of Community College Evening Occupational Students According to Occupational Classification by Marital Status.

| Occupational Classification | Marital Status |                     |                      |                     |                        |                     |          |                    |         |                    |
|-----------------------------|----------------|---------------------|----------------------|---------------------|------------------------|---------------------|----------|--------------------|---------|--------------------|
|                             | Single         |                     | Married, no children |                     | Married, with children |                     | Divorced |                    | Widowed |                    |
|                             | N              | %                   | N                    | %                   | N                      | %                   | N        | %                  | N       | %                  |
| Agricultural                | 5              | 19.2                | 7                    | 26.9                | 12                     | 46.2                | 2        | 7.7                | -0-     | -0-                |
| Distributive                | 7              | 23.3                | 6                    | 20.0                | 17                     | 56.7                | -0-      | -0-                | -0-     | -0-                |
| Health                      | 8              | 26.7                | 5                    | 16.7                | 11                     | 36.7                | 4        | 13.3               | 1       | 3.3                |
| Home Economics              | 7              | 36.8                | 1                    | 5.3                 | 9                      | 47.4                | 2        | 10.5               | -0-     | -0-                |
| Office                      | 22             | 26.5                | 12                   | 14.5                | 41                     | 49.4                | 7        | 8.4                | 1       | 1.2                |
| Technical                   | 42             | 29.8                | 26                   | 18.4                | 67                     | 47.5                | 5        | 3.5                | -0-     | -0-                |
| Trade & Industrial          | 20             | 18.9                | 19                   | 17.9                | 58                     | 54.7                | 6        | 5.7                | 3       | 2.8                |
| (Number of Students)        | (111)          | (25.5) <sup>a</sup> | (76)                 | (17.5) <sup>a</sup> | (215)                  | (49.4) <sup>a</sup> | (26)     | (6.0) <sup>a</sup> | (5)     | (1.1) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.

question was included in order to obtain some insight about the work load of the evening occupational students.

The majority of community college students enrolled in evening occupational courses were employed on a full-time basis. Table 12 reveals that 82.8 per cent were employed more than 31 hours per week.

Males were employed more hours per week than females. Eighty-nine and nine-tenths per cent of the males were employed over 31 hours per week while 62.8 per cent of the females were employed more than 31 hours per week. A surprisingly large number of both males (57.3 per cent) and females (18.1 per cent) were employed more than 40 hours per week. A larger percentage of females (19.8 per cent) were unemployed

Table 12. Distribution of Community College Evening Occupational Students According to the Number of Hours Worked per Week by Sex.

| Number of hours<br>Worked per week | Sex   |      |        |      |       |      |
|------------------------------------|-------|------|--------|------|-------|------|
|                                    | Male  |      | Female |      | Total |      |
|                                    | N     | %    | N      | %    | N     | %    |
| Not working                        | 17    | 5.3  | 23     | 19.8 | 40    | 9.2  |
| 1-10                               | 3     | 0.9  | 4      | 3.4  | 7     | 1.6  |
| 11-20                              | 8     | 2.5  | 9      | 7.8  | 17    | 3.9  |
| 21-30                              | 4     | 1.3  | 7      | 6.0  | 11    | 2.5  |
| 31-40                              | 104   | 32.6 | 52     | 44.7 | 156   | 35.9 |
| More than 40                       | 183   | 57.3 | 21     | 18.1 | 204   | 46.9 |
| (Number of students)               | (319) |      | (116)  |      | (435) |      |

than were males (5.3 per cent). Also, a larger percentage of females (17.2 per cent) were working from one to thirty hours per week than were males (4.7 per cent).

When the occupational classifications in which evening students were enrolled are compared with the number of hours worked per week, it is clear that over half of those enrolled in technical (52.5 per cent) and in trade and industrial courses (63.2 per cent) were employed over forty hours per week. Both of these occupational areas are typically male occupations. In addition, both of these occupational areas enrolled the lowest percentage of unemployed students (5.0 per cent and 3.8 per cent, respectively). Home economics and office education enrolled the highest percentage of unemployed students. These are 21.1 per cent and 20.5 per cent, respectively. Those enrolled in health occupations courses had the highest percentage (33.4 per cent) of part-time employment. Both agricultural and distributive education classifications had approximately 20 per cent of those enrolled in each of these classifications either unemployed or working on a part-time basis while the remainder were employed thirty-one or more hours per week (Table 13).

#### Full-Time Work Experience

The number of years an individual has been employed is a measure of an evening student's background that has implications for counseling and guidance, curriculum, and the instructional process.

The largest percentage of students enrolled in courses in each of the occupational classifications had five or more years of full-time work experience prior to enrolling in college. Table 14 indicates that 50 per cent or more of those enrolled in agricultural education

Table 13. Percentage of Community College Evening Occupational Students According to Occupational Classification by the Number of Hours Worked per Week.

| Occupational<br>Classification | Number of Hours Worked per Week |              |               |               |               |                         | Number of<br>Students |
|--------------------------------|---------------------------------|--------------|---------------|---------------|---------------|-------------------------|-----------------------|
|                                | Not<br>Working                  | 1-10<br>Hrs. | 11-20<br>Hrs. | 21-30<br>Hrs. | 31-40<br>Hrs. | More<br>than<br>40 Hrs. |                       |
| Agricultural                   | 11.5                            | -0-          | 3.8           | 3.8           | 46.2          | 34.6                    | 26                    |
| Distributive                   | 10.0                            | -0-          | 6.7           | 3.3           | 33.3          | 46.6                    | 30                    |
| Health                         | 6.7                             | 6.7          | 10.0          | 10.0          | 36.7          | 30.0                    | 30                    |
| Home Economics                 | 21.1                            | 5.3          | 5.3           | 5.3           | 36.8          | 26.3                    | 19                    |
| Office                         | 20.5                            | 2.4          | 3.6           | 1.2           | 41.0          | 31.3                    | 83                    |
| Technical                      | 5.0                             | 1.4          | 4.3           | 2.8           | 34.0          | 52.5                    | 141                   |
| Trade & Industrial             | 3.8                             | -0-          | 0.9           | -0-           | 32.1          | 63.2                    | 106                   |
| (Number of Students)           | (40)                            | (7)          | (17)          | (11)          | (156)         | (204)                   | (435)                 |

Table 14. Percentage of Community College Evening Occupational Students According to Occupational Classification by the Number of Years of Full-Time Work Experience Prior to Enrolling in College.

| Occupational<br>Classification | Number of Years of Full-Time Work Experience<br>Prior to Enrolling in College |                     |        |         |         |         |                    | Number of<br>Students |
|--------------------------------|---|---------------------|--------|---------|---------|---------|--------------------|-----------------------|
|                                | Did Not<br>Work<br>Full Time  | Less than<br>1 Year | 1 Year | 2 Years | 3 Years | 4 Years | 5 Years<br>Or More |                       |
| Agricultural                   | 19.2  | 15.4                | 7.6    | -0-     | -0-     | 3.8     | 53.8               | 26                    |
| Distributive                   | 3.3   | 13.3                | 10.0   | 6.7     | 10.0    | 6.7     | 50.0               | 30                    |
| Health                         | 3.3   | 16.7                | -0-    | 6.7     | 13.3    | 6.7     | 53.3               | 30                    |
| Home Economics                 | 10.5  | 10.5                | 10.5   | 15.8    | 5.3     | 5.3     | 42.1               | 19                    |
| Office                         | 15.7  | 14.5                | 8.4    | 3.6     | 3.6     | 7.2     | 47.0               | 83                    |
| Technical                      | 11.3  | 12.1                | 4.3    | 9.2     | 5.7     | 4.3     | 53.2               | 141                   |
| Trade & Industrial             | 11.3  | 9.4                 | 4.7    | 6.6     | 12.3    | 8.5     | 47.2               | 106                   |
| (Number of Students)           | (50)  | (54)                | (24)   | (30)    | (32)    | (27)    | (218)              | (435)                 |

(53.8 per cent), distributive education (50.0 per cent), health occupations (53.3 per cent), and technical education (53.2 per cent) had five or more years of full-time work experience. Forty-two and one-tenth per cent of those enrolled in home economics, 47.0 per cent of those enrolled in office education, and 47.2 per cent of those enrolled in trade and industrial education had five or more years of full-time work experience. Approximately 10 per cent of those enrolled in each of the occupational classifications of home economics, technical, and trade and industrial had no full-time work experience prior to entering college. Approximately 20 per cent of those enrolled in agricultural courses (19.2 per cent) and nearly 16 per cent of those enrolled in office education (15.7 per cent) courses had no full-time work experience. Students with less than one year of full-time work experience up to and including four years of work experience prior to entering college were distributed in small percentages in all the occupational classifications with the exception of agricultural education which had no one with two or three years of work experience and health occupations which had no one with one year of work experience. This distribution ranges from a low of 3.6 per cent representing those in office education with three years of full-time work experience to a high of 16.7 per cent representing those in health occupations with less than one year of full-time work experience prior to enrolling in college.

### Job-Course Relationship

An understanding of the relationship between the courses in which evening occupational students are enrolled and their vocations is

important if the community college is to fully meet the educational needs of its evening students. It can be said that in general the stronger the relationship the more relevant will be the educational experience. This has implications for both curriculum design and the instructional process.

When the community college evening occupational students were asked if their job was related to the course in which they were enrolled, 58.3 per cent indicated that it was. Sixty-two and four-tenths per cent of the male students and 45.7 per cent of the female students indicated a job-course relationship. A slightly higher percentage of the females (39.3 per cent) than males (32.3 per cent) indicated that the course in which they were enrolled was not related to their job (Table 15).

Table 15. Percentage of Community College Evening Occupational Students According to Course Relationship to Present Job by Sex.

| Course Relationship<br>to Present Job | Sex   |      |        |      |       |      |
|---------------------------------------|-------|------|--------|------|-------|------|
|                                       | Male  |      | Female |      | Total |      |
|                                       | N     | %    | N      | %    | N     | %    |
| Not working                           | 17    | 5.3  | 17     | 14.7 | 34    | 7.8  |
| Is related                            | 199   | 62.4 | 55     | 45.7 | 254   | 58.3 |
| Is not related                        | 103   | 32.3 | 44     | 39.3 | 147   | 33.9 |
| (Number of students)                  | (319) |      | (116)  |      | (435) |      |

The number of students that reported a job-course relationship ranged from over three-fourths of those enrolled in trade and industrial courses (75.5 per cent) to slightly over one-fourth of those enrolled in home economic courses (26.3 per cent). Those enrolled in courses in the other occupational classifications were between these two extremes.

Table 16 indicates the percentages for each occupational classification.

The fact that over one half of those enrolled in health (66.7 per cent), office (51.8 per cent), technical (58.9 per cent), and trade and industrial (75.5 per cent) occupational courses and nearly one half

Table 16. Percentage of Community College Evening Occupational Students According to Occupational Classification by Course Relationship to Present Job.

| Occupational Classification | Course Relationship to Present Job |            |                | Number of Students |
|-----------------------------|------------------------------------|------------|----------------|--------------------|
|                             | Not Working                        | Is Related | Is Not Related |                    |
| Agricultural                | 7.7                                | 30.7       | 61.5           | 26                 |
| Distributive                | 10.0                               | 46.7       | 43.3           | 30                 |
| Health                      | 3.3                                | 66.7       | 30.0           | 30                 |
| Home Economics              | 21.1                               | 26.3       | 56.6           | 19                 |
| Office                      | 18.1                               | 51.8       | 30.1           | 83                 |
| Technical                   | 4.3                                | 58.9       | 36.9           | 141                |
| Trade & Industrial          | 2.8                                | 75.5       | 21.7           | 106                |
| (Number of Students)        | (34)                               | (254)      | (147)          | (435)              |



of those enrolled in distributive (46.7 per cent) occupational courses were taking courses related to their jobs would indicate that a major function of the community college is to provide courses that will enable employed persons to continually upgrade their skills in order to keep pace with the changing technology.

