

Andrews University

## Digital Commons @ Andrews University

---

Dissertations

Graduate Research

---

1985

### The Development of a Continuing Educational System for the College of the Bahamas with Implications for Third World Countries

Arthur Leon Roach  
*Andrews University*

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Higher Education Commons](#)

---

#### Recommended Citation

Roach, Arthur Leon, "The Development of a Continuing Educational System for the College of the Bahamas with Implications for Third World Countries" (1985). *Dissertations*. 660.  
<https://digitalcommons.andrews.edu/dissertations/660>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact [repository@andrews.edu](mailto:repository@andrews.edu).



Seek Knowledge. Affirm Faith. Change the World.

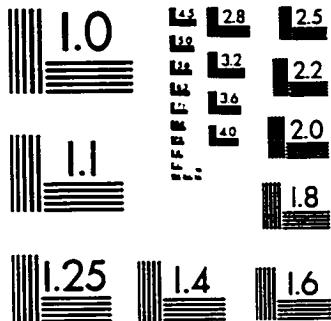
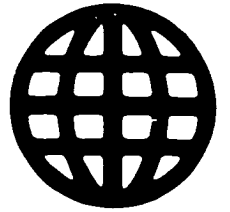
Thank you for your interest in the

**Andrews University Digital Library  
of Dissertations and Theses.**

*Please honor the copyright of this document by  
not duplicating or distributing additional copies  
in any form without the author's express written  
permission. Thanks for your cooperation.*

# UMI

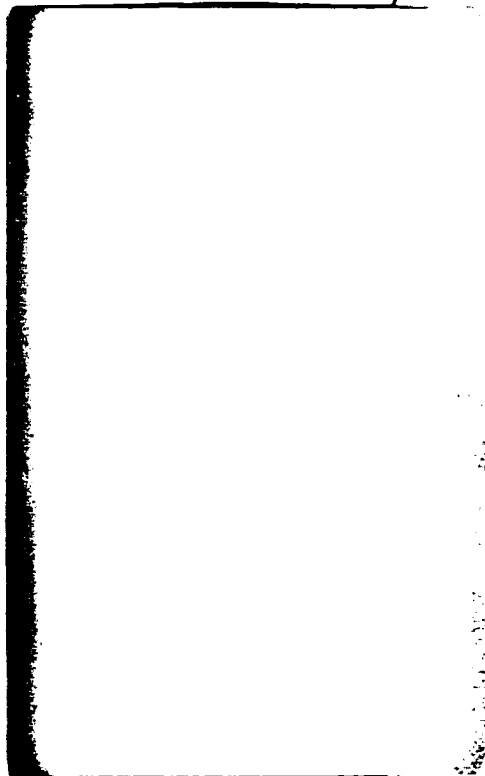
# University Microfilms International



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS  
STANDARD REFERENCE MATERIAL 1010a  
(ANSI and ISO TEST CHART No. 2)

**University Microfilms Inc.**

300 N. Zeeb Road, Ann Arbor, MI 48106





## INFORMATION TO USERS

This reproduction was made from a copy of a manuscript sent to us for publication and microfilming. While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. Pages in any manuscript may have indistinct print. In all cases the best available copy has been filmed.

The following explanation of techniques is provided to help clarify notations which may appear on this reproduction.

1. Manuscripts may not always be complete. When it is not possible to obtain missing pages, a note appears to indicate this.
2. When copyrighted materials are removed from the manuscript, a note appears to indicate this.
3. Oversize materials (maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or in black and white paper format.\*
4. Most photographs reproduce acceptably on positive microfilm or microfiche but lack clarity on xerographic copies made from the microfilm. For an additional charge, all photographs are available in black and white standard 35mm slide format.\*

\*For more information about black and white slides or enlarged paper reproductions, please contact the Dissertations Customer Services Department.

**U·M·I** Dissertation  
Information Service

University Microfilms International  
A Bell & Howell Information Company  
300 N. Zeeb Road, Ann Arbor, Michigan 48106



8624216

Roach, Arthur Leon

THE DEVELOPMENT OF A CONTINUING EDUCATIONAL SYSTEM FOR THE  
COLLEGE OF THE BAHAMAS WITH IMPLICATIONS FOR THIRD WORLD  
COUNTRIES

*Andrews University*

Ed.D. 1985

University  
Microfilms  
International

300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1985

by

Roach, Arthur Leon

All Rights Reserved





**Andrews University**

**School of Education**

**THE DEVELOPMENT OF A CONTINUING EDUCATIONAL  
SYSTEM FOR THE COLLEGE OF THE BAHAMAS  
WITH IMPLICATIONS FOR THIRD  
WORLD COUNTRIES**

**A dissertation**

**presented in partial fulfillment**

**of the requirements for the degree**

**Doctor of Education**

**by**

**Arthur Leon Roach**

**June 1985**

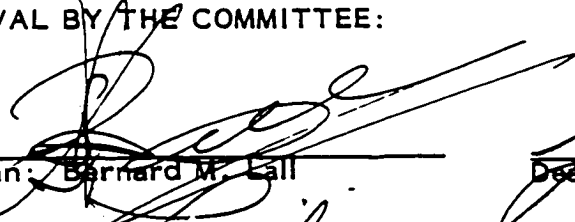
THE DEVELOPMENT OF A CONTINUING EDUCATIONAL  
SYSTEM FOR THE COLLEGE OF THE BAHAMAS  
WITH IMPLICATIONS FOR THIRD  
WORLD COUNTRIES

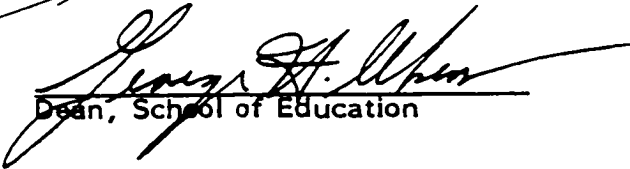
A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor of Education

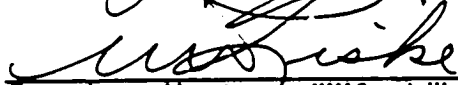
by

Arthur Leon Roach

APPROVAL BY THE COMMITTEE:

  
Chairman: Bernard M. Lall

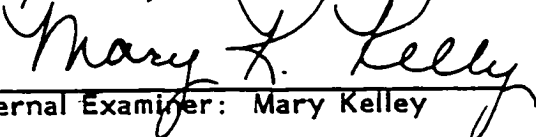
  
Dean, School of Education

  
Committee Member: Wilfred W. Liske

  
Committee Member: Arthur Coetzee

  
Date approved

  
Committee Member: Norman K. Miles

  
External Examiner: Mary Kelley

**COPYRIGHT © 1985,**

**by**

**Arthur L. Roach**

**Berrien Springs, Michigan**

**ABSTRACT**

**THE DEVELOPMENT OF A CONTINUING EDUCATIONAL  
SYSTEM FOR THE COLLEGE OF THE BAHAMAS  
WITH IMPLICATIONS FOR THIRD  
WORLD COUNTRIES**

by

**Arthur Leon Roach**

**Chairman: Bernard M. Lall**

## **ABSTRACT OF GRADUATE STUDENT RESEARCH**

**Dissertation**

**Andrews University**

**School of Education**

**Title: THE DEVELOPMENT OF A CONTINUING EDUCATION SYSTEM  
FOR THE COLLEGE OF THE BAHAMAS WITH IMPLICATIONS  
FOR THIRD WORLD COUNTRIES**

**Name of researcher: Arthur Leon Roach**

**Name and degree of faculty advisor: Bernard M. Lall, Ph.D.**

**Date completed: June 1985**

### **Problem**

The problem addressed in this study is what form adult education should take and how it should be organized and administered to provide maximum effect for The Commonwealth of the Bahamas, considering its geography. No systematic study has been undertaken with a view to develop such a continuing education system. Therefore, the purpose of this study is to develop a continuing education system for the College of the Bahamas.

### **Method**

The study utilized a developmental research approach to investigate the organization and administration of continuing education in insti-

tutions of higher education in the United States with a view to develop a continuing educational system for the College of the Bahamas. A letter containing seven questions covering organization, administration, program planning, and evaluation was sent to sixty institutions; fifty institutions (83.33 percent) responded to the questionnaire.

### Conclusions

1. How should the Continuing Education Division of the College of the Bahamas be organized?

The Continuing Education Division should have a centralized structure with a chief administrator being a director with responsibilities to the principal of the college. Additionally, the Division should be organized into departments based upon the Division's functions.

2. What relationship should exist between the Continuing Education Division and other divisions of the college?

A spirit of cooperation should exist with the other academic divisions and the Director of Continuing Education should be afforded equal status to the other academic divisions of the institution.

3. What programs and activities should be sponsored by the Division?

The majority of the respondents offered a variety of credit and non-credit programs that met the needs of the clientele.

4. What procedures would best implement these programs and activities?

The majority of respondents in following the program planning process began by conducting a needs-assessment.

5. What financial support would be needed?

Financial support would be needed to cover the instructional and administration cost of the program.

**6. What facilities would adequately deliver the program?**

The selection of a site and the environment of the facility should enhance adult learning.

**7. What evaluation procedures and measures would be most used?**

The majority of the respondents distributed standardized evaluation forms to the participants at the end of the programs to evaluate the activity.

## TABLE OF CONTENTS

|  |    |
|--|----|
| LIST OF FIGURES . . . . .  | v  |
| LIST OF TABLES . . . . .   | v  |
| ACKNOWLEDGMENTS . . . . .  | vi |
| Chapter  |    |
| I. INTRODUCTION . . . . .  | 1  |
| Background of the Problem . . . . .  | 2  |
| Geographical . . . . .   | 2  |
| Demographical . . . . .  | 2  |
| Political and Historical . . . . .   | 5  |
| Economic . . . . .   | 8  |
| Educational . . . . .  | 9  |
| Statement of the Problem . . . . .   | 12 |
| Purpose of the Study . . . . .   | 12 |
| Questions to Be Answered . . . . .   | 12 |
| Significance of the Study . . . . .  | 13 |
| Delimitations of the Study . . . . .   | 14 |
| Definition of Terms . . . . .  | 15 |
| Organization of the Study . . . . .  | 16 |
| II. REVIEW OF LITERATURE . . . . .   | 17 |
| Organization . . . . .   | 18 |
| Administration . . . . .   | 28 |
| Leadership . . . . .   | 30 |
| Planning . . . . .   | 40 |
| Financing . . . . .  | 46 |
| Program Planning . . . . .   | 54 |
| Evaluation . . . . .   | 65 |
| Development of Continuing Education<br>at the College of the Bahamas . . . . . | 75 |
| Summary . . . . .  | 79 |
| III. METHODOLOGY . . . . .   | 82 |
| Structure . . . . .  | 82 |
| Population and Sample . . . . .  | 82 |
| Procedures . . . . .   | 83 |
| Collection of Data . . . . .   | 83 |
| Treatment of Data . . . . .  | 84 |



|   |     |
|---|-----|
| IV. PRESENTATION OF DATA . . . . .  | 87  |
| 1. How Is Your Continuing Education Division/<br>School Organized? . . . . .  | 87  |
| 2. What Relationship Exists Between Your<br>Division and the Other Divisions/Schools?. . . . .  | 97  |
| 3. What Kinds of Programs Do You Have in Your<br>Division? . . . . .  | 105 |
| 4. What Needs Do Your Program Meet? . . . . .   | 114 |
| 5. How Were These Determined? . . . . .   | 122 |
| 6. What Procedure Do You Follow in Implementing<br>the Different Programs, Including Conferences,<br>Seminars, and Workshops? . . . . . | 128 |
| 7. How Are Your Programs Evaluated? . . . . .   | 136 |
| Summary of Findings . . . . .   | 142 |
| V. PROPOSED CONTINUING EDUCATION<br>SYSTEM FOR THE COLLEGE OF<br>THE BAHAMAS . . . . .  | 146 |
| The Continuing Education System . . . . .   | 146 |
| Philosophy . . . . .  | 146 |
| Goals . . . . .   | 147 |
| Objectives . . . . .  | 148 |
| Educational Plan . . . . .  | 152 |
| Organization of the Division . . . . .  | 153 |
| Sections of the Division . . . . .  | 158 |
| Linkages and Assignments . . . . .  | 161 |
| Advisory Council . . . . .  | 163 |
| Responsibilities of the Department<br>Coordinators . . . . .  | 165 |
| Administration of the Division . . . . .  | 166 |
| Program Numbering System . . . . .  | 177 |
| Facilities . . . . .  | 177 |
| Financing . . . . .   | 178 |
| VI. SUMMARY, CONCLUSIONS, RECOMMENDA-<br>TIONS, AND IMPLICATIONS . . . . .  | 180 |
| Summary . . . . .   | 180 |
| Introduction . . . . .  | 180 |
| Purpose of the Study . . . . .  | 180 |
| Related Literature . . . . .  | 180 |
| Method of Investigation . . . . .   | 181 |
| Findings . . . . .  | 182 |
| Conclusions . . . . .   | 184 |
| Recommendations . . . . .   | 190 |
| Implications . . . . .  | 192 |
| APPENDIX A  |     |
| Tables . . . . .  | 197 |

|  |            |
|--|------------|
| <b>APPENDIX B</b>                                  |            |
| <b>Letters</b> . . . . .                           | <b>200</b> |
| <b>APPENDIX C</b>                                  |            |
| <b>Program Development Concepts</b> . . . . .      | <b>203</b> |
| <b>APPENDIX D</b>                                  |            |
| <b>Questions for Planning Committee</b> . . . . .  | <b>218</b> |
| <b>Forms for Use in Continuing</b>                 |            |
| <b>Education System</b> . . . . .                  | <b>219</b> |
| <b>APPENDIX E</b>                                  |            |
| <b>Tips for Facilitators/Instructors</b> . . . . . | <b>245</b> |
| <b>BIBLIOGRAPHY</b> . . . . .                      | <b>269</b> |
| <b>VITA.</b> . . . . .                             | <b>275</b> |