#### Current Type of Occupation

The community college evening occupational students were asked to categorize their current type of occupation. The largest percentage of males (33.9 per cent) classified themselves into the skilled category while the largest percentage of the females (37.1 per cent) classified themselves into the clerical or office category (Table 17).

When those enrolled in courses classified by occupations are compared as to the type of current employment, no clear patterns of associating the course with the type of current employment emerge with exception of those enrolled in trade and industrial education courses. If it is assumed that skilled, semi-skilled, and unskilled occupations are associated with trade and industrial occupations and if the responses to these three categories are combined, 81.1 per cent of the students enrolled in trade and industrial courses responded to these three occupational categories. It is interesting to note that only 38.6 per cent of those in office education courses indicated that they were currently in clerical or office occupations. Also, only 6.7 per cent of those in distributive education courses indicated that they were employed as a clerk or sales person. It should be noted, however, that those who indicated a managerial occupation may have occupations related to office or sales (Table 18).

Table 17. Distribution of the Type of Occupation Currently Held by Community College Evening Occupational Students by Sex.

| Type of Occupation    | Sex   |      |        |      |       |      |
|-----------------------|-------|------|--------|------|-------|------|
|                       | Male  |      | Female |      | Total |      |
|                       | N     | %    | N      | %    | N     | %    |
| Not employed          | 12    | 3.8  | 20     | 17.2 | 32    | 7.4  |
| Professional          | 40    | 12.5 | 13     | 11.2 | 53    | 12.2 |
| Managerial            | 43    | 13.5 | 4      | 3.4  | 47    | 10.8 |
| Clerk or sales person | 6     | 1.9  | 9      | 7.8  | 15    | 3.4  |
| Clerical or office    | 20    | 6.3  | 43     | 37.1 | 63    | 14.5 |
| Skilled               | 108   | 33.9 | 3      | 2.6  | 111   | 25.5 |
| Semi-skilled          | 35    | 11.0 | 4      | 3.4  | 39    | 9.0  |
| Unskilled             | 19    | 6.0  | 2      | 1.7  | 21    | 4.8  |
| Agricultural          | 1     | 0.3  | 2      | 1.7  | 3     | 0.7  |
| Unable to classify    | 35    | 11.0 | 16     | 13.8 | 51    | 11.7 |
| (Number of students)  | (319) |      | (116)  |      | (435) |      |

Table 18. Percentage of Community College Evening Occupational Students According to Occupational Classification by Type of Current Employment.

| Occupational<br>Classification<br>(course in<br>which enrolled) | Type of Current Employment |              |            |                          |                       |         |              |           |              |                       | Number of<br>students |
|---|----------------------------|--------------|------------|--------------------------|-----------------------|---------|--------------|-----------|--------------|-----------------------|-----------------------|
|   | Not employed               | Professional | Managerial | Clerk or sales<br>person | Clerical or<br>office | Skilled | Semi-skilled | Unskilled | Agricultural | Unable to<br>classify |                       |
| Agricultural  | 11.5                       | 19.2         | 7.7        | -0-                      | 7.7                   | 3.8     | 11.5         | 3.8       | 3.8          | 30.8                  | 26                    |
| Distributive  | 6.7                        | 6.7          | 26.7       | 6.7                      | 10.0                  | 10.0    | 10.0         | 6.7       | -0-          | 16.7                  | 30                    |
| Health  | 6.7                        | 36.7         | 10.0       | 3.3                      | 6.7                   | 6.7     | 10.0         | 3.3       | 3.3          | 13.3                  | 30                    |
| Home Economics  | 15.8                       | 10.5         | 5.3        | -0-                      | 21.1                  | 5.3     | 10.5         | -0-       | -0-          | 31.6                  | 19                    |
| Office  | 16.9                       | 4.8          | 15.7       | 7.2                      | 38.6                  | 2.4     | 3.6          | 4.8       | 1.2          | 4.8                   | 83                    |
| Technical   | 3.5                        | 17.7         | 12.1       | 3.5                      | 10.6                  | 22.3    | 8.5          | 8.5       | -0-          | 14.2                  | 141                   |
| Trade & Industrial  | 2.8                        | 3.8          | 2.8        | 0.9                      | 4.7                   | 67.9    | 12.3         | 0.9       | -0-          | 3.8                   | 106                   |
| (Number of students)  | (32)                       | (53)         | (47)       | (15)                     | (63)                  | (111)   | (39)         | (21)      | (3)          | (51)                  | (435)                 |

Employer Contribution  
Toward Tuition Costs

Only 34.0 per cent of students enrolled in evening occupational courses had their employer contributing toward their tuition costs. This is particularly surprising since 58.3 per cent (Table 15) indicated that their course was related to their job. Table 19 indicates the employer contribution toward tuition by occupational classification. Those enrolled in trade and industrial education courses (63.2 per cent) were the leaders in having their employers contribute to their tuition costs. They were followed by those enrolled in technical education (31.2 per cent). Twenty-six and five-tenths per cent of those enrolled in office education had employer tuition contribution. Twenty per cent and below of the students enrolled in courses in the other occupational classifications had employer contributions for tuition costs.

A greater percentage of male students had employer participation in tuition costs than did female students. Thirty-eight and nine-tenths per cent of the males and 20.7 per cent of the females had tuition contributions from their employers (Table 20).

Table 21 presents the relationship between the community college evening occupational students' current job and the course in which they were enrolled by employer contribution toward tuition. Of those who indicated that their course was related to their job, 52.8 per cent had tuition contribution from their employer. Fourteen and nine-tenths per cent of those whose course was not related to their job had tuition contribution from their employers.

Table 19. Distribution of Community College Evening Occupational Students According to Occupational Classification by Employer Contribution Toward Tuition.

| Occupational<br>Classification | Employer Contribution Toward Tuition |                     |       |                     |                 |                    |                |                    |
|--------------------------------|--------------------------------------|---------------------|-------|---------------------|-----------------|--------------------|----------------|--------------------|
|                                | Yes                                  |                     | No    |                     | Not<br>Employed |                    | No<br>Response |                    |
|                                | N                                    | %                   | N     | %                   | N               | %                  | N              | %                  |
| Agricultural                   | 2                                    | 7.7                 | 21    | 80.8                | 2               | 7.7                | 1              | 3.8                |
| Distributive                   | 6                                    | 20.0                | 22    | 73.3                | 2               | 6.7                | -0-            | -0-                |
| Health                         | 5                                    | 16.7                | 22    | 73.3                | 2               | 6.7                | 1              | 3.3                |
| Home Economics                 | 2                                    | 10.5                | 13    | 68.4                | 4               | 21.1               | -0-            | -0-                |
| Office                         | 22                                   | 26.5                | 48    | 57.8                | 13              | 15.7               | -0-            | -0-                |
| Technical                      | 44                                   | 31.2                | 91    | 64.5                | 6               | 4.3                | -0-            | -0-                |
| Trade & Industrial             | 67                                   | 63.2                | 36    | 34.0                | 3               | 2.8                | -0-            | -0-                |
| (Number of Students)           | (148)                                | (34.0) <sup>a</sup> | (253) | (58.2) <sup>a</sup> | (32)            | (7.4) <sup>a</sup> | (2)            | (.05) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.

Table 20. Distribution of Community College Evening Occupational Students According to Employer Contribution Toward Tuition By Sex.

|   | Sex   |      |        |      |       |      |
|---|-------|------|--------|------|-------|------|
|   | Male  |      | Female |      | Total |      |
|   | N     | %    | N      | %    | N     | %    |
| Employer Contributes Toward Tuition         | 124   | 38.9 | 24     | 20.7 | 148   | 34.0 |
| Employer Does Not Contribute Toward Tuition | 181   | 56.7 | 72     | 62.1 | 253   | 58.1 |
| Not Employed                                | 14    | 4.4  | 18     | 15.5 | 32    | 7.4  |
| No Response                                 | -0-   | -0-  | 2      | 1.7  | 2     | 0.5  |
| (Number of Students)                        | (319) |      | (116)  |      | (435) |      |

Table 21. Distribution of the Relationship Between Community College Evening Occupational Students' Current Job and Course in Which They are Enrolled by Employer Contribution Toward Tuition.<sup>a</sup>

|                                      | Employer Contribution Toward Tuition |      |     |      |
|--------------------------------------|--------------------------------------|------|-----|------|
|                                      | Yes                                  |      | No  |      |
|                                      | N                                    | %    | N   | %    |
| Course is Related to Current Job     | 133                                  | 52.8 | 119 | 47.2 |
| Course is not Related to Current Job | 22                                   | 14.9 | 125 | 85.1 |

<sup>a</sup> This table reflects only those students who are employed.

### Educational Needs

Educational needs included the topics of: (1) satisfaction with their courses; (2) course status which is an assessment about the evening occupational students' knowledge about the applicability of his course to a certificate or degree program; and (3) suggestions for college policy or procedure change.

#### Satisfaction With Their Courses

In order to assess whether or not the occupational courses in which the evening students were enrolled were fulfilling their educational needs, they were asked to indicate their degree of agreement or disagreement with the statement: "This course is fulfilling my educational needs." An overwhelming majority indicated that they either agreed or strongly agreed with the statement. Eighty-two and five-tenths per cent of the students indicated this. Six per cent expressed that they disagreed or strongly disagreed with the statement, while the remainder (11.4 per cent) did not express an opinion. The largest percentage that indicated disagreement was in the home economics occupational classification (15.8 per cent). Although students enrolled in courses in occupational classifications of agriculture, office, technical, and trade and industrial occupations indicated either disagreement or strong disagreement with their respective course in fulfilling their educational needs, the percentage was extremely small (Table 22).

Table 22. Percentage of Community College Evening Occupational Students by Occupational Classification and by the Degree of Agreement or Disagreement with the Statement: This Course is Fulfilling My Educational Needs.

| Occupational<br>Classification | This Course is Fulfilling My Educational Needs |                     |       |                     |               |                     |          |                    |                      |                    |
|--------------------------------|--|---------------------|-------|---------------------|---------------|---------------------|----------|--------------------|----------------------|--------------------|
|                                | Strongly<br>Agree                              |                     | Agree |                     | No<br>Opinion |                     | Disagree |                    | Strongly<br>Disagree |                    |
|                                | N  | %                   | N     | %                   | N             | %                   | N        | %                  | N                    | %                  |
|                                |  |                     |       |                     |               |                     |          |                    |                      |                    |
| Agricultural                   | 5  | 19.2                | 14    | 53.8                | 5             | 19.2                | 2        | 7.7                | -0-                  | -0-                |
| Distributive                   | 5  | 16.7                | 21    | 70.0                | 4             | 13.3                | -0-      | -0-                | -0-                  | -0-                |
| Health                         | 3  | 10.0                | 23    | 76.7                | 4             | 13.3                | -0-      | -0-                | -0-                  | -0-                |
| Home Economics                 | 2  | 10.5                | 11    | 57.9                | 3             | 15.8                | 3        | 15.8               | -0-                  | -0-                |
| Office                         | 24   | 28.9                | 45    | 54.2                | 10            | 12.0                | 3        | 3.6                | 1                    | 1.2                |
| Technical                      | 33   | 23.4                | 88    | 62.4                | 14            | 9.9                 | 4        | 2.8                | 2                    | 1.4                |
| Trade & Industrial             | 18   | 17.0                | 67    | 63.2                | 10            | 9.4                 | 7        | 6.6                | 4                    | 3.8                |
| (Number of Students)           | (90)   | (20.7) <sup>a</sup> | (269) | (61.8) <sup>a</sup> | (50)          | (11.4) <sup>a</sup> | (19)     | (4.4) <sup>a</sup> | (7)                  | (1.6) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.