## LIST OF FIGURES

1. Map of The Commonwealth of the Bahamas . . . . . 3
2. Present Organization of the Continuing Education and Extension Services Division at the College of the Bahamas. . . . . 154
3. Proposed Organizational Structure of the Continuing Education Division Showing Areas of Responsibility . . . . . 156

## LIST OF TABLES

1. Population by Island and by Sex; Number of Households by Island . . . . . 4
2. Population Used in the Study with Name of Institution and Code . . . . . 85
3. 1980 Population by Age Breakdown (Est.) . . . . . 197
4. 1980 General Certificate of Education . . . . . 198
5. London General Certificate of Education Examination Results for Three Years . . . . . 198

## ACKNOWLEDGMENTS

The completion of this dissertation has involved many individuals to whom I must publicly offer my appreciation.

I should like to express my appreciation to the College of the Bahamas and the Bahamas Government for the financial support provided for my studies.

I am especially indebted to the members of my dissertation committee: Dr. Bernard Lall for the encouragement in selecting this topic and his close and personal support throughout the course of my studies; Dr. Wilfred Liske, for the challenges he presented; Dr. Arthur Coetzee for the assistance in helping me to clarify some concepts; Dr. Norman Miles, for the encouraging words he expressed from time to time.

A special thanks go to my typists: Elaine Jobson for typing the draft and Suzy Wilk for typing the final copy. Suzy seemingly went far beyond the call of duty in typing this dissertation.

A sincere word of appreciation goes to Mrs. Joyce Jones, dissertation secretary whose pencil marks, one by one transformed the rough edges into smooth corners.

To my family, particularly my children Sherry and Shaunda, I dedicate this study. I will forever be indebted to them for the hours spent away from them.

Special thanks go to my many friends here and at home, for

their encouragement during those difficult and frustrating times.

I particularly wish to thank the Melbournes, who took me in as a part of their family; Dr. John Carey for his advice and encouragement when hope seemed to have been lost; those relatives and friends who were always willing to go the extra mile to assist in whatever form or fashion.

Additionally, I wish to thank those persons who had the faith and courage in me to sign bonds on my behalf.

Above all, thanks go to God for the health and endurance to complete this dissertation. Without His blessings nothing would have been accomplished.

## CHAPTER I

### INTRODUCTION

When the College of the Bahamas, a two-year comprehensive, community-oriented institution, was established in 1974 the government gave it the responsibility of providing "further or continuous education for the citizens of the Bahamas" (Focus on the Future, p. 10).

Additionally, two statements specifically related to adult education appear in the government's White Paper on Education. They concern:

1. The improvement of manpower resources or the economy.
2. The development of community-wide education of young people and adults for the wise use of leisure, individual satisfaction, and a full and meaningful life for all (p. 3).

The Honorable Minister for Education in reaffirming the commitment of his government to the development of the human resources of the nation stated in August 1983 that there are many young people who, having left school, cannot take advantage of existing employment opportunities or achieve legitimate personal goals of self-achievement. He further said, "It is through Adult Education that we must seek to remedy these deficiencies" (p. 13).

This study attempted to address the problem of continuing education in the Bahamas against the background of the country's own development and that of continuing education in North America.

## Background to the Problem

### Geographical

The Bahama Islands extend in a south-easterly direction from Grand Bahama, seventy miles off the coast of Florida, to Inagua, off the eastern end of Cuba (see fig. 1). This distance of some 760 miles embraces nearly seven hundred islands and more than two thousand cays and rocks. The archipelago actually covers seventy thousand square miles, while the total land area, according to the Statistical Abstract (1980), is 5,353 square miles. This area is about two-third the size of Massachusetts or slightly larger than the island of Jamaica.

### Demographical

Table 1, which shows the 1980 census of population by islands, reveals that 22 of the 700 islands and cays of the Bahamas are inhabited, the total population being 209,505. Some islands such as New Providence, Grand Bahama, Andros, Abaco, and Eleuthera have several thousand people, while others, Ragged Island, Mayaguana, and Long Cay have a mere handful. New Providence, which covers an area of approximately eighty square miles, has a population of 135,437 or 64.65 percent of the total population of the Commonwealth of the Bahamas. One reason given by Thompson (1979) for such dense population is that the capital, Nassau, which is the "hub" of the entire Bahamas, is situated on New Providence and is the financial and business center of the nation.

Freeport, commonly called the "Second City," is located on the island of Grand Bahama, which has a population of 33,102 (see table 1).

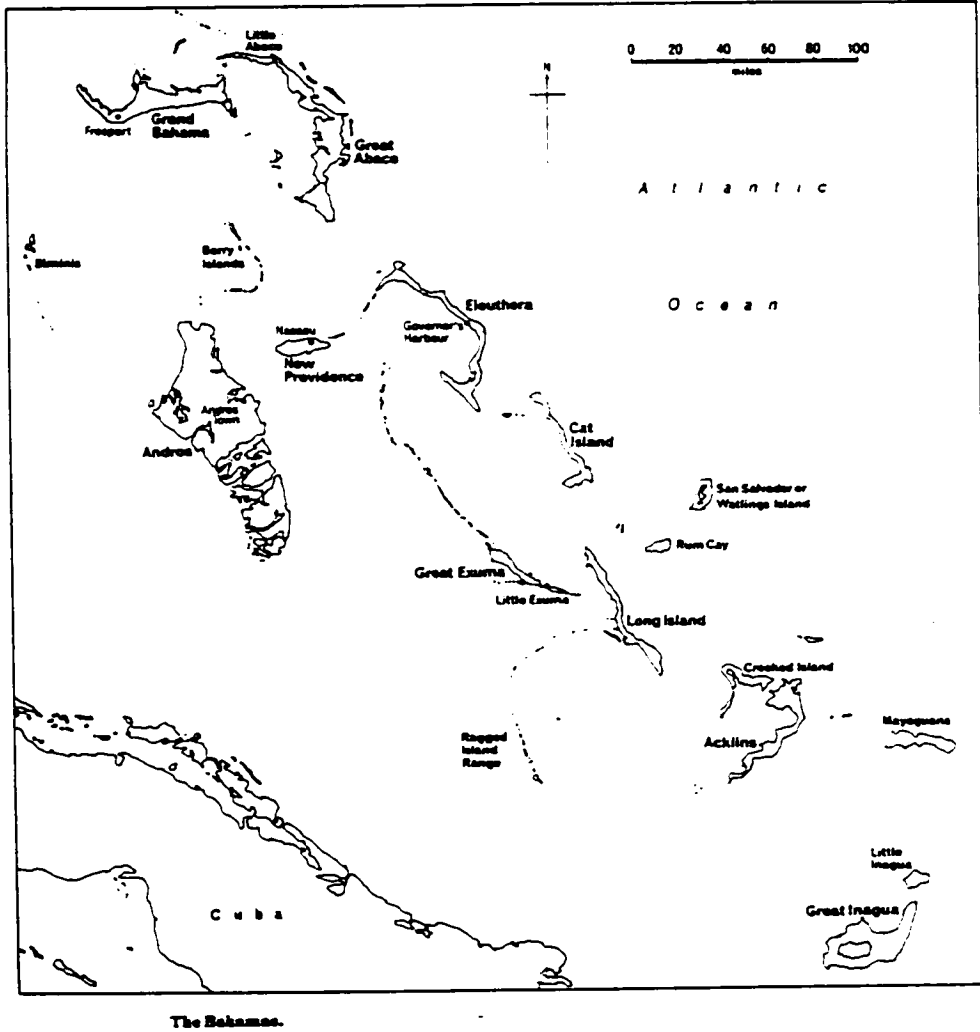


Fig. 1. Map of The Commonwealth of the Bahamas.



TABLE 1  
POPULATION BY ISLAND AND BY SEX; NUMBER  
OF HOUSEHOLDS BY ISLAND

| ISLAND                         | NUMBER OF HOUSEHOLDS | RESIDENT POPULATION |                |                | VISITORS     |              |               |
|--------------------------------|----------------------|---------------------|----------------|----------------|--------------|--------------|---------------|
|                                |                      | MALE                | FEMALE         | TOTAL          | MALE         | FEMALE       | TOTAL         |
| New Providence                 | 30,106               | 64,861              | 70,576         | 135,437        | 4,131        | 3,580        | 7,711         |
| Grand Bahama                   | 8,347                | 16,694              | 16,408         | 33,102         | 1,723        | 2,040        | 3,763         |
| Abaco                          | 1,860                | 3,753               | 3,571          | 7,324          | 419          | 360          | 779           |
| Acklins                        | 175                  | 282                 | 334            | 616            | 1            | -            | 1             |
| Andros                         | 1,686                | 3,992               | 4,405          | 8,397          | 55           | 37           | 92            |
| Berry Islands                  | 190                  | 302                 | 207            | 509            | 10           | 6            | 16            |
| Bimini                         | 451                  | 764                 | 668            | 1,432          | 224          | 118          | 342           |
| Cat Island                     | 582                  | 1,026               | 1,107          | 2,143          | 3            | 2            | 5             |
| Crooked Island                 | 146                  | 243                 | 274            | 517            | -            | -            | -             |
| Eleuthera                      | 1,931                | 4,186               | 4,140          | 8,326          | 299          | 302          | 601           |
| Exuma and Cays                 | 789                  | 1,810               | 1,862          | 3,672          | 177          | 154          | 331           |
| Harbour Island & Spanish Wells | 671                  | 1,080               | 1,194          | 2,274          | 63           | 69           | 132           |
| Inagua                         | 235                  | 473                 | 466            | 939            | 1            | -            | 1             |
| Long Cay                       | 8                    | 17                  | 16             | 33             | -            | -            | -             |
| Long Island                    | 860                  | 1,636               | 1,722          | 3,358          | 28           | 25           | 53            |
| Mayaguana                      | 100                  | 227                 | 249            | 476            | -            | -            | -             |
| Ragged Island                  | 30                   | 71                  | 75             | 146            | 3            | -            | 3             |
| San Salvador & Rum Cay         | 202                  | 347                 | 457            | 804            | 65           | 55           | 120           |
| <b>TOTAL BAHAMAS</b>           | <b>48,369</b>        | <b>101,774</b>      | <b>107,731</b> | <b>209,505</b> | <b>7,202</b> | <b>6,748</b> | <b>13,950</b> |

Notes: (i) This table includes Bahamian residents absent abroad on Census Day.

(ii) North Eleuthera and Current Island are included with Eleuthera and not Harbour Island.

In terms of visitor population, it is also second to New Providence-- 3,763 as opposed to 7, 711.

### Political and Historical

In considering the political and historical development of the Bahamas, one must also consider the economic growth of the country for these three entities did not keep pace with one another. A brief review of this aspect of nation's development follows below. However, it must be noted that one important reason for this lopsided development of the Bahamas was that this once British colony was governed by a few white merchants who were members of the legislature. These people owned most of the stores and businesses on Bay Street, the main street of the city. Further, these men not only controlled the government but were also the leading professionals in the country. These men, known in Bahamian history as "The Bay Street Boys," held a stranglehold on the economy of the country.