### Course Status

When students were asked if the course in which they were enrolled was a part of a certificate or degree program, 69.2 per cent indicated in the affirmative, 20.9 per cent said it was not, and 8.9 per cent indicated that they didn't know. The percentage of students that indicated that they were not knowledgeable about the status of their course ranged from 5.3 per cent in home economics education courses to 13.3 per cent enrolled in health occupations courses (Table 23). The lack of student knowledge about the course in which he was enrolled should be of concern to college personnel. This would lead one to question whether or not a student's educational needs are being fulfilled.

### Considerations for Change

College policies and procedures that influence class scheduling, admission procedures, counseling services, instructional methods, course content, and the variety of courses offered during the evening all affect the evening student. It was considered important in terms of the students' educational needs to obtain their views about the existing policies and procedures.

They were asked to indicate the most important area and the second most important area that should be considered for a policy or procedure change. Table 24 indicates the evening occupational students' response to the most important and second most important area that should be considered for a policy or procedure change.

Twenty-six and four-tenths per cent of the students indicated as first choice and 26.0 per cent indicated as second choice that no

Table 23. Distribution of Community College Evening Occupational Students According to Occupational Classification by Whether or Not the Course is a Part of a Certificate or Degree Program.

| Occupational<br>Classification | Is This Course a Part of a Certificate or Degree Program? |                     |      |                     |         |                    |                |                    |
|--------------------------------|---|---------------------|------|---------------------|---------|--------------------|----------------|--------------------|
|                                | Yes   |                     | No   |                     | Unknown |                    | No<br>Response |                    |
|                                | N   | %                   | N    | %                   | N       | %                  | N              | %                  |
| Agricultural                   | 12  | 46.2                | 11   | 42.3                | 2       | 7.7                | 1              | 3.8                |
| Distributive                   | 21  | 70.0                | 5    | 16.7                | 3       | 10.0               | 1              | 3.3                |
| Health                         | 21  | 70.0                | 5    | 16.7                | 4       | 13.3               | -0-            | -0-                |
| Home Economics                 | 14  | 73.7                | 3    | 15.8                | 1       | 5.3                | 1              | 5.3                |
| Office                         | 57  | 68.7                | 17   | 20.5                | 9       | 10.8               | -0-            | -0-                |
| Technical                      | 107   | 75.9                | 22   | 15.6                | 11      | 7.8                | 1              | 0.7                |
| Trade & Industrial             | 69  | 65.1                | 28   | 26.4                | 9       | 8.4                | -0-            | -0-                |
| (Number of Students)           | (301)   | (69.2) <sup>a</sup> | (91) | (20.9) <sup>a</sup> | (39)    | (8.9) <sup>a</sup> | (4)            | (0.9) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.

Table 24. Percentage of Community College Evening Occupational Students by Most Important and Second Most Important Areas to be Considered for Policy or Procedure Change.

| Area for Change                     | Most Important |      | Second Most Important |      |
|-------------------------------------|----------------|------|-----------------------|------|
|                                     | N              | %    | N                     | %    |
| Class Scheduling                    | 50             | 11.5 | 70                    | 16.1 |
| Admission Procedures                | 15             | 3.4  | 15                    | 3.4  |
| Counseling and Advising Services    | 40             | 9.2  | 53                    | 12.2 |
| Instructional Methods               | 35             | 8.0  | 35                    | 8.0  |
| Variety of Courses Offered at Night | 135            | 31.0 | 78                    | 17.9 |
| Contents of This Course             | 22             | 5.1  | 42                    | 9.7  |
| No Changes Need to be Made          | 115            | 26.4 | 113                   | 26.0 |
| Other                               | 16             | 3.6  | 15                    | 3.4  |
| No Response                         | 7              | 1.6  | 14                    | 3.2  |
| (Number of Students)                | (435)          |      | (435)                 |      |

changes need be made. Nearly one-third (31.0 per cent) responded that the most important change should be in the variety of courses offered at night. Seventeen and nine-tenths per cent indicated this change as being the second most important. Approximately 10 per cent of the students responded to each of the following categories as the most important consideration for change: class scheduling, counseling and advising services, and instructional methods. Only 3.4 per cent were concerned with admission procedures and only 5.1 per cent were concerned with the course content as the most important consideration for change. Sixteen and one-tenth per cent indicated class scheduling and 12.2 per cent indicated counseling and advising services as being the second most important consideration for change. Even though slightly over 25 per cent indicated as both most important and second most important that no changes need be made, somewhat less than 75 per cent did indicate that they would like to see some changes.

The respondents were given the opportunity to write on the questionnaire additional areas for change. Three and six-tenths per cent of the students wrote in a most important reason and 3.4 per cent wrote in a second most important reason. Some of the reasons written in could be interpreted as being very similar to those listed on the questionnaire. In other cases the reasons were different and should be considered by those responsible for the community college evening occupational program offering. No trends nor any consensus were indicated by the write-in response. Appendix I lists the reasons that were written on the questionnaires.

### Educational Status

The educational status of the evening occupational students was determined by analyzing student response to three variables. These are:

number of years since graduating from high school; educational aspirations; and number of courses in which enrolled.

#### Number of Years Since Graduating from High School

Table 25 describes the number of years since high school graduation for evening students enrolled in each occupational classification. Four and eight-tenths per cent of all the students did not graduate from high school. Ten per cent of the health occupation students and 8.5 per cent of the trade and industrial students did not graduate from high school. Forty-six and two-tenths per cent of those enrolled in agricultural courses and 43.3 per cent of those enrolled in health occupations courses graduated from high school sixteen or more years ago. This category received the highest percentage (21.8 per cent) of the responses. The category, one to three years since high school graduation, received the second highest percentage (18.9 per cent) of responses. No trends were revealed by the number of years since high school graduation in any of the occupational classifications.

#### Educational Aspirations

Table 26 reveals that 22.0 per cent of the evening occupational students desire to complete a certificate program and 33.6 per cent desire the completion of an associate degree. When combined, 55.6 per cent of the evening occupational students aspire to the completion of a program at the community college. An additional 23.0 per cent indicated that they desired to continue their study at a four-year college or university. Approximately one-fifth (20.7 per cent) reported that they were not seeking either a certificate or an associate degree.

Table 25. Percentage of Community College Evening Occupational Students According to Occupational Classification by the Number of Years Since High School Graduation.

| Occupational<br>Classification | Number of Years Since High School Graduation |             |             |             |               |               |               | Number of<br>Students |
|--------------------------------|--|-------------|-------------|-------------|---------------|---------------|---------------|-----------------------|
|                                | Non-H.S.<br>Graduate                         | 1-3<br>Yrs. | 4-6<br>Yrs. | 7-9<br>Yrs. | 10-12<br>Yrs. | 13-15<br>Yrs. | 16 or<br>More |                       |
| Agricultural                   | 3.8  | 11.5        | 7.7         | 11.5        | 7.7           | 11.5          | 46.2          | 26                    |
| Distribution                   | -0-  | 16.7        | 6.7         | 16.7        | 26.7          | 13.3          | 20.0          | 30                    |
| Health                         | 10.0   | 10.0        | 20.0        | 3.3         | 3.3           | 10.0          | 43.3          | 30                    |
| Home Economics                 | 5.3  | 31.6        | -0-         | 10.5        | 15.8          | 5.3           | 31.6          | 19                    |
| Office                         | 2.4  | 24.1        | 20.5        | 12.0        | 8.4           | 14.5          | 18.1          | 83                    |
| Technical                      | 3.5  | 20.6        | 14.9        | 20.6        | 12.8          | 8.5           | 19.1          | 141                   |
| Trade & Industrial             | 8.5  | 15.1        | 17.9        | 18.9        | 17.0          | 7.5           | 15.1          | 106                   |
| (Total percentages)            | (4.8)  | (18.9)      | (15.4)      | (16.1)      | (13.1)        | (9.9)         | (21.8)        | (100)                 |

Table 26. Percentage of Community College Evening Occupational Students' Educational Aspiration by Sex.

| Educational<br>Aspiration         | Sex   |      |        |      |       |      |
|-----------------------------------|-------|------|--------|------|-------|------|
|                                   | Male  |      | Female |      | Total |      |
|                                   | N     | %    | N      | %    | N     | %    |
| Not seek a degree or certificate  | 55    | 17.2 | 35     | 30.2 | 90    | 20.7 |
| Completion of a certificate       | 79    | 24.8 | 17     | 14.6 | 96    | 22.0 |
| Completion of an associate degree | 101   | 31.7 | 45     | 38.8 | 146   | 33.6 |
| Additional study at 4-year school | 82    | 25.7 | 18     | 15.5 | 100   | 23.0 |
| No response                       | 2     | 0.6  | 1      | 0.9  | 3     | 0.6  |
| (Number of Students)              | (319) |      | (116)  |      | (435) |      |

Fifty-six and five-tenths per cent of the males and 53.4 per cent of the females were seeking the completion of a certificate program or the completion of an associate degree program. In addition, fewer females (15.5 per cent) than males (25.7 per cent) aspired to transfer to a four-year college or university.

Table 27 reveals that more of the evening occupational students enrolled in health occupations courses (90.0 per cent) and technical education courses (86.5 per cent) aspired to achieve a certificate or an associate degree or to transfer to a four-year college than did those enrolled in the other occupational classifications. Over one-half of those enrolled in courses in each of the occupational classifications of distributive education (70.0 per cent), health occupations (56.7 per cent),

Table 27. Percentage of Community College Evening Occupational Students' Occupational Classification by Educational Aspiration.

|                      | Not Seek<br>Certificate<br>or Degree |                     | Completion<br>of a<br>Certificate |                     | Completion of<br>an Associate<br>Degree |                     | Additional<br>Study at 4-<br>Year School |                     | No<br>Response |                    |
|----------------------|--------------------------------------|---------------------|-----------------------------------|---------------------|---|---------------------|--|---------------------|----------------|--------------------|
|                      | N                                    | %                   | N                                 | %                   | N                                       | %                   | N  | %                   | N              | %                  |
| Agricultural         | 13                                   | 50.0                | 4                                 | 15.4                | 6                                       | 23.1                | 3  | 11.5                | -0-            | -0-                |
| Distributive         | 5                                    | 16.7                | 3                                 | 10.0                | 8                                       | 26.7                | 13                                       | 43.3                | 1              | 3.3                |
| Health               | 3                                    | 10.0                | 10                                | 33.3                | 14                                      | 46.7                | 3  | 10.0                | -0-            | -0-                |
| Home Economics       | 5                                    | 26.3                | 3                                 | 15.8                | 4                                       | 21.1                | 7  | 36.8                | -0-            | -0-                |
| Office               | 19                                   | 22.9                | 10                                | 12.0                | 36                                      | 43.4                | 18                                       | 21.7                | -0-            | -0-                |
| Technical            | 18                                   | 12.8                | 20                                | 14.2                | 53                                      | 37.6                | 49                                       | 34.8                | 1              | 0.7                |
| Trade & Industrial   | 27                                   | 25.5                | 46                                | 43.4                | 25                                      | 23.6                | 7  | 6.6                 | 1              | 0.9                |
| (Number of Students) | (90)                                 | (20.7) <sup>a</sup> | (96)                              | (22.0) <sup>a</sup> | (146)                                   | (33.6) <sup>a</sup> | (100)                                    | (23.0) <sup>a</sup> | (3)            | (0.7) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.



home economics (57.9 per cent), office education (65.1 per cent), and technical education (72.4 per cent) sought either the completion of an associate degree or to transfer to a four-year college or university.