Two major events in the history of the Bahamas helped to change the direction of the country. They were the "Burma Road Riots" of June 1942 and the General Strike of January 1958. Both of these events occurred as a result of labor unrest.

Albury (1975) states that the government of the United States has signed an agreement with British authorities to construct air-base facilities in the Bahamas. Work on "The Project" began May 20, 1942, and within months several thousand Bahamians were employed.

It is important to note that the contract to build these facilities was awarded to the Pleasantville Company, an American construction firm. Thompson (1979) notes that the two governments agreed that the

wages for workers on "The Project" would be four shillings per day for skilled workmen. However, workers who came from the United States were paid twice as much as the local workers. This along with unkind remarks by some supervisors and employers caused the Bahamians to be dissatisfied.

As a result of these injustices, according to Albury (1975), angry Bahamian workers armed themselves on June 1, 1942, with thick sticks, clubs, and machetes and assembled in the area of the public buildings in protest against their employers and supervisors. This demonstration resulted in what is known in Bahamian history as the "Burma Road Riots." The rioters clashed with police, smashed show windows, and looted many Bay Street shops. Bay Street was in shambles (Albury, 1975, p. 209). After a few days, calm was restored and the workers returned to their jobs having gotten word from the governor, the Duke of Windsor, that the wages for skilled workers would be increased to five shillings per day.

On January 12, 1958, the day the new airport was scheduled to open, members of the Taxi Cab Union objected to the decision of the government to allow tour cars to transport passengers into Nassau. Such a move, if permitted, would have cut into the taxi business (Albury, 1975) because the tour cars were owned by the white merchants who were also members of government. As a result of this decision, taxi drivers blocked all roads leading to the airport with their cars. This action culminated in the General Strike of January 1958.

The General Strike consolidated party politics which was in its embryo stage in the Bahamas. One party, the Progressive Liberal Party, was founded a few years before the General Strike to correct the

social and political injustices that were being practiced against the majority of Bahamians. Following the strike, the white Bay Street merchants formed a party of their own, The United Bahamian Party. It is important to note that the strike had not occurred because of a single incident at the airport, says Craton (1967). Rather, it developed because of general dissatisfaction over labor conditions, which had been boiling for a long time.

Because of the strike tourism took a nose-dive which lasted a few years. This was the first time the number of tourists had decreased since 1945.

Another spin-off from the strike was the redistribution of seats in Parliament and an increase of four seats for New Providence. A By-election was called to fill the four newly created seats. All were won by the Progressive Liberal Party.

Albury (1975) states that in 1963 the Bahamas government sought a Constitutional Advance and was granted Internal Self-Government. This was the first step towards independence.

On January 10, 1967, majority rule came to the Bahamas. The Progressive Liberal Party had won the 1967 general elections. Along with this political victory came hope for economic prosperity, and sociological and educational improvements.

The Bahamas was granted independence from Britain July 10, 1973. This new nation, the Commonwealth of the Bahamas, immediately embarked on a policy of Bahamianization. Because of the policy, top jobs previously held by foreigners were filled by Bahamians.

### Economic

In the international community, the Bahamas has established itself as the vacationer's paradise and a financial center for Western Atlantic nations. Growth in every aspect of life has been phenomenal. In 1970, the population of the Bahamas was 169,534. Ten years later, the population was 209,505. According to the Ministry of Tourism Annual Report, more than two million visitors came to the Bahamas in 1982. In fact, the Bahamas, says Thompson (1979), earned more than \$639 million from tourism in 1981. This is an increase of about \$44 million over the 1980 figure. Not only was there growth in tourism, but there was also increase in the construction and banking industries as well as agriculture and marine products. The Statistical Abstract (1980, p. 78) shows that 1,425 building permits, valued at \$47,700.00 were issued in 1977. Four years later, 1980, the number of permits granted increased by 306. Thompson (1979) states that a record \$230 million worth of building permits were approved by the Ministry of Works that year. Further, in 1977, 273 financial institutions were operating in the Bahamas. That number climbed to 314 in 1980. In addition, the Central Bank of the Bahamas posted a profit of \$9.5 million for 1980 (Thompson, 1979). During that year, the Bank also increased its general reserves from \$12.7 million in 1979 to \$15.8 million.

In addition to the phenomenal growth in tourism, construction, and banking, agricultural marine products have also increased. The value of agricultural products in 1977 was more than \$1.5 million as compared with just over \$.5 million in 1977. Marine products, on the

other hand, jumped from a value of almost \$6 million in 1977 to nearly \$9.25 million in 1980.

### Educational

It is interesting to note that educational development in the Bahamas did not keep pace with economic progress. During the "sponging and bootlegging eras" education was left very much to voluntary and religious bodies and to private individuals. In fact, education was inconsistent and spasmodic in nature. This instability, which influenced the development of education later, was primarily the results of the pattern of "booms and slumps," which, according to Barnard (1982), characterized the economy of the time.

Even as recent as the early 1960s education on the whole was considered merely a moral and social obligation. This perception of education dates back to the latter part of the nineteenth century, when, with the emancipation of slavery becoming a reality, the slave owners were desirous of educating slaves to use their leisure time more constructively. The owners believed that by so doing they could prevent anti-social or criminal behavior when the slaves were freed. Education was certainly not perceived as an item of investment which could help to improve the economic condition of the country. Craton (1967) states that it was perhaps in education that the Negroes were worst served. In fact, Turner (1968) says that only now, 220 years after the passing of the first Education Act, has a genuine attempt at universal secondary education materialized.

This slow start in education, according to Bacchus (1976), is due to the lack of industrialization and the narrow economic structure,

as well as the small population base of the colony. What little was accomplished was done with a specific purpose in mind. The Ministry of Education Annual Report (1970-71) substantiates this. It states that one of the functions of government high school, when it was established in the 1930s, was to provide teachers. The government, in 1891, had established a Teacher's College. The institution was short-lived, and closed a few years later. Another attempt was made in 1950. This too was short-lived; the government closed it in 1956.

Other than these two post-secondary level institutions in the colony, tertiary-level education was non-existent until 1962 when the Technical Institute, later upgraded and renamed "C. R. Walker Technical College," was founded (Bacchus, 1977).

Persons with abilities in the technical areas had to seek training on their own, either by going abroad or by working as apprentices. No structured training program was established by the government. The Houghton Report of 1958 suggested a possible reason for this:

The Bahamian community is too small and its industrial development too insignificant to justify a technical college or institution in the accepted sense of the term, that there are now and are not likely to be in any foreseeable future, many openings for men and women trained to the professional or near professional level in most of the subjects that are commonly regarded as "technical" . . . that the opportunity for trained craftsmen or artisans are and must continue to be severely limited.

The 1960s marked a new epoch in education in the Bahamas. With the economic boom, as a result of increased tourists to the Bahamas, came new job opportunities and the need for manpower development. This need for human resources was due to the increased activity in the construction industry brought on by the phenomenal growth of tourism which began in the 1950s, and the fame of the Bahamas as a banking and

financial center. Persons who left school because of the compulsory school-leaving age or before completing high school then sought additional training. Albury (1975) says that many received private tuition.

There is little wonder why the present government, when it came to power in 1967, made education its top priority (Bacchus, 1976). Since then, education has remained number one on its list of priorities. In fact, the Social Statistics Report (1982) reveals that in 1970, government expenditure on education was \$17.8 million; it was up to \$52.2 million in 1981. In spite of the large budget allocated for education, most Bahamian students are unable to pass, with "C" grades or better, five subjects at one sitting in the London General Certificate of Education Examination. In fact, from 1977-79, less than 25 percent of the persons who wrote the examination obtained a "C" grade or better (see appendix A).

An examination of the 1980 London General Certificate of Education results revealed that of the 2,696 candidates who wrote the examination, 1,070 passed one or more subjects (see Appendix A). Even today, many young Bahamians are still leaving high school without the necessary credentials to qualify them either for college entrance or to get a job.

In an attempt to meet certain manpower needs in business and industry, the College of the Bahamas is committed to give each Bahamian the opportunity to develop to his or her full potential. At her inaugural address in December 1983, the principal reaffirmed that commitment when she stated that if the College of the Bahamas was truly to be what its name implies, it must find more effective means of affording family island Bahamians greater access to educational opportunities at all levels.



Hence it is this researcher's desire to develop a continuing education system for the College of the Bahamas that meets the needs of the nation.

#### Statement of the Problem

The problem addressed in this study was what form adult education should take and how it should be organized and programmed to provide maximum effect for the Bahamas, considering its geography--a number of islands with a scattered population of 209,500 people. Apparently, no systematic study has been undertaken with a view to develop such a continuing-education system.

#### Purpose of the Study

The purpose of this study was to develop a continuing education system for the College of the Bahamas.

#### Questions to Be Answered

In order to develop a continuing education system for the College of the Bahamas, answers were sought to the following questions:

1. How should the Continuing Education and Extension Services Division of the College of the Bahamas be organized?
2. What relationship should exist between the Continuing Education and Extension Services Division and the other divisions of the college?
3. What programs and activities should be sponsored by the division?
4. What procedures would best implement these programs and activities?
5. What financial support would be needed?

6. What evaluation procedures and measures would be most valid?

7. What facilities would adequately deliver these programs?

The responses to these seven questions were studied for areas of commonality. They were analyzed for worth and relevance and formed the basis for a continuing education system for the College of the Bahamas.

In this study, the subjects were randomly chosen from a list of institutions of higher education in North America that had continuing-education program.

#### Significance of the Study

Before the establishment of the College of the Bahamas in 1974, less than 25 percent of the high-school graduates attended college or university. In fact, the majority of students leaving high school failed to pass five or more subjects at one sitting in their external examinations and could not qualify for high-school diplomas.

After leaving school, many students returned to the classroom in an effort to obtain the necessary credentials that would enable them to get a job, a promotion, or to further their education. In many instances, the passport to certain job opportunities is one or more passes in the London General Certificate of Education Examinations. The Continuing Education and Extension Services Division of the College of the Bahamas provides these people with the opportunity for fulfilling their dreams.

In addition to the academic-upgrading courses, the division has been charged with the responsibility of administering all off-shore university programs.

Professional upgrading courses in the areas of business, banking, and finance, as well as real estate, construction, and mechanical and electrical industries are also the duty of this division.

The Continuing Education and Extension Services Division is also responsible for community-oriented programs. These may take the form of seminars, workshops, conferences, short courses, or public lectures.

Therefore, if the Bahamas is to keep abreast with its manpower needs, programs whereby the Bahamians are able to receive training and education to update and improve their skills or to acquire new ones must be provided.

Essentially, then, the Continuing Education and Extension Services Division exists to enable adults to meet the following needs:

1. To prepare or upgrade themselves in their occupational careers.
2. To achieve a given goal, skill, or technique.
3. To acquire information or knowledge.
4. To learn new ways to occupy the growing amount of leisure time.

It was anticipated that this study would assist the College of the Bahamas and the Continuing Education and Extension Services Division in organizing and administering the various programs and activities that would meet the manpower needs of the commonwealth.

#### Delimitations of the Study

This study focused on community colleges and universities in North America with continuing education and extension services

programs. Special attention was given to how the continuing education division/school of various institutions are organized and administered, as well as how their programs are developed and evaluated. Consideration was also given to how programs are financed and what facilities are needed to deliver them.

### Definition of Terms

For the purpose of this study the following terms are thus defined:

Adults. Persons seventeen years of age and older.

Continuing Education. The process whereby adults, alone or in groups, undertake systematic and sustained learning activities to bring about changes in knowledge, attitudes, values and skills. On an operational level, continuing education is defined as those activities which the college initiates and conducts for people who have either completed or withdrawn from full-time school/college programs.

Evening Institutes. Academic classes organized for upgrading out-of-school adults. In most cases these adults are preparing for examinations.

Formal Education. The hierarchical, chronological graded educational system running from primary school through to college/university.

Non-Formal Education. Any organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele and its objectives.

Program. A single educational activity, such as a course, conference, workshop, seminar, institute, symposium, or lecture.

Program Development and Evaluation. The development of a plan

for implementing and evaluating educational programs that are geared towards a particular clientele.

### Organization of the Study

The study is organized in six chapters. Chapter 1 includes the background of the study, statement of the problem, purpose of the study, questions to be answered, significance of the study, delimitations of the study, and definition of terms and organization of the study.

In chapter 2 a review of literature is given. This review is considered in terms of organization and administration, program development, and evaluation in North America. Additionally, a brief review of the development of Continuing Education at the College of the Bahamas is presented.

Chapter 3 contains a description of the procedure used for the collection and analysis of information. More specifically, it includes a description of the structure, sample, procedures, and treatment of the data.

In chapter 4 results of the information collected are presented.

Chapter 5 contains a description of the proposed continuing education system for the College of the Bahamas.

Chapter 6 presents the summary, conclusions, recommendations, and implications

## CHAPTER II

### REVIEW OF LITERATURE

The concept of learning as a life-long process has emerged as one of the most explosive educational ideas of the twentieth century. It has destroyed the myth that the youth has exclusive rights to education. With the continuous advancement in science and technology, the explosion of information, the increase of leisure time, and the growth of obsolescent job-related skills, more and more adults are demanding greater opportunity for continuing education.

Of concern to administrators in higher education is the question of how the agency should be effectively organized and efficiently administered so that this new clientele will achieve its desired goals. In an effort to find answers to this question and others, literature was reviewed with regard to the organization and administration of continuing education. This review is presented in three sections. The first section reviews literature pertaining to the organization of continuing education in higher education in America. The second section considers administration of continuing education in tertiary-level institutions in America in terms of leadership, planning, program development, financing, and evaluation. The third section deals with the development of continuing education at the College of the Bahamas.

### Organization

Shotten (1975), in a study on the analysis of an adult education organization model, states that formulating precise goals for the adult education program can eventually damage semifunctional autonomy of the administrator of the adult education program. This, he asserts, subjects the administrator and the adult education programs to a more centralized system of control by top management.

On the other hand, Leahy (1977), in a study of the organizational structure, administrative functions, and operational policies of continuing education says that for an organization to be effective, it must have a clearly stated purpose and generally understood goals. These goals, he points out, should be translated into more precise objectives against which performance can be measured. However, he submits that few colleges and universities have clear, tangible objectives that are generally understood and accepted by all.

Knox et al. (1980), in addressing this same issue, agree with Leahy (1977). However, they used stronger words: "Without goals, the reason for the organization's existence is not clear" (p. 221).

Drucker (1973) expresses a similar feeling when he states:

Achievement is never possible except against specific, limited, clearly defined targets in business as well as in a service institution. . . . Only if targets are defined can resources be allocated to their attainment, priorities and deadlines set, and somebody be held accountable for results (pp. 139, 140).

According to the classical organization theory, it is the goal or mission of an organization that determines the structure (Lenz, 1980). Continuing, Lenz states that the history of adult education indicates that the goal of the mission of the enterprise has never been clear, and

the second-class status of the profession has not been conducive to the development of a firm sense of purpose that could provide the undergirding for an administrative structure.

Among the other findings of his study, Leahy (1977) discovered that the primary functional responsibilities of the authority figure for continuing education are: fiscal management, an administrative chief of evening or general education programs, and program planners at the interdepartment and intercollegiate level as well.

This study further reveals the specific responsibility of the authority figure in continuing education as (1) having a surplus of funds at the end of the year to assist the general fund of the university; (2) creating new clientele; and (3) administering general education and/or evening college operations with little or no expectations of prominence within the institutional structure.

A study which was designed to identify and describe the organizational patterns, functions, and policies governing continuing education at state-supported and independent universities found that at the majority of institutions surveyed, the structure was a college or school. Most of the institutions had a central office directing the continuing education program.

The conclusions Leahy (1977) draws from these findings indicate that

1. The organizational structure that appears to operate in the majority of institutions is centralized except for programmatic responsibilities which are at the department level. The data suggest that the locus for decision making on budget and policy are a result of a centralized structure. The majority of institutions also identify a single center as



the location of continuing education administration.

2. Continuing education is ultimately under the jurisdiction of the academic authority (chancellor, vice president, or provost) of the institution. Leahy further states that the governing mechanism for continuing education for all institutions surveyed is with the academic authority figure. However, operational policies are implemented at lower levels.

3. Continuing education is located on the periphery of the university organization somewhat further removed from the center than the professional schools. The continuing education program usually takes the structural form of a college division or unit, with the evening programs a part of the continuing-education structure.

Supporting Leahy's study with reference to the jurisdiction of continuing education, Hoban (1972) points out that the responsibility and function of the adult education administrator have changed within the hierarchy of the institution. He indicates that the practice of having the adult-education administrator report directly to the president is sound because it allows the administrator to be kept constantly informed of existing policies, as well as to seek interpretation of policies as they apply to the ever changing needs of the community. This change in status, he concludes, will do much for the image of adult education.

Letta (1971) agrees with Hoban's view and states that the director of the adult- or continuing-education department should have direct relationship to the president of the community college and be informed daily about administrative decisions.

There is a direct correlation between the strength of a program and its status in the policy-making structure (Knowles, 1970). To support his argument, Knowles compares business and industry with educational institutions. According to him, the strongest programs in industry are in those firms in which the employee-development function is parallel to personnel, production, sales, and other equivalent functions, and the chief executive officer is a vice-president; the strongest programs in the universities are in those institutions in which the adult- or continuing-education unit is parallel to academic affairs, student personnel, and equivalent functions, and the chief executive officer is a vice-president for continuing education.

Knowles also believes that the increased power and prestige that come with high organizational status do not in themselves entirely account for the improvement in performance. The more important consideration, he asserts, is that with autonomy and status the adult- or continuing-education unit is enabled to concentrate on processes uniquely effective for the education of adults.

Knox (1980) states that an administrator of adult-education agency usually deals with the structure of two organizations, his or her own agency and the parent organization. Within this relationship the purpose of the adult-education agency can vary from being marginal to the purpose of the parent organization to being auxiliary, where the unit of adult education is designed to facilitate the purpose of the organization.

In agreeing with Knox (1980), Knox et al. (1980) state that most agencies in educational and noneducational categories share several characteristics. One is that the continuing-education agency is a

dependent unit of an organization whose main purpose is not continuing education of adults. In this regard agencies vary greatly from community colleges for which continuing education is a central function to organizations for which continuing education is marginal. Knox states that a second shared characteristic is that the agency does not have a faculty, a group of full-time resource persons, but uses experts on a part-time basis. As a result, program administrators perform many teaching-related roles. Low priority for continuing education and lack of a full-time faculty contribute to the sense of marginality widely noted in continuing-education agencies. He further states that a third and related characteristic is organizational instability and lack of institutionalization; and fourth is the need to attend to both parent organization and the broader community.

As a result of the diverse background of members of the organization and the lack of detailed policies and procedures, the organizational control and group cohesiveness, according to Knox, tend to be lower in the agency than in the remainder of the parent organization.

Knox presents a way of improving the relationship between the continuing education agency and the parent organization. He says that the continuing-education administrators should seek agreement with people in the parent organization who set or influence policies and procedures for recruitment and selection of continuing-education participants.

Lenz (1980), in discussing the types of organizational models, says that the universities supported by state or private funds are built

around departments, with departments grouped into colleges and divisions. A department usually has a rotating chairmanship, the chairman being a regular faculty member; a college or division customarily is headed by a dean who frequently has a teaching assignment in addition to administrative duties. At this level academic and administrative tasks are interrelated moving up the hierarchy to the rank of vice-chancellor and chancellor; administration separates itself from everyday academic activities and is concerned primarily with management and policy considerations.

Lenz points out that large industrial enterprises engage in manufacturing goods or dispensing services and are organized according to function, with divisions responsible for production, merchandising, public relations, sales, finance, etc. Although the different divisions have their own objectives, the parts are bound together into a whole by the unifying principle of profit motives and the pressure to compete successfully in the marketplace.

Neither of these models offers a satisfactory organizational pattern for continuing education. In fact, Lenz notes that the university or campus model, with its collegial format, has a dual purpose: (1) to present a structured degree-oriented program designed to prepare young students for their roles in later life, and (2) to support research and teaching in a series of disciplines. The departments determine which courses are taught and by whom. The students are actually a "captive audience" who can pick and choose the courses they wish to take, within a set of curricular constraints. In such cases students' needs may be subordinated to faculty interests.

Another organizational model discussed by Lenz is the "bureaucratic hierarchy." This model, while found in business, industry, and government, is also inadequate for continuing education. "Education," says Lenz, "is the one kind of human enterprise that cannot be brought under the economic law of supply and demand. It cannot be conducted on business principles." She argues that there is no demand in the economic sense. "Society is the only interest that can be said to demand it, and society must supply its own demand" (p. 27).

There are serious structural flaws in the corporate-industrial model as a pattern for continuing education. The bureaucratic hierarchy sets up formal levels, Lenz (1980) states, subordinating the producing staff or program specialists to administration, and divorcing the administrators from the end "product;" the programs that are the heart of the enterprise. In this schema, Lenz argues, administration becomes an end in itself, with management theories and practices borrowed from the business organizations being applied indiscriminately as if there were no differences between manufacturing shoes and creating educational programs. The fundamental differences between these two institutions--business and education--is that education deals with "human minds, not dead matter" (p. 27):

The organizational structure and substructure of the college or university of the 1980s, as reflected in its departmental scheme, cannot be used in continuing education because it generates competition and jurisdictional disputes, everyone guarding his turf. This turf guarding becomes more important than creating the program. Selfish behavior of this kind impedes the free flow of information, which is so important for program development.

Cropley (1980) in addressing himself to organizational behavior states that administrative behavior is a particularly important form of organizational behavior, because it can shape the behavior of the organization. However, he points out that both formal and informal arrangements coexist in the structure of an organization; the latter are the defacto arrangements by which the organization actually works. Cropley asserts that bureaucracies work not because of their rules but in spite of them.

In research conducted by Riley (1973), in which he compared colleges and universities to other complex organizations, he found that the classic Weberian model of a bureaucracy which has well-defined goals, a simple hierarchy, and low-skill staff involved in a routinized technology is different from an academic organization which is characterized by ambiguous, contested goals, unclear technology, non-routine tasks, and a staff which is defined by a high level of expertise.

Shotten (1975), in his study of an adult-education organizational model, proposed a model of his own which he calls a "flexibility model." In this model he emphasizes the special need of adult education to be flexible, which is seen as a special strength of adult education. He says: "The great strength of adult education is in its flexibility and decentralization. It can shift in organization and content to meet the demands of the moment" (p. 140).

Flexibility, according to Shotten, has been seen as an important characteristic of adult education. He therefore concludes that a model of adult-educational organizations must emphasize flexibility. The adult-education program, in the model, is located as "guest" in a host organi-

zation. This location, he states, does not allow it to dominate the political and social environment. However, he notes that more study needs to be given this idea.

In addressing himself to the matter of location of the adult education in the host organization, Knowles (1962) observed that the "guest" position of adult education has been vitally important to its survival.

Wahlquist (1952), in calling attention to the fact that adult education is consistently located within a larger institution, notes that adult education and extension services constitute a school system within a school system.

Another attribute important to the flexibility model, according to Shotte (1975), is innovation. Knowles (1973) supports this saying that in the structure, the organization (adult-education unit) is flexible; there is much use of temporary task forces; easy shifting of departmental lines; readiness to depart from tradition.

Shotten further states that there are many "linkages" to other organizations based upon functional collaboration; roles are broadly defined to give maximum leeway and flexibility to personnel; and property is mobile so that marginality is abetted and allows for greater flexibility of programming.

In the environment of Shotten's flexibility model, the innovative organization is centered on people and is caring, warm, informal and trusting. The management or administrative philosophy and attitudes promote innovation by using power and authority to release the energy of people; they are experimental, risk-taking; they embody the belief that errors are a tool for learning.

Lenz (1980) substantiates Shotten (1975) when he states that any organizational arrangement that intends to foster imagination and innovation would do well to include the following:

1. The administrative leadership should be visionary, attuned to all sectors of the community, sensitive to change, capable of distinguishing the transitory from the enduring, and willing to take risks on behalf of improving and expanding the institution's output.

2. The structure should be sufficiently resilient to resist inertia and rigidity. The departmental scheme, emulating from the university model in which divisions are made on the basis of program content with a director supervising a given number of program specialists, is a format that tends to harden and become top-heavy.

Therefore, if the organization is to encourage creativity, innovation, and be caring and trusting, it needs to be flexible, adjustable, and mobile. Institutional patterns of classes, schools, and districts do not lend to adult education. Knowles (1970), agreeing with this, states that if the purpose of adult education is to encourage its personnel, members, or constituents to engage in a process of continuous change and growth, it is likely to succeed to the extent that it models the role of organizational change and growth. Continuing, he asserts that an organization must be innovative as well democratic if it is to provide an environment conducive to learning.