Fifty per cent of those enrolled in agricultural courses were not seeking a certificate or a degree. The next highest percentage (26.3 per cent) that were not seeking a certificate or a degree were those enrolled in home economics education courses. A higher percentage (43.4 per cent) of students enrolled in trade and industrial education courses than in courses in each of the other occupational classifications sought the completion of a certificate program. Twenty-three per cent of all of the evening occupational students aspired to transfer to a four-year school. Nearly one-third (33.6 per cent) aspired to complete an associate degree while 22.0 per cent desired the completion of a certificate program. The remainder (20.7 per cent) were simply enrolled in courses and were not seeking either a certificate, an associate degree, or a transfer to a four-year school.

#### Number of Courses in Which Enrolled

The extent to which community college evening occupational students avail themselves of the educational opportunities was partially indicated by the number of courses in which they were currently enrolled. Table 28 reveals that 40.0 per cent were enrolled in one course, 31.3 per cent were enrolled in two courses, 19.8 per cent were enrolled in three courses, and 8.0 per cent were enrolled in four courses.

Table 28 also reveals the number of courses in which evening students are enrolled by occupational classification. Only 20 per cent

Table 28. Percentage of Community College Evening Occupational Students by Occupational Classification and by the Number of Courses in Which They are Currently Enrolled.

|                      | Number of Courses in Which Currently Enrolled |                     |       |                     |       |                     |      |                    |             |                    |
|----------------------|---|---------------------|-------|---------------------|-------|---------------------|------|--------------------|-------------|--------------------|
|                      | One   |                     | Two   |                     | Three |                     | Four |                    | No Response |                    |
|                      | N   | %                   | N     | %                   | N     | %                   | N    | %                  | N           | %                  |
| Agricultural         | 17  | 65.4                | 6     | 23.1                | 1     | 3.8                 | 1    | 3.8                | 1           | 3.8                |
| Distributive         | 6   | 20.0                | 12    | 40.0                | 10    | 33.3                | 2    | 6.7                | -0-         | -0-                |
| Health               | 15  | 50.0                | 6     | 20.0                | 9     | 30.0                | -0-  | -0-                | -0-         | -0-                |
| Home Economics       | 11  | 57.9                | 4     | 21.1                | 1     | 5.3                 | 1    | 5.3                | 2           | 10.5               |
| Office               | 35  | 42.2                | 24    | 28.9                | 16    | 19.3                | 8    | 9.6                | -0-         | -0-                |
| Technical            | 53  | 37.6                | 41    | 29.1                | 31    | 22.0                | 15   | 10.6               | 1           | 0.7                |
| Trade & Industrial   | 37  | 34.9                | 43    | 40.6                | 18    | 17.0                | 8    | 7.5                | -0-         | -0-                |
| (Number of Students) | (174)   | (40.0) <sup>a</sup> | (136) | (31.3) <sup>a</sup> | (86)  | (19.8) <sup>a</sup> | (35) | (8.0) <sup>a</sup> | (4)         | (0.9) <sup>a</sup> |

<sup>a</sup>Percentage of students in this category.

of the students enrolled in distributive education were enrolled in one course. Over one-half of those in agricultural education courses (65.4 per cent) and home economics courses (57.9 per cent) and one-half of those enrolled in health occupations courses (50.0 per cent) were enrolled in one course. Forty and six-tenths per cent of the students in trade and industrial courses and 40.0 per cent of those in distributive education were enrolled in two courses.

Males were enrolled in more courses than were females. Sixty-five and two-tenths per cent of the males as compared to 42.3 per cent of the females were enrolled in more than one course. The percentage enrolled in more than one course generally decreased as the number of courses increased for both males and females (Table 29).

Table 29. Percentage of Community College Evening Occupational Students by the Number of Courses in Which They are Enrolled and By Sex.

| Number of Courses in<br>Which Currently Enrolled | Sex   |      |        |      |       |      |
|--|-------|------|--------|------|-------|------|
|  | Male  |      | Female |      | Total |      |
|  | N     | %    | N      | %    | N     | %    |
| One  | 110   | 34.5 | 64     | 55.2 | 174   | 40.0 |
| Two  | 110   | 34.5 | 26     | 22.4 | 136   | 31.3 |
| Three  | 69    | 21.6 | 17     | 14.7 | 86    | 19.8 |
| Four   | 29    | 9.1  | 6      | 5.2  | 35    | 8.0  |
| No Response                                      | 1     | 0.3  | 3      | 2.7  | 4     | 0.9  |
| (Number of Students                              | (319) |      | (116)  |      | (435) |      |

### Reasons for Being in College

It is important for community college instructors, counseling and guidance personnel, and administrators to know what motivates students to enroll in evening occupational courses. Therefore, this investigation sought to determine student motivation by including a question on the survey instrument asking the respondents to indicate why they were enrolled.

### Reasons for Enrolling

When considering the categories of males and females as they relate to reasons for enrolling in the community college, 48.3 per cent of the males and 44.8 per cent of the females reported that they were enrolled in their respective evening occupational courses in order to prepare for a new job or to update and upgrade themselves in their present job. Table 30 indicates that males responded to the above two reasons with a nearly equivalent frequency whereas females gave the reason of preparing for a new job at a much higher frequency than the reason of updating and upgrading themselves. This stands to reason since more females than males were either unemployed or were working on a part-time basis. Fifteen per cent of the males and 21.6 per cent of the females were enrolled for self interest purposes.

The categories of preparing for a new job, for updating and upgrading purposes, required by employer, and to become eligible for a promotion are all associated directly with the students' present or future vocation. If the responses to these categories were combined, 61.2 per cent of the males and 49.9 per cent of the females would be

Table 30. Percentage of Community College Evening Occupational Students by Reason for Enrolling in the Course and by Sex.

|                                    | Sex   |      |        |      |       |      |
|------------------------------------|-------|------|--------|------|-------|------|
|                                    | Male  |      | Female |      | Total |      |
|                                    | N     | %    | N      | %    | N     | %    |
| To Prepare for New Job             | 74    | 23.2 | 34     | 29.3 | 108   | 24.8 |
| For Updating and Upgrading         | 80    | 25.1 | 18     | 15.5 | 98    | 22.5 |
| For Exploratory Purposes           | 20    | 6.3  | 7      | 6.0  | 27    | 6.2  |
| For Self Interest                  | 48    | 15.0 | 25     | 21.6 | 73    | 16.8 |
| Required by Employer               | 19    | 6.0  | 2      | 1.7  | 21    | 4.8  |
| Become Eligible for Promotion      | 22    | 6.9  | 4      | 3.4  | 26    | 6.0  |
| Required for Certificate or Degree | 55    | 17.2 | 26     | 22.4 | 81    | 18.6 |
| No Response                        | 1     | 0.3  | -0-    | -0-  | 1     | 0.3  |
| (Number of Students)               | (309) |      | (116)  |      | (435) |      |

included in these categories. If the percentages that responded to the reason, required for a certificate or degree, were included, the above percentages would increase to 78.4 per cent for the males and 72.3 per cent for the females, or a total percentage for all students of 76.7 per cent. It is reasonable to make the assumption that students who gave the reason, required for a certificate or degree, were enrolled in an occupational program for reasons associated with their present or future vocation. The remainder of the students indicated that they were enrolled either for exploratory purposes or for self-interest purposes.

Table 31 describes the evening occupational students by occupational classification and by their reasons for being enrolled. Over one-half of those enrolled in each of the occupational classifications of distributive education (53.4 per cent), health occupations (66.6 per cent), office education (53.0 per cent), and technical education (53.2 per cent) were enrolled for the reasons of preparing for a new job or for updating and upgrading purposes. Thirty-nine and seven-tenths per cent of those enrolled in trade and industrial education courses gave these two reasons. It is interesting to note that none of the students who were enrolled in agricultural education courses gave the reason to prepare for a new job and only 15.4 per cent gave the reason for updating and upgrading purposes. Of those enrolled in home economics education courses, 26.3 per cent responded that they were enrolled to prepare for a new job and none indicated the reason for updating and upgrading purposes. It appears that more students are enrolled in these two occupational classifications for reasons other than vocational than those enrolled in courses in the other occupational classifications.

Table 31. Percentage of Community College Evening Occupational Students by Reason for Enrolling in the Course and by Occupational Classification.

| Reasons for Enrolling in The Course | Occupational Classification |      |       |      |        |      |            |      |        |      |       |      |               |      |       |      |
|-------------------------------------|-----------------------------|------|-------|------|--------|------|------------|------|--------|------|-------|------|---------------|------|-------|------|
|                                     | Ag.                         |      | Dist. |      | Health |      | Home Econ. |      | Office |      | Tech. |      | Trade-Indust. |      | Total |      |
|                                     | N                           | %    | N     | %    | N      | %    | N          | %    | N      | %    | N     | %    | N             | %    | N     | %    |
|                                     |                             |      |       |      |        |      |            |      |        |      |       |      |               |      |       |      |
| To prepare for new job              | -0-                         | -0-  | 5     | 16.7 | 13     | 43.3 | 5          | 26.3 | 29     | 34.9 | 36    | 25.5 | 20            | 18.9 | 108   | 24.8 |
| For updating & upgrading            | 4                           | 15.4 | 11    | 36.7 | 7      | 23.3 | -0-        | -0-  | 15     | 18.1 | 39    | 27.7 | 22            | 20.8 | 98    | 22.5 |
| For exploratory purposes            | 3                           | 11.5 | 5     | 16.7 | -0-    | -0-  | 1          | 5.3  | 6      | 7.2  | 11    | 7.8  | 1             | 0.9  | 27    | 6.2  |
| For self interest                   | 15                          | 57.7 | 6     | 20.0 | 1      | 3.3  | 8          | 42.1 | 7      | 8.4  | 22    | 15.6 | 14            | 13.2 | 73    | 16.8 |
| Required by employer                | -0-                         | -0-  | -0-   | -0-  | -0-    | -0-  | -0-        | -0-  | 2      | 2.4  | 2     | 1.4  | 17            | 16.0 | 21    | 4.8  |
| Become eligible for promotion       | 1                           | 3.8  | 1     | 3.3  | 1      | 3.3  | -0-        | -0-  | 7      | 8.4  | 12    | 8.5  | 4             | 3.8  | 26    | 6.0  |
| Required for certificate or degree  | 3                           | 11.5 | 2     | 6.7  | 8      | 26.7 | 5          | 26.3 | 17     | 20.5 | 19    | 13.5 | 28            | 26.4 | 82    | 18.8 |
| No response                         | -0-                         | -0-  | -0-   | -0-  | -0-    | -0-  | -0-        | -0-  | 1      | 0.7  | -0-   | -0-  | -0-           | -0-  |       |      |

This is verified by Table 31 when one notes that 57.7 per cent of those enrolled in agricultural courses and 42.1 per cent of those enrolled in home economics give the reason of self interest for being enrolled.