In the spirit of Marshall McLuhan's "The Medium Is the Message," Knowles (1970) states that the quality of learning that takes place in an organization is affected by the kind of organization it is. He adds that an organization is not simply an instrumentality for providing organized



learning activities of adults; it also provides an environment that either facilitates or inhibits learning.

Dalton (1955) agrees with Knowles but goes a little further. He states that when applied to the organization of adult education, a democratic philosophy means that the program is based on the real needs and interests of the participants. It means that policy is determined by a group that is representative of the participants. It means that there is maximum participation by all members of the organization, that there is cooperative sharing of responsibility. He argues that in a truly democratic organization there is a spirit of freedom, teamwork, and a willingness to accept responsibility voluntarily, rather than paternalism, regimentation, and authoritarian direction.

#### Administration

Leahy (1977) views administration as the direction, control, and management of all aspects of an organization in accordance with established policies.

Robbins (1976), on the other hand, looks at administration in terms of its functions. He defines administration as a "process of function: it is planning, organizing, leading and evaluating of others so as to achieve specific ends" (p. 10).

In research conducted by Leahy (1977) relating administrative function to continuing education, he defined administration as specific tasks that the administrative personnel in continuing education needs to perform. These involve the planning, implementing, and evaluating of continuing-education programs. Essentially, administration, in terms of function, is management of resources--human, financial, and material.

Richman and Farmer (1974) look at management in terms of its functions. They say it involves strategy, innovation, initiating and bringing about changes, creative problem solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship, and a high degree of risk-taking and entrepreneurship (p. 67).

Kast & Rosenziveia (1970), on the other hand, say that management involves the coordination of human and material resources towards objective accomplishment.

While agreeing with Kast & Rosenziveia, Dale (1969) gives a different insight into the term. He says that management is getting things done through others. Further, he states that management is the primary force within organization which coordinates the activities of the subsystems and relates them to the environment.

Management, with regards to educational administration, are the executives and administrators of an institution of higher education who formulate and set policies and procedures which govern and guide the institution and who otherwise manage and conduct the affairs of the institution and determine its future directions (McManis & Parker, 1978). In short, management includes those processes, systems, and techniques which are used by leaders to achieve the instructional goals and objectives which were derived from the planning process.

The literature concerning continuing-education administration is reviewed in terms of leadership, planning, financing, program planning, and evaluation.

## Leadership

Since administration or management in the traditional sense of control and coordination is neither possible nor desirable in the broad sweep of lifelong or continuing education (Cropley, 1980), the concept of leadership is of greater than usual significance. It is widely conceded that the success of lifelong learning or continuing education is largely a matter of motivation. Leadership is much concerned with motivation, for the only really useful measure of the existence of leadership is the existence of followship.

Knox et al. (1980), in supporting Cropley, state that leadership is basically a relationship between the person assigned to leadership responsibility or who emerges as a leader and those with whom he must collaborate in achieving prescribed and collaboratively selected goals.

Leadership, therefore, is obviously closely related to influence and esteem, which are earned attributes (Cropley, 1980). Leadership cannot exist in isolation, for leaders and followers are interdependent. Thus leadership is not granted by an employer who assigns a title, such as "principal," "director," or "dean," it must be earned. It is leadership, says Cropley, which makes authority effective. Richman & Farmer (1974) agree and state that effective leadership is often based more on influence than on formal authority or power, especially in academic institutions.

Essentially, management and leadership in education is the art of influencing people to cooperate in the pursuit of common goals which they find desirable and to get them to move toward these goals in the most efficient and effective way. The essence of leadership, therefore,

is to arrange organizational conditions and methods of operation in such a way that people can best achieve their own goals by directing their own efforts towards organizational objectives.

Adult- or continuing-education administration is leadership in an organizational setting and includes attention to organizational function (Knox et al., 1980). Effective practitioners find it necessary to analyze system functioning partly because they often operate from a power-poor position in relation to the parent organization. They must also develop effective interpersonal relationships for the agency. Knox et al. further state that sometimes this negotiation is directed toward policy changes within the parent organization.

Knox (1981) contends that continuing-education agencies are complex systems and, as such, their functioning depends on the quality of each component and an articulation among components. He further states that agency leadership includes attention not only to external relationships with the parent organization, which is an important aspect of external relationships, but also relationships outside the parent organization.

He indicates that effective administrators understand the agency as a social system, relating it to both parent organization and service area. He points out that effective administrators of continuing-education agencies demonstrate the importance of constructive relationships with their parent organizations.

Incentives and rewards seem to be important elements in continuing education, especially when it comes to resource persons. Knox et al. (1980) note that the provision of incentives and rewards,

especially for teachers and other resource people, is an important aspect of administration. Knox (1981) expresses the view that another indication of effective administration is the use of multiple sources and incentives to acquire major inputs. In fact, Dobbs (1982), in addressing himself to this point, says that it is the responsibility of administrators to provide inducements to the faculty. When this is done the faculty is encouraged to continue their participation in "quality" lifelong learning (p. 13).

The administrative process, as it relates to continuing education is overwhelmingly complex. Cropley (1980) says that the reason for this is that continuing education, in addition to being concerned with the individual, must also make provision for groups and galaxies of groups. In essence, because it cannot avoid the human condition, continuing education is extraordinarily sensitive economically and politically.

Essentially, the administrator who is best able to influence, guide, and direct--in short, communicate with the individual participants in organization--is the one who has developed a sensitivity to the participants' needs and goals (Knox et al., 1980).

Robbins (1976) goes a little further when he states that in the leading function, the continuing-education administrator guides and supervises subordinates. This function, he asserts, carries out the objectives established in planning. Basically, leading consists of supervision, motivation, and communication.

Gollatscheck (1981) states that because of the traditional community-college program, there is a natural tendency for these institutions with community-based programs to splinter. In supporting this position he says:

There is a somewhat natural tendency for a complex organization to splinter because both providers and consumers become very involved in their own specific areas of activity. As a result, community-based programs may sometimes be regarded as separate from the real college program, the real college program referring to the more traditional, degree-oriented, credit courses (p. 61).

The same author points out that if the community college is to move forward as a unified institution, the college and the community must have the same mission. If providing for the continuing educational needs of the community is the unifying mission of the institution, both college and community need to be reminded of different ways of providing for the continuing educational needs of those in the community. They need to be reminded that a premed transfer program, an occupational nursing program, a continuing-education activity for health professions, and a non-credit seminar in nutrition for senior citizens are merely different ways of meeting continuing educational needs of the community.

Additionally, the community-based college delivers the kind of education community members want and need, not what pedagogues think is good for them. Further, Gollattscheck (1981) notes that location for the learning activities is determined by open community participation. Decisions regarding comprehensive learning needs, suggesting solutions, and facilitating delivery are made jointly with community representatives participating with professional educators and governing boards.

Hoban (1972), in his study of community colleges of Illinois, states that the community college should be a catalyst in community development and should serve as a locus for the cultural, intellectual, and social development of its community. The relationship between adult education and the community it serves is evidenced in the form of forums,

workshops, institutes provided for the community by the college.

Gollattscheck (1981) sums up the factors impacting community colleges in 1980s and uses the following statement from Gleazer, President of the American Association of Community and Junior Colleges: "The purpose of continuing education is to encourage and facilitate lifelong learning with community as process and product" (p. 58).

A central concern of most continuing education administrators is coordination. This aspect of administrative leadership, says Knox (1981), is especially important because of the low level of institutionalization that characterizes most agencies.

Boyle (1981) agrees and goes a little further when he says that continuing-education agencies are more concerned with promoting and maintaining the organization as a viable social unit so it can continue to fulfill its educational function. He further states that this should not be the task of the organization:

Although various maintenance functions are central to the operation of educational institutions, they are important only in so far as they contribute to the development and implementation of the primary task of the organization--education(p. 13).

Ideally, most activities and resources are directed toward institutional ends as goals rather than toward institutional maintenance.

Lenz (1980) states that a new breed of managers has been identified in business organizations. These new managers tend to favor collective leadership over individual leadership. The individual leadership, while ensuring the competence, control, and balance of power, does not necessarily ensure imagination, creativity, or ethical behavior in guiding the destinies of large organizations. Continuing, she asserts that without this imaginative capacity and the ability to communicate,

managers, driven by their own narrow purposes, perpetuate group conflicts instead of reforming them into broader desires and goals.

Cropley (1980) points out that leadership thrives on a measure of conflict. It is how the conflict is handled which is crucial for organizational growth, he says. Motivation, flexibility, competition, and cooperation are all strengthened by its judicious control.

Because leadership in adult education (Knox et al., 1980) is leadership of equals, collective leadership seems more appropriate for adult education than the individual leadership presented in Lenz (1980).

Leahy (1977) found that most of the administrations of continuing education do not have written operating policies. It was the independent institutions which have some written policies.

In Shotten's (1975) flexibility model, policy making and executives are collaborative, while decisions are treated as problems to be solved, formulated as hypotheses to be treated. Shotten (1975) states that policy and decision making in the flexibility model involve a democratic process, those who would be affected by the policy and decision making must be participants in the process.

Essentially, the social dynamics of the 1980s and the technological advances that are part and parcel of the age have given rise to a new breed of leadership in continuing education. The hallmark of this new breed is flexibility and sensitivity to the needs of the community which the agency and/or institutions serve.

Knox et al. (1980), in agreeing with this assessment, state that these societal changes "make effective leadership in this decade a more challenging task, requiring even greater sensitivity and flexibility than



was ever needed in the 1950s and 1960s" (p. 231).

Dalton (1955), in his study of the organization and administration of adult education programs, states that it is a responsibility inherent in educational leadership to provide continuous educational opportunity for all people. He adds that adult education is not conceived as a panacea; it cannot be all things to all people. He argues that it is the incalculable responsibility of adult-education leadership to develop and to assist in maintaining a socially and economically literate people.

However, Dobbs (1982) notes that the administrator of a lifelong center must develop a philosophy of administration and a style of leadership which creates an integrated organization involving a varied group of instructors and students.

Adult education administrators, according to Knox (1980), seek to accomplish objectives with and through other people, as do other professionals in leadership positions. This accomplishment depends heavily on effective communication and coordination if one is to achieve consensus on major shared objectives and successfully encourage contributions needed to achieve the objectives. Stated objectives, staffing practices, resource allocation, and informal working relationships all contribute to team building and achievement of results. Knox argues that team-work requires particular attention to the individual satisfaction of those associated with the educational program as well as organizational productivity.

Leadership, according to Cropley (1980), is also sometimes described as changing the goals of others or as providing ways for others to achieve their goals. He contends that this implies good communication

with those "others," identification with them, a feeling of their pulse, a diagnosing of their strengths and weaknesses, a committing of oneself to their enterprise.

Knox (1980) and Cropley (1980) seem to agree on what leadership entails. However, Knox goes a bit further when he says that leadership entails reaching consensus on desirable goals among those who contribute to their achievement. This sense of purpose and direction enables an administrator to persist in the face of inertia and resistance; without such a sense of direction, administrators tend only to react to external pressures.

It is important, in fact necessary, for a good leader to remain flexible (Boyle, 1981). A good leader is concerned with making the group a more productive team. This is achieved by making maximum use of the combined skills and knowledge of all the people involved.

In the view of Dobbs (1982), an effective administrator knows that when the faculty is highly satisfied, the adult learners are more likely getting the quality education that they need to fulfill their educational goals.

However, it must be noted that each administrator (Knox, 1980) has a pattern of strengths and weaknesses. Administrative effectiveness depends upon fitting this pattern to agency objectives and to complementary contribution by others in the organization.

Dobbs (1982) states that an atmosphere which invites a free flow of interchange among the instructors also promotes friendship and professional growth. The attitude of the administrator, the way the faculty is treated, and the facilities that are provided for them all

enhance their role and affirm their importance in the organization.

Thus, according to Cropley (1980), to understand administrative or leader behavior something must be known of the nature of the individuals playing the roles and reaching to expectations. Personality is referred to as the dynamic organization within individuals of those need-dispositions which govern their unique reactions to the environment and their expectations of the environment.

Experienced adult-education administrators (Knox et al., 1980) also understand that helping adults to learn requires both subject matter expertise and process proficiency in instructional methods and interpersonal relations. Most adult-education participants prefer resource people who have something of value to offer and who relate to them as adults and not as large children.

Cropley (1980) states that leader behavior takes a variety of forms which depend upon the influence of a vast number of societal factors. Further, Dalton (1955) notes that inspired and dynamic leadership is one of the prime pre-requisites of any program and particularly of any adult-education program. The personality of the director should be in accord with that which would be required of the most avid public-relations director.