#### Reasons for Attending This Particular College

From nine possible choices, the evening occupational students were asked to indicate their first and second most important reason for attending a particular community college. Their responses are given in Table 32. The reason, close to home, was indicated by 31.5 per cent of the students as being the first most important. This reason was given as being second most important by 28.3 per cent of the students. Course offerings related to job was the reason chosen by the second highest percentage of students (20.9 per cent) as being the first most important. Thirteen and eight-tenths per cent of the students gave this reason as being second most important. It is interesting to note that the reason, employer suggestion, received a very small percentage of the responses (6.9 per cent as first most important and 4.1 per cent as second most important).

Students were given the opportunity on the survey instrument to write in the most important and second most important reason for attending that particular college if the categories provided did not include their desired responses. Only 3.7 per cent of the students wrote in a reason for their first choice and only 4.8 per cent wrote in a reason for their second choice. Although the reasons written in did overlap with reasons given on the questionnaire, they did reflect the thoughts of the evening occupational students and should be taken into



Table 32. Percentage of Community College Evening Occupational Students by Most Important and Second Most Important Reason for Attending a Particular College.

| Reason for Attending a<br>Particular College                           | First Most<br>Important |      | Second Most<br>Important |      |
|--|-------------------------|------|--------------------------|------|
|  | N                       | %    | N                        | %    |
| Close to home  | 137                     | 31.5 | 123                      | 28.3 |
| Course offerings related to<br>job                                     | 91                      | 20.9 | 60                       | 13.8 |
| Provides opportunity to<br>prepare for new occupation<br>while working | 53                      | 12.2 | 41                       | 9.4  |
| Low cost   | 45                      | 10.3 | 66                       | 15.2 |
| Employer suggestion  | 30                      | 6.9  | 18                       | 4.1  |
| For personal satisfaction  | 26                      | 6.0  | 40                       | 9.2  |
| Course scheduling is<br>convenient                                     | 23                      | 5.3  | 54                       | 12.4 |
| On advice of others  | 14                      | 3.2  | 12                       | 2.8  |
| Other  | 16                      | 3.7  | 21                       | 4.8  |
| (Number of Students)   | (435)                   |      | (435)                    |      |

consideration by community college personnel responsible for evening occupational course offerings. Appendix J lists the most important and second most important reasons written in by the evening occupational students.

### Summary

The analysis of the data was presented in this chapter. The data, describing the characteristics of the evening occupational students enrolled in the West Central League of Michigan Community Colleges, was divided into five categories. These are: (1) personal characteristics; (2) employment status; (3) educational needs; (4) educational status; and (5) reasons for being in college.

The first section, personal characteristics, analyzed the student characteristics of sex, age, race, and marital status. Observable differences in these characteristics among the evening occupational students enrolled in courses in the different occupational classifications were examined.

The second section examined the students' employment status. This included an analysis of the number of hours worked per week by the students, their full-time work experiences, their job-course relationship, their current type of occupation, and their employer contribution toward tuition costs. Observable differences among students enrolled in courses in the different occupational classifications were examined.

Educational needs were analyzed in the third section of this chapter. An analysis of the degree of satisfaction the students had with their courses, their course status, and their suggestions for college policy or procedure change was accomplished.

The fourth section examined the students' educational status. This included an analysis of the observable differences among the students enrolled in courses in the different occupational classifications with respect to the variables of number of years since high school graduation, educational aspirations, and the number of courses in which they were enrolled.

The last section of the chapter considered the students' reasons for being in college. Their reasons for enrolling and their reasons for attending a particular community college were examined.

## CHAPTER V

### SUMMARY, FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER STUDIES

#### Summary

##### Purpose of the Study

The purpose of this study was to describe the students enrolled in evening occupational courses in the West Central League of Michigan Community Colleges.

Specifically, the study was designed to seek answers to the following questions about the community college evening occupational students:

1. What are their personal characteristics with respect to sex, age, race, and marital status?
2. What is their employment status in terms of the number of hours worked per week, the number of years of full-time work experience, and their current type of occupation? Are the courses in which they are enrolled related to their occupations? Does their employer contribute toward their tuition costs?
3. Are their educational needs being fulfilled?
4. What is their educational status with respect to the number of years since high school graduation, their educational aspirations, and the number of courses in which they are enrolled?

5. What are their reasons for enrolling in a community college occupational course and why did they select a particular community college?

### Methodology

The schools in the West Central League of Michigan Community Colleges participated in this study. The member institutions of this League are: (1) Grand Rapids Junior College; (2) Jackson Community College; (3) Kalamazoo Valley Community College; (4) Kellogg Community College; (5) Lake Michigan College; (6) Lansing Community College; and (7) Muskegon Community College.

The occupational courses offered in the evening during the spring semester (term) of the 1973-74 school year were identified. The criteria for identification were those courses listed on the institutions' taxonomy of courses as being reimbursed by the Vocational-Technical Education Service of the Michigan Department of Education.

The number of students enrolled in the evening occupational courses in each of the seven community colleges was obtained. These students were categorized into the U. S. Office of Education's seven occupational classifications.

The minimum sample size was determined by formula. A random selection process was employed to obtain the necessary four hundred and thirty-five completed questionnaires to make up the sample. The sample was stratified to assure representativeness based upon the enrollment of evening occupational students in each community college in each occupational classification. Questionnaires were distributed to each

of the community colleges and were administered in the evening occupational classes. A dean at each of the community colleges assisted the researcher by distributing and administering the questionnaires and then collecting them upon completion.

Data from the randomly selected completed questionnaires were transferred to machine-scored answer sheets. The Michigan State University Computer Center services were used to assist in data analysis by computing frequencies and percentages.

The analysis of the data was divided into five categories. These were (1) personal characteristics, which included sex, age, race, and marital status; (2) employment status, which encompassed such items as the number of hours worked per week, the number of years of full-time work experience, current occupation, course-job relationship, and employer contribution toward tuition costs; (3) educational needs, which included the degree of satisfaction which the students had with their courses, their knowledge about their course status, and suggestions for changes in the colleges' services to them; (4) educational status, which included the number of years since high school graduation, educational aspirations, and the number of courses in which the students were enrolled; and (5) reasons for being in college which included their reasons for enrolling and their reasons for attending a particular college.

Frequencies and percentages were tabulated to serve as the basis for interpreting the data. Observable differences between the variables indicated in the above paragraph and the various occupational classifications were examined.

### Review of the Literature

The review of the literature included: (1) the emergence of occupational education and education for adults in the community college; (2) the role of the community college in providing occupational education for adults; (3) studies of the characteristics of adult education; and (4) emerging imperatives.

### Findings

The findings, derived from the analysis of the data, are presented in this section. They are divided into the same five categories that were used in the data analysis. These are: (1) personal characteristics; (2) employment status; (3) educational needs; (4) educational status; and (5) reasons for being in college.

#### Personal Characteristics

1. Male students comprised 73.3 per cent of the evening community college students enrolled in occupational courses. This is consistent with the finding of Brinkman.\*

2. The largest percentage of students enrolled in agricultural education (65.4 per cent), distributive education (80.0 per cent), technical education (88.7 per cent), and trade and industrial education (98.1 per cent) were males. Females were in the majority in health occupations (70.0 per cent), home economics (78.9 per cent), and office

\*See page 34.

education (56.6 per cent). These findings are consistent with those of Hanson and Lenning.\*

3. The age of community college evening occupational students ranged from 19 to 60. The age grouping of 25 to 29 contained slightly more than one-fourth (27.6 per cent) of all the evening occupational students. The vast majority (77.2 per cent) were under 35 years of age. The highest percentage of male students (80.3 per cent) were between twenty and thirty-nine years of age. There was a greater percentage of females than males in the nineteen and under and forty and over age categories.

4. Over one-half of the students in each of the occupational classifications were less than forty years of age. The ages of those enrolled in courses in health occupations were more evenly distributed than those in the other occupational classifications.

5. Caucasians made up 92.6 per cent of the evening occupational students followed by Blacks who represented 3.7 per cent.

6. Home economics courses contained a higher percentage of minority students (15.9 per cent) than any other occupational classification. Office education contained the highest percentage of Black students (7.2 per cent). Agricultural education courses and health occupations courses contained Caucasian students only.

7. The percentage of male and female Caucasians was nearly equal whereas Black females outnumbered Black males.

8. The minority groups of Oriental, Mexican-American, and American Indian enrolled in evening occupational courses were practically

\*See Page 33.



negligible. These races comprised a total of 1.3 per cent of the evening occupational students.

9. Seventy-three and five-tenths per cent of the males and 50.0 per cent of the female students were married.

10. A higher percentage of evening occupational students enrolled in each of the occupational classifications were married and had children than those that were married with no children, single, divorced, or widowed.

#### Employment Status

1. Males were employed more hours per week than females.

2. Eighty-two and eight-tenths per cent of the evening occupational students were employed more than thirty-one hours per week. This finding is consistent with that of Snyder and Blocker.\*

3. Over one-half of those enrolled in technical education courses (52.5 per cent) and in trade and industrial education (63.2 per cent) courses were employed more than forty hours per week.

4. Those enrolled in home economics courses (21.1 per cent) and office education (20.5 per cent) courses had the highest percentage of unemployment.

5. Nearly one-half of all the students enrolled in each of the occupational classifications had five or more years of full-time work experience prior to enrolling in college. The specific percentages for the occupational classifications are: agricultural education, 53.8

\*See page 32.

per cent; distributive education, 50.0 per cent; health occupations, 53.3 per cent; home economics, 42.1 per cent; office education, 47.0 per cent; technical education, 53.2 per cent; and trade and industrial education, 47.2 per cent.

6. Fifty-eight and three-tenths per cent of the evening occupational students were enrolled in courses related to their jobs.

7. Sixty-two and four-tenths per cent of the males and 45.7 per cent of the females were enrolled in courses related to their jobs.

8. The occupational classification of trade and industrial education had the highest percentage (75.5 per cent) of students that indicated a job-course relationship. The second highest percentage was that for those enrolled in health occupations courses (66.7 per cent) followed by the occupational classifications of technical education (58.9 per cent), office education (51.8 per cent), distributive education (46.7 per cent), agricultural education (30.7 per cent), and home economics (26.3 per cent).

9. When males classified their type of occupation, the highest percentage (33.9 per cent) classified themselves as skilled. The highest percentage (37.1 per cent) of females classified themselves as clerical or office workers. Eighty-one and one-tenth per cent of the students enrolled in trade and industrial education courses classified themselves as skilled, semi-skilled, or unskilled. Thirty-eight and six-tenths per cent of those enrolled in office education courses indicated that they were employed in clerical or office occupations. Six and seven-tenths per cent of those enrolled in distributive education courses responded that they were employed as a clerk or sales person.

10. Thirty-four per cent of the students had their employer contributing toward their tuition costs.

11. Thirty-eight and nine-tenths per cent of the males and 20.7 per cent of the females received employer contribution toward tuition costs.

12. The percentage (63.2 per cent) of students enrolled in trade and industrial education courses that received employer contribution toward tuition costs was much greater than that for those enrolled in courses in the other occupational classifications.

13. Fifty-two and eight-tenths per cent of the evening occupational students who were taking courses related to their jobs received an employer contribution toward tuition costs.

#### Educational Needs

1. Eighty-two and five-tenths per cent of the evening occupational students either agreed or strongly agreed that the courses in which they were enrolled were fulfilling their educational needs.

2. Eight and nine-tenths per cent of the students enrolled in the evening occupational courses were not knowledgeable about whether or not their course was a part of a certificate or an associate degree program. Sixty-nine and two-tenths per cent indicated that the course in which they were enrolled was a part of a certificate or an associate degree program while 20.9 per cent responded that their course was not a part of either a certificate or an associate degree program.

3. Twenty-six and four-tenths per cent of the evening occupational students were completely satisfied with the services provided by

the community colleges. They indicated that no changes need by made with regard to college policies or procedures.

4. Seventy-two per cent of the evening occupational students responded to various areas that should be considered for policy or procedure change. The variety of courses offered at night was indicated by 31.0 per cent of the students as an area to be considered for change. Eleven and five-tenths per cent indicated that class scheduling should be considered for change. Other areas to be considered for policy or procedure change were responded to by less than 10.0 per cent of the evening occupational students.

#### Educational Status

1. Four and eight-tenths per cent of the evening occupational students were non-high school graduates.

2. Fifty-five and six-tenths per cent of the evening occupational students aspired to achieve a certificate or an associate degree from the community college. Twenty-three per cent desired to transfer to a four-year school and 20.7 per cent were not seeking the completion of a certificate or an associate degree.

3. Fifty-six and five-tenths per cent of males and 53.4 per cent of the females were seeking the completion of a certificate or an associate degree program. Also, 25.7 per cent of the males and 15.5 per cent of the females aspired to transfer to a four-year college or university.

4. A large percentage of those enrolled in distributive education (80.0 per cent), health occupations (90.0 per cent), home

economics (73.7 per cent), office education (77.1 per cent), and technical education (86.5 per cent) sought the completion of a certificate, an associate degree, or sought to transfer to a four-year college or university.

5. Fifty-nine and one-tenth per cent of the evening occupational students were enrolled in two or more courses.

6. Sixty-five and two-tenths per cent of the males and 42.3 per cent of the females were enrolled in more than one course.

### Reasons for Being in College

1. Forty-eight and three-tenths per cent of the males and 44.8 per cent of the females were enrolled to either prepare for a new job or to upgrade and update themselves in their present job.

2. When considering all of the evening occupational students, 76.7 per cent were enrolled for vocational reasons. This finding is consistent with that of Knox and Brinkman.\*

3. Over one-half of the evening occupational students enrolled in each of the occupational classifications of distributive education (53.4 per cent), health occupations (66.6 per cent), office education (53.0 per cent) and technical education (53.2 per cent) were taking courses either to prepare for a new job or to update and upgrade themselves in their present job.

4. A rather high percentage (57.7 per cent) of those enrolled in courses in agricultural education were enrolled for self-interest

\*See pages 30 and 35.

purposes. Courses in home economics enrolled 42.1 per cent of the students for the same reason.

5. When the evening occupational students were asked to indicate the first most important and the second most important reason for attending a particular community college, 31.5 per cent and 28.3 per cent, respectively, gave the reason, close to home. This reason received the highest percentage of responses for both the first choice and the second choice. The reason, course offerings related to job, received the second highest percentage of responses (20.9 per cent) as the first choice, whereas the reason, low cost, received the second highest percentage of responses (15.2 per cent) as the second choice. Willingham's study revealed that accessibility was the most important reason for attending a particular community college.\*

### Implications

According to the findings of this study, there would seem to be implications for community college professional personnel who make decisions that influence the services that are provided for evening occupational students. There are also implications for those who provide counseling and guidance services for evening occupational students and for those who teach evening occupational students. The implications are divided into three categories. These are: (1) administration; (2) counseling and guidance; and (3) curriculum.

\*See page 24.

### Administration

1. Occupational education for employed adults must be a major concern of the community college if the college is to fulfill its obligation to serve all persons in the community. An increasing number and variety of courses and programs must be offered at times convenient for employed persons so that they may keep pace with the changing technology.

2. This study was concerned with those evening occupational students who were enrolled in occupational courses. A very large percentage of the students attend for reasons associated with their current vocations or future vocations. As a result, a logical question to be raised is: Are there various occupations in the community for which there are no related course offerings? The answer to this question has implications for program expansion to serve those who are not now being served.

3. The variety of occupational courses offered during the evening should be periodically evaluated by community college administrators. Surveys of local businesses and industries should be periodically conducted to determine the need for evening occupational course offerings. With the rapid expansion and change in technology, more and more adults who are employed by business and industry will need to return to school for job updating, upgrading, and retraining. Community college administrators will need to work with businesses and industries in order to provide the educational services necessary to accommodate the adult student in updating, upgrading, and retraining programs.

4. Community colleges should put forth a greater effort to publicize their evening occupational course offerings with business and

industry in an attempt to promote a greater participation in employer contribution toward employee tuition costs. Also, a co-operative plan should be developed by school, business, and industrial personnel to identify on a continuing basis additional offerings that would fulfill the needs of employees to update and upgrade themselves or to retrain for new occupations.

5. The scheduling of courses has implications for the evening occupational students. Since approximately 60 per cent of the students are taking two or more courses at the same time, schedules of course offerings must be developed in such a way that conflicts are prevented and the students can be accommodated. It is suggested that a long term plan of evening occupational offerings be developed so that students working toward a certificate or an associate degree can develop their personal plan for enrolling in courses to achieve their educational goals.

6. The evening occupational students are more mature and are more directive toward their vocational goals than their day counterparts. For this reason, policies and procedures that are applicable and necessary for the younger day student may seem trivial to the evening student. Since nearly three-fourths of the evening occupational students indicated that they would like to see some policy or procedure change, community college administrators should examine all policies and procedures that have some influence upon the evening student. These policies and procedures should be examined in light of the maturation level of the evening student and be structured in such a way so that he can be accommodated in the most efficient and effective manner.



7. The evening occupational courses were scheduled for a fixed time period based upon the number of weeks in the semester (term). Since over one-half of those enrolled in courses in technical education and trade and industrial education work over forty hours per week and since the majority have family responsibilities, schedules which deviate from the normal semester (term) pattern should be considered. The schedule for a given course may be lengthened, may be shortened, or may begin at times that do not coincide with the beginning and ending dates of the regular schedule.

Individualized instruction utilizing a modular approach that permits the students to progress at their own rates would provide the greatest amount of flexibility. Built into this type of instructional system would be considerations for work loads and for family responsibilities.

### Counseling and Guidance

1. During the past decade there have been an increasing number of women in the labor force for many and varied reasons. It appears that this trend will continue. Not only are women today assuming jobs that have traditionally been considered female occupations, but also they are beginning to assume jobs that have been traditionally considered male occupations. Affirmative action legislation has provided the stimulus for employers to disregard sex in their employment practices. Because of this societal change and because of the disparity in the enrollments of males and females in courses in the various occupational classifications, counseling and guidance personnel should extend their efforts to increase the number of females enrolled in evening occupational

courses and into the occupational classifications that have traditionally been considered male occupations.

2. A rather small percentage (4.8 per cent) of the evening occupational students did not graduate from high school. Should the community college evening occupational programs be attracting a greater number of non-graduates from high school? Remediation opportunities should be provided so that these students may prepare for the General Education Development Examination. Counseling and guidance personnel have a responsibility to work with these persons to assess their interests and abilities and place them in appropriate occupational courses for upgrading in current jobs or preparation for new jobs.

3. The ethnic composition of the evening occupational students should be of concern. Questions should be raised and solutions sought by community college personnel with regard to the enrollment of minorities in evening occupational programs. Such questions as: Are minorities participating in the evening occupational programs to the extent that they should? Why aren't they represented in all of the occupational classifications? Why does office education attract the largest percentage of Black students?

4. Counseling and guidance services should be emphasized for the evening occupational students just as it should for the day-time students. Since approximately 23 per cent of the evening occupational students desire to transfer to a four-year school, it should be the responsibility of counseling and guidance personnel to assist the evening occupational students in structuring their program of studies. The program should be structured so that insofar as possible their courses

will transfer. The general education courses and the support courses in a given program should be selected to insure transferability for those who desire to transfer. Further, approximately 20 per cent of the evening occupational students were not pursuing a given program but were simply taking courses. Counseling and guidance services should be available to these students to assist in the development of vocational objectives and educational goals. For those students that have selected a vocational goal and are pursuing a certificate program or an associate degree program in the community college, counseling and guidance personnel should work with them to assure that the courses in which they enroll will satisfy program requirements.

5. Because the majority of the evening occupational students have family responsibilities and are working full time, it should be recognized that they are attending school at a considerable sacrifice. They are older than their day counterparts. Time is of value to them. Therefore, it is most important that accurate assessments of their interests and abilities be made so that they may achieve their objectives in the most efficient and effective manner. Counseling and guidance personnel must continually be cognizant of this when working with evening adult students.

6. Counseling and guidance personnel should recognize that a large percentage of the females enrolled in occupational education courses are in the nineteen and under and the forty and over age categories. This has implications in terms of counseling and guidance. The vocational goals of these two age groups may vary to a considerable extent. The younger student may be more interested in immediate employment

that would serve her needs for a relatively short period of time prior to marriage and family. The older female student may be more interested in exploration before establishing a firm vocational goal and may have more time available to her in achieving her vocational goal.

### Curriculum

1. Occupational education curricula must be based upon a continuing analysis of the vocations for which they are designed if the educational needs of evening occupational students are to be met.

2. The evening enrollments in occupational classifications of office education, technical education, and trade and industrial education were much larger than those in the other occupational classifications. This has implications in terms of the types of courses that are offered. This imbalance in enrollments would cause one to question whether or not those courses in the occupational classifications with low enrollments are meeting the vocational needs of evening students.

3. The courses offered in agricultural education and in home economics education were few in number and had limited enrollments. A rather high percentage of those enrolled in courses in each of these occupational classifications were enrolled for self interest purposes. Community college administrators should review the course offerings in these areas to determine if they are vocationally oriented or if they are serving the needs of those who take them as an avocation. The offerings in these occupational classifications were either non-existent in some schools or extremely limited in others. If the curricula in the occupational classifications of agriculture and home economics were vocationally

oriented and focused in such a way as to fulfill the educational needs of adults employed in these fields, the college may find that it would be serving a client group that currently is not being served.

4. Because nearly one-half of the evening occupational students have five or more years of work experience and because over one-half of them are taking courses related to their jobs, the instruction must be relevant to their jobs. The content of the courses must parallel current business and/or industrial practice and take into consideration changes that will occur in given occupations in the future. The methodologies to be implemented in teaching the courses should be influenced by the relevancy of the content. Alternative instructional procedures should be considered. Can the students' occupation play a role in the learning process? Could instruction be more effective in the job setting rather than in the school setting? How can an effective marriage be secured between the students' work experience and his school experience?

5. Because of the evening occupational students' experiences and because over one-third of the males classified themselves as skilled and over one-third of the females classified themselves as clerical or office workers, an evaluation procedure should be developed by college personnel so that the competency level of the students can be assessed when they enter a program. This would permit recognition of previous experiences and would in many cases permit the students to progress more rapidly toward their educational goals.

6. A higher percentage of students enrolled in courses in the trade and industrial occupational classification indicated a job-course relationship than those in courses in the other occupational

classifications. Also, more of the students in the trade and industrial occupational classification received from their employers a contribution for tuition costs than did those in the other occupational classifications. There are implications here that should be examined with regard to the job-course relationship and also the employers' view of this relationship. Are there unique characteristics of the job-course relationship in the trade and industrial occupational classification that can be transferred to the other occupational classifications?

#### Recommendations for Further Studies

1. A comparable study of the characteristics of evening occupational students should be conducted in approximately five years to determine if changes have occurred.
2. A comparable study of the characteristics of evening occupational students should be conducted with a different grouping of Michigan community colleges to determine the differences in and similarities of the characteristics of the students from a different geographical area of the state.
3. It is recommended that the survey instrument developed for this investigation be made available to interested community colleges so that they may conduct comparable research within their own institutions to more effectively serve evening occupational students.
4. A study should be conducted to determine the reasons why a greater percentage of minorities do not take advantage of the opportunities for job updating and upgrading and for job preparation that are offered during the evening by community colleges.