Not only must the leadership of adult education be enthusiastic, it must also be intelligent and democratic if it is to have continued success. Dalton (1955) in his study on the organization and administration of adult-education programs lists several qualities, in addition to competency, which he regards as basic to good adult leadership:

1. An attitude of superiority must be avoided.

2. Adults appreciate a master of his/her subject and one who has demonstrated through the years that he/she can apply knowledge in everyday living.

3. The leaders should have some concept of the broad program of adult education and its relationship to the community.

4. He/she should have the physical strength and mental alertness to continue his/her responsibility to its established goals.

5. He/she should have some knowledge of working with people and particularly with adults.

6. He/she should be willing to share experiences and the experiences of others in the group.

7. He/she should be pleasant, cheerful, alert, and companionable.

8. He/she should be skillful in working with groups and adept at resolving differences.

Essentially, then, adult education leadership could be characterized, according to Knox (1980), as having several proficiencies that are crucial to the effective administration of adult-education programs. As with most administrators, an orientation toward action and results, effective interpersonal relations, and integrity are important personal qualities. Continuing, he states that proficiency in program development is most fundamental for program administrators, entailing attention to both planning and conducting educational programs, including tasks related to educational context, needs, objectives, learning activities, and evaluation. In addition to developing programs, Knox asserts that effective adult-education administrators engage in tasks related to goals and policy, staffing, finance, facilities, organizational relations, and

coordination of all these components.

### Planning

Puyear & Vaughan (1983) in "Planning Strategies for Community Colleges and Continuing Education," state that improved quality of routine decisions is a primary purpose of planning and that planning is primarily a means to that end.

Proper planning produces results, according to Kirk (1981). It can also save you money as well as eliminate potential problems. Other reasons for planning, he states, are:

1. It provides a sense of direction for all involved--most people would like to know where they are going before they begin the trip.
2. It saves time. Planning minimizes wasted hours.
3. It increases efficiency. A well-planned program should be better organized and more effective than one which is not.
4. It tends to increase good decisions.
5. It enables learners to derive maximum benefits from training. Learners know what to expect.
6. It facilitates early identification of problems which can lead to early solutions.
7. It prevents wasted effort and accompanying frustration.
8. It enables better organization. It is well recognized that a good program or course is directly related to increased learning, higher motivation, broader constituent support, attainment of goals, and other positive results.
9. It provides perspectives. It helps to provide a balanced overview, highlight positive factors as well as reveal the "time wasters" or problem areas.

10. It prepares the committee and staff to be more reliant (p. 43).

Planning enables the college to improve the quality of its day-to-day decision making process according to Puyear (1981).

Since decision making is an important part of administrative function, it is interesting to note that Cohen & March (1974) stress that planning is the primary responsibility of executive theory and by innumerable modern treatments. Planning in continuing education, states Boyle (1981), is done to bring about some change in individuals and/or the social system of which they are part.

"If there is any underlying theme to planning for adults, it is that a program must be both flexible in time and subject-orientation and accessible to a clientele which will consist primarily of part-time students," states Hamilton (1973, p. 105).

Puyear & Vaughan (1983) in "Planning Strategies for Community Colleges and Continuing Education" say that planning tends to increase institutional flexibility in so far as it is able to insure that resources flow toward attaining priority goals. They assert that the institution with a good planning process is less likely to squander scarce resources through uncoordinated pursuits of conflicting objectives; it has greater flexibility as a result of good planning.

However, good planning does not come about by chance. It requires work; while avoiding planning, Puyear & Vaughan argue, appears to conserve the administrator's energies. In some respect planning is similar to saving money; both are habits that have almost universal approval and few devoted followers; both are a lot easier to talk

about than to do; and the negative effects of failing to pursue them are usually delayed.

Knox et al. (1980) note that there are two basic types of planning: strategic or long-range and operational or short-range--both of which begin with the establishment of objectives.

Puyear & Vaughan (1983), on the other hand, added three more phases to the previous two. Their phases of planning include pre-planning; strategic planning; operational planning; management; evaluation. Note that strategic and operational planning are the same two types of planning mentioned by Knox et al. (1980).

Pre-planning is simply planning to plan, say Puyear & Vaughan. It is a vital step in any formal planning process and includes the establishment of appropriate task forces, timetables, and planning strategies. They argue that the development of a formal plan takes effort and, if the plan is to have support and credibility, it must involve many people in the process. This emphasis on involvement in decision about program represents a departure from planning for to planning with people (Boyle, 1981).

Strategic planning includes the activities that are necessary to understand and describe the institution, its mission, and its service region, say Puyear & Vaughan. They assert that the product of strategic planning should include clear, specific statements regarding mission, goals, external environment, initial capabilities, planning assumptions, strategic decisions, and objectives. In fact, Knox et al. (1980) sum up strategic or long-range planning as involving academic, fiscal, physical, personnel, research, organizational, and evaluation

concerns. It is important to note that this covers the whole gamut of administration. Therefore, the planning process provides the basis for sound management and for excellent educational programs and services which are the real reasons for planning.

Gollattscheck (1981) agrees with Pyear & Vaughan (1983) as well as Knox et al. and expresses the idea that the planning process should involve a planning conference. He puts it this way:

It [planning] involves an intensive planning conference attended by community college personnel, all of whom have received in advance enough information about the college, its current mission, organization, and resources to enable them to participate actively and effectively in planning (p. 60).

Puyear & Vaughan (1983) while agreeing with the idea of the administration involving other members of the college personnel goes a bit further; they see involvement from the wider college community. In fact, they say that planning should not only involve the exchange for information and ideas from all contingents of the college, but from external sources, such as community leaders. This on-going exchange of information, they argue, helps the college to avoid stagnation, to identify changing needs, values, and attitudes, and to reshape the objective of the college. Good planning and the exchange of information inherent in the process also provide college personnel an opportunity to discuss its mission and goals with community leaders, thus informing them about the college.

Much of the value of the planning process, argue Puyear & Vaughan, is dependent on the validity of this assessment of the needs of the community, the capability and willingness of the community to provide support, and the attitudes of persons at all levels who make



policies or laws which affect the capability of the college to achieve its mission.

According to Gollattscheck (1981), if the planning has been sound and has been a joint endeavor between college personnel and representatives of the community, there should be a solid base of information about both the college and the community, including the needs and resources of each upon which the college can build its programs, courses, and activities. The college, he warns, must move cautiously, particularly if it has not had much experience in non-traditional offerings, because failures are costly both in terms of money and in terms of credibility. But the college must move. It must begin to demonstrate to the community and to the college the fruits of its planning. Further, a college may not be truly community based until the community perceives the college as having those characteristics; it cannot be perceived as being community based until it begins to show that it is. The reverse is also true. The more a college demonstrates its ability and willingness to meet a range of community educational needs, the more it finds itself called upon by the community to perform educational services.

Boyle (1981) argues that no one would dispute the notion that the end results of any planning effort ought to be a sound, defensible, and progressive plan. However, he notes that not everyone agrees that involvement of clientele is the only way to realize this goal. Some professionals think that the clientele does not really know what skills they really need to have or know. They, the professional adult educators, are more aware of the needs of the clientele than they are themselves. However, most adult educators do not subscribe to this view.

The planning conference, Gollattscheck (1981) states, should provide goals and objectives agreed upon by both college and community participants, and an up-to-date community needs assessment, all of which can serve as guides to the college as it develops its programs. The best approach is to begin with activities that are clearly based on identified needs, consistent with group adopted goals and objectives and within the ability of the college to offer successfully.

However, Puyear & Vaughan (1983) state that in the planning process some analysis must be made of the internal capability of the institution to deliver successfully the various courses and program offerings.

Concerning strategic or long-range decisions and objectives, Puyear & Vaughan state that strategic decisions upon which objectives are based are products of a matching process in which the external environment, the internal capabilities, and the mission and goals are compared and analyzed. The objectives set forth in clear, measurable terms what the college is endeavoring to do over the planning period.

However, Lahti (1973) points out that most serious management problems of most colleges and universities stem from the fact that they do not have clearly defined goals and objectives. He says that if an institution does not have a very clear idea of its roles and goals, it has no basis for determining whether it is effectively organized or managed.

Richman & Farmer (1974) tend to agree, but they add a new dimension. They say that if goals and priorities are obscure, the allocation and utilization of resources are not likely to be very effective or efficient. Note carefully that establishing priorities is an important aspect of goal setting.

This idea of setting goals and objectives along with establishing priorities gives rise to another important planning concern, that of accountability. According to Knox et al. (1980), this includes both agency planning and commitment to objectives. The predominance of voluntary participation by adults in most agencies often results in accountability at the level of the individual courses or workshop. In their view, Management by Objectives (MBO) and Program Budgeting easily fit the process of planning and conducting individual conferences and institutes. Even at the agency level, where the expectations of the parent organization and community focus mainly on enrollments, the director can establish planning targets in terms of number of participants or dollars.

Puyear & Vaughan's fourth phase of the planning process is operational planning. This they say is concerned with how the college is going to go about accomplishing the goals and objectives developed in the strategic-planning phase. According to them, these plans are interdependent.

Collaboration is stressed by Knox et al. (1980) as an important concept related to the planning process. In fact, they say that the trend in many agencies is toward greater collaboration in relation to both the parent organization and external groups and assessment of their likely impact on agency goals and procedures.

### Financing

The proliferation of adult-education activity, according to Kasl & Anderson (1983), is accompanied by a growing demand for public and private resources. The situation requires that public policy-makers

implement a fair method for comparing cost-effectiveness of different types of sponsoring organizations and that managers and program directors use appropriate guidelines for establishing financial policy within the sponsoring organization.

According to these authors, a research team at Columbia University Teachers College, in an effort to meet the needs of policy-makers and program managers, studied the patterns of costs and financing in adult education and training. Information was collected from eight different types of sponsoring organizations, public-school systems, colleges and universities, proprietary occupational schools, private tutors, community organizations, professional associations, labor unions, and employers in the private sector.

The object of the research was to describe a total dollar cost of adult education as it was implemented by each type of sponsor and to identify the proportion of total cost covered by various sources of financial support.

To collect full financial information, the research team designed a data collection strategy that capitalized on detailed, probing interviews. Although results from the small sample of 204 organizations cannot be generalized, the patterns of costs and finance that were discovered can stimulate thoughtful discussion among program administrators and policy makers.

Cost information was organized into three general levels of expense. The first level was comprised of costs directly linked to the individual learning activity. For example, it included instructor's stipend, materials, travel, etc. The second level was concerned with

administrative costs which involved the general expense of operating the department, including the administration of the adult-education program. The third level, covered the overhead, which represented resources expended in general support of adult education by the parent organization. For example, this accounted for financial and legal services, building maintenance, and operation, etc.

The study also revealed that the adult-education activities of colleges and of professional associations typically generate income slightly greater than the expenses of operating the programs.

Organizations which sponsored adult-education programs rely on a variety of resources to finance the operation: tuition and fees paid by participants, state and local government funds, federal grants, volunteer time, and general organization funds. General operating budgets, depending on the sponsor type, were drawn from many sources, such as property taxes, membership dues, or fund-raising activities. Those "ultimate sources" of full financing were examined in the larger report. Colleges, public-school systems, community organizations, and unions drew broadly from many sources of finance.

The researchers conclude that as a general rule it seemed that two underlying principles govern expenditure of public monies: grants were made for specific target populations, most often the functionally illiterate; general funds were channeled to schools rather than to non-school sponsors. Non-school institutions may have received some public monies as grants for special projects, but the greater share of tax support was funneled to public schools and colleges. Public-school districts provided adult basic education with federal money. Public colleges, particularly the two-year variety, provided an array of adult-

education activities with public support. The most aggressive sponsor type in adult education, two-year public colleges, had the unique advantage of being situated near the clientele, with a financial subsidy coming from the state and local sources.

In the traditional educational institutions, the cost of paying administrative personnel was only one-fourth to one-third as much as the cost for instructors. Yet, in the non-school sponsor types, a similar comparison showed administrative personnel costs ranging from 55 percent to 65 percent of instructor expenses. This was not because administrators earned higher salaries relative to instructors in the non-school sponsors, but because they produce significantly lower volume than was produced by school administrators when volume was measured in participant-learning hour (PLH). A PLH is defined as one learner participating in a learning activity for one hour.

The researchers noted that special non-credit programming often consumed much greater amounts of administrative effort than courses for similar numbers of students in the regular evening credit program.

The study revealed that course cancellation formulae were gauged by the costs directly linked to the individual activity: instructor salary covered by the number of registrations, or perhaps instructor salary plus some additional amount for overhead.