5. Research should be undertaken to develop a model that would describe the communications and the working relationships necessary between community colleges, businesses, and industries so that occupational course offerings during the evening can be in tune with manpower needs for job updating and upgrading and for retraining. This model should be designed so that it could be transportable to any school involved in occupational education.

6. It is recommended that a study be conducted to determine why more students enrolled in courses in the trade and industrial occupational classification have a job-course relationship and have more employer recognition of this relationship than do those enrolled in courses in the other occupational classifications.

7. Research concerning the preferences of the evening occupational students for various instructional methodologies should be undertaken. Because of the variation in ages, the variation in work loads, the variation in experiences, and the variation in educational objectives, insight is needed about the views that these students have concerning various methodologies used in the instructional process.

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APPENDIX A

EMPLOYMENT BY OCCUPATIONAL GROUP, 1960, 1970,  
AND PROJECTED 1980 REQUIREMENTS



# APPENDIX A

Table 33. Employment by occupational group, 1960, 1970, and projected 1980 requirements.

[Numbers in thousands]

| Occupation group                     | Actual |        | Projected<br>1980's<br>Requirements | Number change |         | Annual rate<br>of change |         |
|--------------------------------------|--------|--------|-------------------------------------|---------------|---------|--------------------------|---------|
|                                      | 1960   | 1970   |                                     |               |         |                          |         |
|                                      | Number | Number | Number                              | 1960-70       | 1970-80 | 1960-70                  | 1970-80 |
| Professional and technical workers   | 7,469  | 11,140 | 15,500                              | 3,671         | 4,360   | 4.1                      | 3.4     |
| Managers, officials, and proprietors | 7,067  | 8,289  | 9,500                               | 1,222         | 1,211   | 1.6                      | 1.4     |
| Clerical workers                     | 9,762  | 13,714 | 17,300                              | 3,952         | 3,586   | 3.5                      | 2.4     |
| Sales workers                        | 4,224  | 4,854  | 6,000                               | 630           | 1,146   | 1.4                      | 2.1     |
| Craftsman and foremen                | 8,554  | 10,158 | 12,200                              | 1,604         | 2,042   | 1.7                      | 1.8     |
| Operatives                           | 11,950 | 13,909 | 15,400                              | 1,959         | 1,491   | 1.5                      | 1.0     |
| Service workers                      | 8,023  | 9,712  | 13,100                              | 1,689         | 3,388   | 1.9                      | 3.0     |
| Nonfarm laborers                     | 3,553  | 3,724  | 3,500                               | 171           | -224    | .5                       | -.6     |
| Farmers and farm laborers            | 5,176  | 3,126  | 2,600                               | -2,050        | -526    | -5.2                     | -1.8    |

Source: Department of Labor, Manpower Report to the President, (Washington, D.C.: Government Printing Office, March, 1973), p. 225.

## APPENDIX B

### SHIFT IN AGE GROUPING OF THE LABOR FORCE

## APPENDIX B

Table 34. Shift in age grouping of the labor force.

| Age group         | Percent change in labor force |           |
|-------------------|-------------------------------|-----------|
|                   | 1960-1970                     | 1970-1980 |
| 16-24             | 53                            | 19        |
| 25-34             | 16                            | 49        |
| 35-44             | -1                            | 13        |
| 45-54             | 15                            | -4        |
| 55-64             | 21                            | 14        |
| 65 and over       | -8                            | 6         |
| Total labor force | 18                            | 18.3      |

Source: Department of Labor, U. S. Manpower in the 70's (Washington, D.C.: Government Printing Office, 1970).

## APPENDIX C

THE NUMBER OF EVENING STUDENTS ENROLLED IN OCCUPATIONAL  
EDUCATION COURSES IN THE WEST CENTRAL LEAGUE SCHOOLS OF  
MICHIGAN COMMUNITY COLLEGES BY OCCUPATIONAL AREA,  
SPRING, 1974

# APPENDIX C

Table 35. The number of evening students enrolled in occupational education courses in the West Central League Schools of Michigan Community Colleges by occupational area, spring, 1974.

|                     | Ag.<br>Ed. | Dist.<br>Ed. | Health<br>Ed. | Home<br>Ec. | Office<br>Ed. | Tech.<br>Ed. | Trade &<br>Ind. Ed. | Total   |
|---------------------|------------|--------------|---------------|-------------|---------------|--------------|---------------------|---------|
| Grand Rapids        | 0          | 58           | 23            | 0           | 334           | 286          | 0                   | 701     |
| Jackson             | 0          | 31           | 29            | 0           | 102           | 241          | 945                 | 1348    |
| Kalamazoo Valley    | 12         | 31           | 261           | 81          | 239           | 485          | 0                   | 1109    |
| Kellogg             | 12         | 53           | 24            | 0           | 324           | 417          | 319                 | 1149    |
| Lake Michigan       | 0          | 23           | 29            | 0           | 227           | 478          | 287                 | 1044    |
| Lansing             | 10         | 408          | 134           | 112         | 424           | 901          | 865                 | 2854    |
| Muskegon            | 0          | 63           | 0             | 0           | 390           | 650          | 193                 | 1296    |
| Total               | 34         | 667          | 500           | 198         | 2040          | 3458         | 2609                | 9501    |
| Percentage of Total | .36%       | 7.02%        | 5.26%         | 2.03%       | 21.47%        | 36.40%       | 27.46%              | 100.00% |

## APPENDIX D

THE NUMBER OF QUESTIONNAIRES BY OCCUPATIONAL CLASSIFICATION  
AND BY COMMUNITY COLLEGE TO MAKE UP THE SAMPLE

# APPENDIX D

Table 36. The number of questionnaires by occupational classification and by community college to make up the sample.

| Occupational Classification         | Name of College  | Number of Students Enrolled | Percentage of Total | Number of Questionnaires |
|-------------------------------------|------------------|-----------------------------|---------------------|--------------------------|
| Agricultural Education <sup>a</sup> | Grand Rapids     | 0                           | 0                   | 0                        |
|                                     | Jackson          | 0                           | 0                   | 0                        |
|                                     | Kalamazoo Valley | 12                          | 35.29               | 10                       |
|                                     | Kellogg          | 12                          | 35.29               | 10                       |
|                                     | Lake Michigan    | 0                           | 0                   | 0                        |
|                                     | Lansing          | 10                          | 29.41               | 10                       |
|                                     | Muskegon         | 0                           | 0                   | 0                        |
|                                     |                  |                             |                     | <u>30</u>                |
| Distributive Education <sup>a</sup> | Grand Rapids     | 58                          | 8.70                | 3                        |
|                                     | Jackson          | 31                          | 4.65                | 1                        |
|                                     | Kalamazoo Valley | 31                          | 4.65                | 1                        |
|                                     | Kellogg          | 53                          | 7.95                | 2                        |
|                                     | Lake Michigan    | 23                          | 3.45                | 1                        |
|                                     | Lansing          | 468                         | 61.17               | 19                       |
|                                     | Muskegon         | 63                          | 9.44                | 3                        |
|                                     |                  |                             |                     | <u>30</u>                |
| Health Occupations <sup>a</sup>     | Grand Rapids     | 23                          | 4.6                 | 1                        |
|                                     | Jackson          | 29                          | 5.8                 | 2                        |
|                                     | Kalamazoo Valley | 261                         | 52.2                | 16                       |
|                                     | Kellogg          | 24                          | 4.8                 | 1                        |
|                                     | Lake Michigan    | 29                          | 5.8                 | 2                        |
|                                     | Lansing          | 134                         | 26.8                | 8                        |
|                                     | Muskegon         | 0                           | 0                   | 0                        |
|                                     |                  |                             |                     | <u>30</u>                |

Table 36.--Continued.

| Occupational<br>Classification | Name of<br>College | Number of<br>Students Enrolled | Percentage<br>of Total | Number of<br>Questionnaires |
|--------------------------------|--------------------|--------------------------------|------------------------|-----------------------------|
| Home Economics <sup>a</sup>    | Grand Rapids       | 0                              | 0                      | 0                           |
|                                | Jackson            | 0                              | 0                      | 0                           |
|                                | Kalamazoo Valley   | 81                             | 41.97                  | 13                          |
|                                | Kellogg            | 0                              | 0                      | 0                           |
|                                | Lake Michigan      | 0                              | 0                      | 0                           |
|                                | Lansing            | 112                            | 58.03                  | 17                          |
|                                | Muskegon           | 0                              | 0                      | 0                           |
|                                |                    |                                |                        | <u>30</u>                   |
| Office Education               | Grand Rapids       | 334                            | 16.45                  | 14                          |
|                                | Jackson            | 102                            | 5.02                   | 4                           |
|                                | Kalamazoo Valley   | 239                            | 11.77                  | 10                          |
|                                | Kellogg            | 324                            | 15.96                  | 13                          |
|                                | Lake Michigan      | 242                            | 11.92                  | 10                          |
|                                | Lansing            | 399                            | 19.66                  | 16                          |
|                                | Muskegon           | 390                            | 19.21                  | 16                          |
|                                |                    |                                |                        | <u>83</u>                   |
| Technical<br>Education         | Grand Rapids       | 286                            | 8.25                   | 12                          |
|                                | Jackson            | 241                            | 6.95                   | 10                          |
|                                | Kalamazoo Valley   | 505                            | 14.56                  | 21                          |
|                                | Kellogg            | 417                            | 12.02                  | 17                          |
|                                | Lake Michigan      | 478                            | 13.78                  | 19                          |
|                                | Lansing            | 891                            | 25.69                  | 36                          |
|                                | Muskegon           | 650                            | 18.74                  | 26                          |
|                                |                    |                                |                        | <u>141</u>                  |



Table 36.--Continued.

| Occupational<br>Classification       | Name of<br>College | Number of<br>Students Enrolled | Percentage<br>of Total | Number of<br>Questionnaires |
|--------------------------------------|--------------------|--------------------------------|------------------------|-----------------------------|
| Trade and<br>Industrial<br>Education | Grand Rapids       | 0                              | 0                      | 0                           |
|                                      | Jackson            | 945                            | 36.22                  | 38                          |
|                                      | Kalamazoo Valley   | 0                              | 0                      | 0                           |
|                                      | Kellogg            | 319                            | 12.23                  | 13                          |
|                                      | Lake Michigan      | 287                            | 11.0                   | 12                          |
|                                      | Lansing            | 865                            | 33.15                  | 35                          |
|                                      | Muskegon           | 193                            | 7.40                   | 8                           |
|                                      |                    |                                |                        | <u>106</u>                  |
| Total Sample Size                    |                    |                                |                        | <u>450</u>                  |

<sup>a</sup>Increased to a sample size of 30.

APPENDIX E

QUESTIONNAIRE

# QUESTIONNAIRE

## INFORMATION

Your assistance is needed for conducting a research project. Your co-operation as well as that of evening community college students in other community colleges is needed to provide information about your background, employment status, educational status, reasons for being in college, and your educational needs. The information which you provide will be considered by community college personnel for planning more effective programs for the evening student.

This is not a test. There are no right or wrong answers. The answer to each question should be based upon your own situation, thoughts, and plans. The response of individuals will not be associated with the individual nor with the college which he attends. Do not write your name on this questionnaire.

## DIRECTIONS

This questionnaire will take approximately 10 minutes of your time. Read each question carefully. Respond to each question by placing a check (✓) in the space provided. Each question should have one check.

*BEGIN* by placing the name of the college and the course name in the space provided below.