It was found that when conferences and similar non-traditional formats were offered, much of the cost of the organization was hidden in the administrative cost. A careful study of the way in which the organization was developing in administrative resources might have lead to a more informed and equitable formulation of policy regarding pricing

and minimal enrollments required for all types of sponsored learning activity.

In supporting the previous study, Lenz (1980) notes that conference fees are usually set at levels higher than those for most other programs, since in many instances a corporation or other organization underwrites the cost of sending employees to the meeting as part of the organization's training program. For many hard-pressed educational institutions, therefore, the conference represents a reliable source of income.

While agreeing with Lenz, Knox (1981) puts it a little differently. He says that finances are a major input, and practices vary within, as well as among, various types of parent organizations. A major consideration is how much of the expenses an agency is expected to recover from income. Some private universities, he asserts, recover at least all direct and indirect costs from participants' fees. Some employers' educational departments charge to participants' budgetary units a prorated share of all educational costs. Other employers allocate funds to an education and training department based on previous performance and current needs, and the department works within those resources. Most religious institutions absorb a major portion of the costs for adult religious education. Professional associations typically seek to recover full costs from participants' fees.

According to Lenz (1980), no single pattern prevails in determining fees. A reason given for this is the unpredictability of the adult audience, which makes it very difficult to develop reliable budgets in which fees are related to anticipated enrollments. "Guessti-

ming," she states, is a familiar and often necessary part of the budgeting procedure in continuing education and rationality in pricing is more often than not conspicuously absent.

A persistent concern for the programmer is that the price will be too high, thus deterring a sufficient number of enrollees and jeopardizing the existence of the program. However, Lenz (1980) argues that there is a concomitant consideration which is that the price may be too low. Ample evidence exists in all forms of merchandising that underpricing a commodity or service can reduce its value in the perception of the consumer.

The concept of threshold pricing, the range within which an individual makes a purchase, Lenz (1980) asserts, is one that has some interesting applications to continuing education. Lenz quotes Professor Lamoureux, who concludes that in most cases, prices could be raised substantially without enrollments being affected (p. 89). Lamoureux also advocates the "Robin Hood" principle, charging more for programs that appeal to an affluent audience in order to be able to offer other programs at reduced fees to lower income audiences. And he recommends that even when programs do not cover fixed costs, they should not be cancelled as long as the variable costs are covered.

Knox (1981) states that when continuing-education agencies operate on revolving funds from participant fees, the size of the program can fluctuate with demand, in contrast to programs that are limited by an annual budget allocation.

In fact, Leahy (1977) citing the findings of the American Council on Education's Committee on the Financing of Higher Education for Adult



Students, suggests that the majority of students are on a part-time basis, and have a significant impact on the economic base of the institution.

According to Knox (1981), the flow of funds to and from the agency is a process in which the parent organization usually has some influence. Agencies obtain funds from various sources: tuition and fees paid by participants; financial support for government employees, foundations, and other sources, and informal subsidy by the parent organization. He says that organization and agency policies regarding fee levels and financial practices influence the acquisition of funds. There are also external influences such as the other continuing-education agencies in the service area and their fee levels. The agency, he asserts, uses the resulting funds to acquire resources--staff, participants, physical facilities, and equipment. Sometimes volunteer contributions supplement the resources. Policies and practices of the parent organization influence acquisition of these inputs. The author further states that influences on the number and characteristics of participants affect the completion of the cycle as potential participants decide whether to enroll as they compare the costs with the anticipated benefits.

However, Lenz (1980) notes that declining enrollments and rapidly mounting costs have forced a number of colleges and universities to turn to more aggressive private organizations for help in developing off-campus programs for the growing number of adults who are not interested in traditional curricular offerings.

Fuller (1979), on the other hand, while making a case for expanded funding for adult-education programs, points out that the educational system is quick to financially underwrite the education of the

youth but somewhat less anxious to similarly support the education of the more mature student. However, Hamilton (1973) believes that adult education has a claim on tax funds. This has not been accepted by the general public to nearly the same degree that the education of children and youth has been.

The area of adult education and community services, according to Hamilton is the least developed and most poorly financed among the activities of the community colleges. Students' fees provided the major source of funds for the operation of the non-credit program for all colleges.

One of the recommendations of Leahy's (1977) study is that continuing education should be funded on an equal basis as other colleges or programs, thereby allowing "risk taking" for programs with long-range potential.

In an earlier study done by Hoban (1972), it was revealed that the adult-education administrators of the six community colleges studied reported that as long as the total adult-education program was able to pay for itself they could run unprofitable courses with discretion.

Idealistically speaking, education should not be restricted because of financial considerations. Realistically speaking, a state's education system is based on the ability of the state to support it. If the state adopts an educational plan that includes adult education and community services as a prime mission, then the state has the responsibility to insure that funding is available to properly carry out that mission.

In spite of the lack of financial support from many states and

the poor financing of most adult-education agencies, there seems to be, according to Fuller (1979), a tremendous upsurge in continuing-education enrollments, which seems to indicate an enhanced national perspective. The financial support for continuing education is not keeping pace with its growing importance in today's curriculum.

In research conducted by Hamilton (1973), it was discovered that financially, all of the non-credit programs were self-supporting, with student fees representing the major source of funds. One exception, some special projects and individual seminars were financed from outside sources. This was true of all the colleges in the study. The study further revealed that among the colleges (community and technical) that have local tax levies, the non-credit programs were financed almost entirely by student fees.

#### Program Planning

Robbins (1977) examined the program-planning process of continuing-education program planners within the context of their organizational roles. Specifically, the purpose of his research was to determine whether different types of program planners had different approaches to program planning.

The program planners' orientation toward organizational roles were described by two concepts: constituency and function. The constituency of program planners was classified as the employing institution, the community clientele, or mixed constituency. The predominant function of the program planners was classified as being the continuation of established programs, the generation of new programs, or a dual function. Their approach to program planning was described in

four ways: the importance, use, and sequence of program-planning steps, and the participation of persons from the college and the community in the program-planning process. Information was additionally secured on professional background and the planning situation.

In the study, which followed a descriptive research methodology, potential relationships between approaches to program planning and orientations to organizational role were determined from literature and posited as research hypotheses. Descriptive information on planner or planning characteristics was sought by research questions. A survey was conducted of the continuing-education program planners in public community colleges in the states of Florida, Georgia, and Tennessee.

The results of the study revealed that the majority of the respondents were oriented toward community clientele as their primary constituency in the performance of their role. The predominant program-planning function for most of the respondents was found to be the dual function of both continuing education, established programs, and generating new programs. Very little association was found between indicators of organizational-role orientation and the length and type of professional training and employment.

When it came to the importance of program-planning process, twelve program-planning steps were synthesized from literature and used as the basis for characterizing each program planner's approach to the program-planning process. Respondents were first asked for their opinions about the importance of the program-planning steps within the contexts of administrative planning and participant learning. The opinions were highly consistent among all classifications of program

planners. Few differences were found between the rankings of contribution made by the program-planning steps to the quality of administrative planning and to the quality of participant learning. The steps "identify participant needs" and "formulate program objectives" were believed to contribute highly to the quality of programs being planned. The steps "establishing operational base for delivering services" and "analyze relevant systems" were believed to contribute the least in two contexts. "Evaluate program" was rated as contributing highly to the quality of participant learning but not to the quality of administrative planning. "Design program structure" was rated as contributing to administrative planning but not participant learning.

In terms of the program-planning process, it was found that the use and sequence of the twelve planning steps and the types of persons who participate in the planning steps were characterized within the context of actual continuing-education programs identified by the individual respondents as "typical" of the steps of programs they normally plan.

The study also indicated that most of the respondents identified the primary reason for sponsoring the typical program was in response to identified client needs.

With regards to the use of program-planning steps, Robbins reported that the use of each of the twelve program-planning steps in the planning of these typical programs was generally high. All but three steps were used at least three-fourths of the time by all types of program planners. The three steps used the least were "form a planning group," "analyze relevant systems," and "establish an operational base

for delivering services." Only one step, "form a planning group," had even a slightly moderate level of association with the characteristic of the planning-situation program method. Planning groups were formed more often with short-term events such as workshops or seminars than with regular classes.

The sequence of program-planning steps that were used was found to have great consistency among all types of program planners. The program-planning process, stated Robbins, usually began with (1) orientate program idea and (2) identify participant needs. Directions were then set with (3) form a planning group, (4) formulate program objectives, (5) determine program content and methods, and (6) design program structure. Resources were organized next with (7) analyze relevant systems, (8) establish operational base for delivering services, and (9) acquire resources. Implementation of the program concluded the process with (10) promote program and recruit participants, (11) initiate and operate program, and (12) evaluate program. Several planning steps were often found to occur in combination with others. The most frequent combinations included: the origination of program idea and the identification of participant needs, the identification of participant needs and the formulation of program objectives, and the determination of program content and method and the design of program structure.

In regards to representation of planning groups, the representation of various groups of persons from the college and the community in the planning process was found to vary from group to group and from step to step. Program planners were represented most

frequently in the planning process, followed by clientele, and then other continuing-education staff. Comparing step against step, the program planner, other continuing education staff, college faculty and administrative staff, and the clientele participated proportionally more in "form a planning group" than in any other step. Program planners participated proportionally less in originate program idea" than did the clientele.

Kirk (1981), in his study, identified eight program development steps and phases. These are summarized and listed in sequence:

1. Determine the educational results to be achieved
2. Identify all of the essential components necessary for this result
3. Organize these components into units of learning
4. Expand and "build up" the curriculum outlined or developed thus far
5. Establish and clarify relationships between the units of learning and the major teaching points
6. Fit each component and learning unit into its proper place
7. Continue to refine each curriculum component for use by the instructor
8. Review the entire curriculum to see that all of the parts, components, and units blend together into a meaningful whole (p. 67).

Although each of the steps is significant and necessary, says Kirk, the first one is the keystone on which all others rest and depend. It is this critical "first step" which provides the needed direction and thrust for the task at hand.

The programming process, according to Lenz (1980), is viewed from conceptualization through delivery and can be loosely organized into the following sequence:

1. Developing a profile of the prospective audience and assessing its needs and interests
2. Choosing the program content: the theme, title, and format that crystallizes the program's specific response to the needs and interests assessed
3. Developing the marketing campaign
4. Delivering the program
5. Gathering and analyzing feedback (pp. 49–50).

Boyle (1981) lists fifteen important concepts for program development. (An explanation of each of these is presented in the appendix C.)

1. Establishing a philosophical basis for programming
2. Studying situational analysis of programs and needs or concerns of people and communities
3. Planning involvement of potential clientele
4. Assessing levels of intellectual and social development of potential clientele
5. Investigating and analyzing sources to determine program objectives
6. Recognizing institutional and individual constraints
7. Determining criteria for establishing program priorities
8. Establishing rigidity or flexibility of planned programs
9. Legitimizing and supporting program with formal and informal power situation
10. Selecting and organizing learning experiences



11. Identifying instructional design with appropriate methods, techniques, and devices
12. Utilizing effective promotional priorities
13. Obtaining resources necessary to support program
14. Determining the effectiveness, results, and/or impact
15. Communicating the value of the program to appropriate decision makers (pp. 45-51).

Boyle further states that the description of a developmental framework for programming is complicated because the process is dynamic and constantly being adapted to the actual situation. It is important to recognize that actions within the phases of development may be happening simultaneously or may take place in a completely different sequence.

The following are the phases in sequential order:

- Phase 1. Identification of the Basis for Programming
- Phase 2. Situational Analysis of Community Clientele
- Phase 3. Identification of Desired Outcomes
- Phase 4. Identification of Resources and Support
- Phase 5. Design of an Instructional Plan
- Phase 6. Program Action
- Phase 7. Accountability and Resources
- Phase 8. Communication of the Value of the Program (pp. 51-54).

Each of these phases is explained in the appendix.

An institutional framework for programming, says Boyle, follows a more structured approach than did the developmental framework. This approach is most applicable to programming efforts aimed at individual learners. This framework, he argues, does not emphasize situational analysis and establishment of programming relationships. Time and

effort is given to the analysis of the learners and their situation; however, this analysis is focused on determining the level and methods for teaching the subject matter. This framework puts more emphasis on the discipline as a basis for identification of objectives than on the problems of communities or people. Listed below are the phases in sequential order:

Phase 1. Define target clientele--the clientele to be involved in the program is to be identified.

Phase 2. Specify the content area--here a study should be made of the potential clientele and their needs, then some consideration should be given to the content to be taught, the design for instruction, and the aspirations and motives of the learner.