COLLEGE: \_\_\_\_\_

COURSE: \_\_\_\_\_

|                               |
|-------------------------------|
| <b>BACKGROUND INFORMATION</b> |
|-------------------------------|

1. Sex:
 

|                               |                                 |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|
  
2. Race:
 

|                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Mexican-American |
| <input type="checkbox"/> Black     | <input type="checkbox"/> American-Indian  |
| <input type="checkbox"/> Oriental  | <input type="checkbox"/> Other            |
  
3. Age on last birthday:
 

|                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> 19 or under | <input type="checkbox"/> 40-44      |
| <input type="checkbox"/> 20-24       | <input type="checkbox"/> 45-49      |
| <input type="checkbox"/> 25-29       | <input type="checkbox"/> 50-54      |
| <input type="checkbox"/> 30-34       | <input type="checkbox"/> 55-60      |
| <input type="checkbox"/> 35-39       | <input type="checkbox"/> 60 or over |
  
4. Marital Status:
 

|   |   |
|---|---|
| <input type="checkbox"/> Single               | <input type="checkbox"/> Married, with children |
| <input type="checkbox"/> Married, no children | <input type="checkbox"/> Divorced               |
|   | <input type="checkbox"/> Widowed                |
  
5. How long ago did you graduate from high school?
 

|  |   |
|--|---|
| <input type="checkbox"/> Did not graduate from high school | <input type="checkbox"/> 10 to 12 years ago   |
| <input type="checkbox"/> 1 to 3 years ago                  | <input type="checkbox"/> 13 to 15 years ago   |
| <input type="checkbox"/> 4 to 6 years ago                  | <input type="checkbox"/> 16 or more years ago |
| <input type="checkbox"/> 7 to 9 years ago                  |   |

|                          |
|--------------------------|
| <b>EMPLOYMENT STATUS</b> |
|--------------------------|

6. At the present time, what is the average number of hours you work per week?
 

|   |   |
|---|---|
| <input type="checkbox"/> Not working    | <input type="checkbox"/> 21 to 30 hours     |
| <input type="checkbox"/> 1 to 10 hours  | <input type="checkbox"/> 31 to 40 hours     |
| <input type="checkbox"/> 11 to 20 hours | <input type="checkbox"/> more than 40 hours |
  
7. How many years of full time work experience did you have prior to enrolling in a college course?
 

|   |  |
|---|--|
| <input type="checkbox"/> Did not work full time | <input type="checkbox"/> Three (3) years |
| <input type="checkbox"/> Less than one (1) year | <input type="checkbox"/> Four (4) years  |
| <input type="checkbox"/> One (1) year           | <input type="checkbox"/> Five (5) years  |
| <input type="checkbox"/> Two (2) years          |  |
  
8. Is this course related to your present job?
 

|                                      |                             |
|--------------------------------------|-----------------------------|
| <input type="checkbox"/> Not working | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes         |                             |

9. Which of the occupations listed below *best* describes your current job?

- ☐ Not currently employed
- ☐ Professional (doctor, lawyer, teacher, etc.)
- ☐ Managerial (foreman, proprietor, etc.)
- ☐ Clerk or sales person
- ☐ Clerical or office worker
- ☐ Skilled worker (plumber, carpenter, machinist, millwright, etc.)
- ☐ Semi-skilled worker (machine operator, etc.)
- ☐ Unskilled labor
- ☐ Agricultural (farm worker)
- ☐ Unable to classify in the above categories

### EDUCATIONAL STATUS

10. Which of the following *best* describes the amount of education you hope to obtain?

- ☐ Take courses but not seek a certificate or a degree
- ☐ Completion of a certificate program
- ☐ Completion of an associate degree program
- ☐ Additional study at the 4-year college or university

11. How many *different* courses are you taking at the present time?

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> One (1) | <input type="checkbox"/> Three (3)        |
| <input type="checkbox"/> Two (2) | <input type="checkbox"/> Four (4) or more |

12. Is this course a part of a certificate or degree program?

- |                              |                                  |
|------------------------------|----------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> No  |                                  |

13. How long have you been taking courses at this college?

- |  |   |
|--|---|
| <input type="checkbox"/> One (1) year    | <input type="checkbox"/> Four (4) years           |
| <input type="checkbox"/> Two (2) years   | <input type="checkbox"/> Five (5) years           |
| <input type="checkbox"/> Three (3) years | <input type="checkbox"/> More than five (5) years |

### REASONS FOR BEING IN COLLEGE

14. Which of the reasons listed below *best* describes why you are enrolled in this course?

- ☐ To prepare for a new job
- ☐ For updating and upgrading purposes in my present job
- ☐ For exploratory purposes
- ☐ For self-interest in the subject
- ☐ Because it is required by my employer
- ☐ To become eligible for a promotion in my job
- ☐ Because it is required for my certificate or degree

15. Why are you attending this particular college? Select the *most important* reason.

- ☐ Close to home
- ☐ Low cost
- ☐ Course offerings are related to my job
- ☐ Course scheduling is convenient
- ☐ Employer suggested that I enroll
- ☐ On the advice of others
- ☐ Provides the opportunity to prepare for a new occupation while working
- ☐ For personal satisfaction
- ☐ Other (please indicate)

16. Why are you attending this particular college? Select the second most important reason.

- ☐ Close to home
- ☐ Low cost
- ☐ Course offerings are related to my job
- ☐ Course scheduling is convenient
- ☐ Employer suggested that I enroll
- ☐ On the advice of others
- ☐ Provides the opportunity to prepare for a new occupation while working
- ☐ For personal satisfaction
- ☐ Other (please indicate)

17. Is your employer paying for any portion of your tuition?

- ☐ Not employed ☐ No
- ☐ Yes

### EDUCATIONAL NEEDS

18. Indicate your opinion about the following statement: **This course is fulfilling my educational needs.**

- ☐ Strongly agree ☐ Disagree
- ☐ Agree ☐ Strongly disagree
- ☐ No opinion

19. In which of the areas listed below would you like to see some changes made? Select the *most important* area.

- ☐ Class scheduling (length of class period or length of semester)
- ☐ Admissions procedures
- ☐ Counseling and advising services
- ☐ Instructional methods (how the class is taught)
- ☐ The variety of courses offered at night
- ☐ Content of this course
- ☐ No changes need to be made
- ☐ Other (please indicate)

20. In which of the areas listed below would you like to see some changes made? Select the second most important area.

- ☐ Class scheduling (length of class period or length of semester)
- ☐ Admissions procedures
- ☐ Counseling and advising services
- ☐ Instructional methods (how the class is taught)
- ☐ The variety of courses offered at night
- ☐ Content of this course
- ☐ No changes need be made
- ☐ Other (please indicate)

-----STOP-----

Be sure you have placed the name of the college and the course name in the space provided on page one.  
Return the questionnaire to your instructor.

-----THANK YOU-----

**APPENDIX F**

**LETTER DIRECTED TO THE COMMUNITY COLLEGE DEAN ASSISTING  
WITH THE QUESTIONNAIRE ADMINISTRATION**



## APPENDIX F

April 15, 1974

256 Borden Drive  
Battle Creek, Michigan

I am grateful for your assistance in permitting me to obtain enrollment data in your evening occupational classes during my recent visit. Based upon our discussion during the visit, materials for the second and final phase of data collection are enclosed.

As you may recall, the purpose of my study is to describe the evening occupational students enrolled in the West Central League of Michigan Community Colleges. The description will include personal characteristics, employment status, educational needs, educational status, and reasons for enrolling in college.

Neither individual colleges, courses, nor students by college, will be singled out in this study.

Accompanying this letter, please find the following:

1. Instructions for Questionnaire Distribution.
2. A listing of your evening courses being offered this semester (term) categorized into occupational classifications. Attached are an appropriate number of questionnaires to be completed by students enrolled in courses in each of the respective occupational classifications.
3. Several copies of Instructions for Administering the Questionnaires.

The distribution and administration of the questionnaires are the most critical factors in determining the success of this study. I have attempted to provide information in sufficient detail to simplify the administrative problems. Hopefully, you will not find this too burdensome.

I shall contact you by telephone in approximately three weeks to make arrangements to pick up the completed questionnaires.

Again, I am grateful to you for your continued cooperation and assistance.

Sincerely,

Robert D. Steely

RDS/ccg

## APPENDIX G

### INSTRUCTIONS FOR QUESTIONNAIRE DISTRIBUTION

## APPENDIX G

## INSTRUCTIONS FOR QUESTIONNAIRE DISTRIBUTION

It is desirable to have as many different courses represented in this study as is practicable. Within the limitations of the number of questionnaires sent to you for each occupational classification, please select from the listing provided the courses and course sections to participate in the study.

Distribute to the instructors of the courses and course sections that you have selected for participation the Instructions for Administering the Questionnaire, along with an appropriate number of questionnaires for each student in his class. In certain instances there may not be a sufficient number of questionnaires for all students in a given class. In this case, distribute the questionnaires only to the number of students for which you have questionnaires.

Please ask the instructor to administer the questionnaires and return them to you at the earliest possible date so that you may return them to me by May 15, 1974.

## APPENDIX H

### INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRES

## APPENDIX H

## INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRES

The administration of the questionnaires is most critical to the success of this study. It will take approximately ten minutes to complete. Please follow the instructions given below.

1. Distribute the questionnaires to all of your students except those who are also enrolled in a day class. NOTE: Those students who are enrolled in day classes should not participate in this study.
2. Direct the students to read the information and directions on page one of the questionnaire before beginning to respond to the questions.
3. Do not answer any questions about the questionnaires while students are completing it.
4. Collect the completed questionnaires and return them to the administrator that provided you with them.

----- THANK YOU -----

## APPENDIX I

WRITE-IN RESPONSES FOR THE MOST IMPORTANT AND THE SECOND  
MOST IMPORTANT AREA TO BE CONSIDERED FOR CHANGE

## APPENDIX I

WRITE-IN RESPONSES FOR THE MOST IMPORTANT AND THE SECOND  
MOST IMPORTANT AREA TO BE CONSIDERED FOR CHANGEWrite-in Responses for the Most Important Areas  
to be Considered for Change

The number of required courses for a degree

Faculty should recognize that most night students have a full-time job

More assistance in the laboratory

Class size

Broader offering at night

More attention should be given to course prerequisites

Rate of tuition

Reschedule so that all courses of a given type are not offered on the same night

Write-in Responses for the Second Most Important Areas  
to be Considered for Change

Become a four-year college

Early registration

Lower cost

Change all classes to modular teaching method

Classes are too long

Instructor

Offer more advanced courses at night

## APPENDIX J

WRITE-IN RESPONSES FOR THE MOST IMPORTANT AND THE SECOND  
MOST IMPORTANT REASON FOR ATTENDING A PARTICULAR COLLEGE



## APPENDIX J

WRITE-IN RESPONSES FOR THE MOST IMPORTANT AND THE SECOND  
MOST IMPORTANT REASON FOR ATTENDING A PARTICULAR COLLEGEWrite-in Responses for the Most Important Reason  
for Attending a Particular College

Because of program offered

Best available source for education

Convenience and cost

Because of family responsibilities, only opportunity for higher education

Class size

Only place that offered the curriculum that I was interested in

It is the best college

Practical application of theory

Course wanted offered at convenient time

Only school offering the program I desire

Write-in Responses for the Second Most Important Reason  
for Attending a Particular College

Exploration purposes--not sure what I want to do

To transfer to a university

College offers an unlimited variety of classes and library resources

Because of program offered

Small College

Smaller classes

Offers many educational opportunities

The only place the employer would pay for my course