Phase 3. Identify instructional approach--this, according to Boyle, involves the kinds of experiences the participants will have and the resources needed to effectively implement the learning opportunities.

Phase 4. Provide instruction--here quality instruction should be provided so as to bring out the latent abilities in each participant.

Phase 5. Evaluate the program--a determination must be made as to what the participants have achieved and the extent of that achievement through participation in the program (pp. 55-56).

A more detailed explanation of each of the five phases given above is presented in the appendix C.

According to Boyle, informational programs focus on an immediate exchange of content. The programmer's major responsibility is to determine what new content should be provided and to utilize the most efficient medium for providing it. There are three phases in this frame-

work. They follow in sequential order:

Phase 1. Determine what content is available, needed, or desired--the knowledge of content that is available or requested is identified and then utilized to determine the appropriate techniques to help people become aware of the available new content or knowledge.

Phase 2. Provide information or knowledge--the content or knowledge is provided through group, individual, or mass media approaches.

Phase 3. Determine the extent of the distribution of content--a record of persons who requested content as well as those who were contacted is kept. Additionally, specific studies in some situations might be conducted to determine whether and how the client used the content. Make sure important decision makers get a report (p. 57).

Although these concepts are important for all program development framework, the procedures and practices used for implementation vary, depending on the type of program. However, the type of program offered is dependent upon the stated needs of the prospective participant. Hence some consideration must be given to this aspect of the program-planning process.

Knowles (1970) states that an educational need is something a person ought to learn for his own good, for the good of an organization, or for the good of society. It is the gap between his present level of competencies and a higher level required for effective performance as defined by himself, his organization, or his society.

Agreeing with Knowles, Boyle (1981) states that a need is a condition that exists between what is and what should be, or between

what is and that which is more desirable. Need, he argues, is a key instigator of behavior in that it creates a state of disequilibrium. Thus, a need represents an imbalance, a lack of adjustment, or a gap between a present situation or state of being and a new or changed set of conditions assumed to be more desirable. A need always implies a gap.

Maslow (1970) identifies five types of needs arranged in an hierarchy. He says that every human being has certain needs which must be fulfilled if life is to be meaningful. These he puts into five basic categories of need: physiological, safety, belongingness and love, esteem, and self-actualization. Each of these needs is explained below.

**Physiological needs:** this category consists of such basic survival needs as food, air, water, sex, shelter, and sleep.

**Safety needs:** this need takes on importance when the physiological needs have been satisfied. In safety needs, Maslow includes job security as well as protection from danger, illness, economic disaster, and in general, the unexpected. After these needs have been satisfied, then managers, administrators, faculty, and participants embark on some risk-taking behavior.

**Belongingness and Love needs:** if, says Maslow, both the physiological and safety needs are fairly well satisfied then these needs (belongingness and love needs) will emerge. A person who has these needs will feel the absence of affectionate relationship with people.

**Esteem needs:** Maslow divides this need into two types: the first is self-esteem, that is, self-confidence, achievement, knowledge, and independence. The second involves an individual's reputation; for example, the need for approval and recognition of a job or a task well done.

**Self-actualization needs:** the highest level in Maslow's motivational

hierarchy is the need for self-fulfillment. In connection with one's drive, Maslow says that to become everything one is capable of becoming is the need of every human being. These needs cause humans to continue to press for self-development and a release of creative energies. It does not matter what one's status, whether he/she is a college or university professor, an administrator, a craftsman, a high- or elementary-school teacher, a corporate manager, a custodian, or a homemaker, the drive is to be effective, creative, and happy in the role one is playing in life.

Essentially, all continuing-education programs should be designed to meet the needs of the clientele. Since learners are adults, they are the ones who are best qualified to understand and communicate their own personal needs, says Boyle (1981). In fact, Boyle states that there is a long-cherished view in continuing education that adult educators must respect the "adulthood" of each participant. He says that as much as possible, decisions should be in the control of the learner. In essence, the philosophy of programming with adults is based on the belief that active participation by people in the process is essential for effective educational programs to evolve.

If these assumptions are accepted, then planned change becomes the focus or basis for the development of continuing-education programs. Accepting these assumptions has serious implications for the continuing-education programmer and the program-development process. Adult educators, Boyle (1979) asserts, must develop procedures for implementing the process of program development so that a deliberate attempt is made to plan an educational program that contributes to the systematic changes in society.

## Evaluation

In stressing the importance of evaluation, Fuller (1979) states that evaluation and follow-up are musts in a continuing-education program. Evaluating each class in the program not only provides the programmer with information he needs to improve the quality of his program, but it also enables him to get ideas for additional courses and programs. Consequently, the programmer is behoved to devise a system of evaluating each of his classes and programs.

In his study on organization and administration of Adult Education programs, Dalton (1955) agrees with Fuller and states that evaluation, if it is to have any real value to adult continuing-education programs must be a continuous process; not only that, but it is also necessary that evaluation be consciously planned.

In addressing himself to the reasons for evaluation, Dressel (1978) noted them as: (1) evaluation as a form of quality control with the use of tests and grades; (2) continuous improvement through gradual change; (3) promoting progress toward the achievement of the stated goals. Further, he points out that with careful advance planning, student performance or other appropriate results provide feedback for diagnosing deficiencies and improving programs (p. 25).

Knox et al. (1980), in supporting the previous author, states that evaluation includes policymaking, program justification, and accountability. Another reason for conducting evaluation is to assist in planning future educational programs. Continuing, he says that evaluation activities may also entail documenting the history and impact of a program.

According to Knowles (1970), there are two principal purposes for

evaluation; they are: (1) the improvement of organizational operation which would include such aspects as planning process, structure, decision-making procedures, personnel, etc.; and (2) improvement of its program, involving objectives, clientele, methods and techniques, materials, and quality of learning outcomes. However, evaluation can also be used for secondary purposes as defense against attack, justification for expansion, support for the status quo, boosting of morale, personnel appraisal and promotion, and institutional reorganization (p. 223).

In reviewing the literature with regards to evaluation, a number of models were found. These are reviewed here.

Guba & Stufflebeam (1970, p. 15) present several models of the evaluation process. The first of these involves five steps: (1) focusing the evaluation to identify the questions to be answered and the criteria to be employed in answering them, (2) collecting information, (3) organizing information, (4) analyzing information, and (5) reporting information. According to them, this model implies five premises which form the background for the proposed evaluation model:

1. The purpose of evaluation is to provide information for decision making.
2. Different evaluation strategies are required depending upon the nature of different decision-making settings to be served.
3. Within any decision setting, different types of decisions require different types of evaluation designs.
4. While the content of different evaluation designs vary, a single set of generalizable steps can be followed in the design of any sound evaluation.

5. Because evaluation studies should answer questions posed by decision makers, designs for such studies should satisfy criteria both of scientific adequacy and of practical utility.

The same authors point out that even though the evaluation process is continuous, its activities tend to be (a) sequential and (b) interactive, that is recurrent or cyclical. Evaluation is also conceived as multifaceted, involving many different methods and techniques.

Since the purpose of evaluation is for decision making, such decisions (educational), according to Guba & Stufflebeam, may be "exhaustively and unambiguously classified as pertaining to intended ends--goals, intended means--procedural designs, actual means--procedures in use, or actual ends--attainment" (p. 29). From this classification of all educational decisions, four types of educational decisions are identified; they are: planning decisions to structure objectives; structuring decisions to design procedures; implementing decisions to utilize, control, and refine procedures; and recycling decisions to judge and react to attainments.

Guba & Stufflebean (1970) indicate that each of the four types of decisions correspond with each of the four types of evaluation, which may be as four "generalizable evaluation designs" (p. 29). These four types of evaluation are: context, input, process, and product (CIPP). Context evaluation services the planning decisions, input evaluation services structuring decisions, process evaluation services implementing decisions and product evaluation services recycling decisions.

The same authors state that the major objective of context evaluation is to define the environment in which change is to occur, to depict



unmet needs, and to identify the problems that result in needs not being met. This type of evaluation involves the environment, needs, and problems (p. 262).

To determine how to utilize resources to meet program goals is the major objective of input evaluation. According to the authors, this objective is achieved by identifying and assessing relevant capabilities of the proposing agency, strategies which may be appropriate for meeting program goals, and designs which may be appropriate to utilize a selected strategy. The end product of input evaluation is an analysis of alternative procedural designs in terms of potential costs and benefits. Essentially, input evaluation provides information for deciding whether outside assistance should be sought for meeting goals and objectives as well as what strategy should be employed.

Guba & Stufflebeam (1970) argue that once a designed course of action has been approved and implementation of the design has begun, process evaluation is needed to provide periodic feedback to managers and others responsible for continuous control and refinement of plans and procedures. The objective of process evaluation enables the evaluator or administrator to detect or predict during the implementation stages defects in the procedural design or its implementation. The overall strategy is to identify and monitor, on a continuous basis, the potential sources of failure in a project.

It is their view, under process evaluation, the evaluator accepts the program as it is and as it evolves and monitors the total situation by focusing the most sensitive and non-intervening data collection devices and techniques that he/she can obtain on the most crucial aspects of the project.

Thus, process decision makers, according to the authors, are not only provided with information needed for anticipating and overcoming procedural difficulties but also with a record of process information to be used later for interpreting project outcomes. The objective of product evaluation is to measure and interpret attainments, not only at the end of a project cycle but as often as necessary during the project team.

Further, they point out that in the change process, product evaluation provides information for deciding to continue, terminate, modify, or refocus a change activity, and for linking the activity to other phases of the change process.

Once an evaluator has decided upon the type of evaluation appropriate to the kind of decision he/she intends to service, he/she must then develop a design to implement the evaluation.

Guba & Stufflebean (1970) suggest a structure of evaluation design which is as follows:

**A. Focusing the Evaluation**

1. Define the decision situation(s) to be served and describe each one in terms of its locus, criteria, decision rules, timing, and decision alternatives.

2. Define the system to be evaluated.

3. Define the evaluation specifications.

**B. Collection of Information**

1. Specify each item of information that is to be collected.

2. Specify the populations, sources, and sampling procedures for information collected.

3. Specify the instruments and methods for information collection.

4. Specify the arrangements and schedule for information collection.

**C. Organization of Information**

1. Specify a format for organizing the information.

2. Specify a means for coding, organizing, storing, and retrieving the information.

**D. Analysis of Information**

1. Specify the procedures for analyzing the information.

2. Specify a means for performing the analysis of information.

**E. Reporting of Information**

1. Specify the audiences for the evaluation reports.

2. Specify formats for the evaluation reports and reporting sessions.

3. Specify a means for providing the information to the audiences.

4. Specify a schedule for reporting the information to the specified audiences.

**F. Administration of the Evaluation**

1. Summarize the evaluation schedule.

2. Define staff and resource requirements and plans for meeting these requirements.

3. Specify means for meeting policy requirements for conducting the evaluation.

4. Appraise the potential of the evaluation design for providing

information which is valid, reliable, credible, timely, and pervasive.

5. Specify the schedule means for periodic updating of the evaluation design.

6. Provide a budget for the total evaluation program.

Dressel (1978) presents three models of the evaluation process. These are: measurement, imposed evaluation, and planning or developmental. Each of these are discussed briefly.

The measurement model, with its emphasis on reliability, validity, and objectivity, says Dressel, emphasizes the use of tests, norms, and standards and omits factors which are not operationally definable and objectively measurable.

Imposed evaluation implies criticism and dissatisfaction and possible decisions to continue or alter a program. Evaluation that is conducted usually brings gradual rather than radical change and is accordingly much less threatening.

Dressel states that planning or developmental evaluation is undertaken to determine needs or deficiencies and to devise objectives or goals to meet these needs. It includes: (1) defining and describing the environment; (2) identifying unmet needs; (3) identifying and diagramming sources of deficiencies in meeting needs or in using opportunities in the past; (4) seeking to predict deficiencies in the future by considering the reasonable, desirable, possible, and probable relationships among inputs, processes, and outcomes. Planning evaluation, he asserts, requires a systematic, organized approach to the total task because it involves both a review of past practice and a prediction of desired and possible developments.

Dressell also points out that planning evaluation plays a role in

decisions on the environment; it also concerns the interrelation of all parts of the program--input, environment, processes, and output. Input evaluation is especially concerned with the use of resources and with clarifying goals. Process evaluation corresponds to the process elements, but to appraise these one must reassess and analyze their contributions to the move from inputs to outputs. Output evaluation is concerned with discrepancies between intent and actuality and with analyses of the reasons or factors contributing to any deficiency or over-run.

A final step which Dressel terms an evaluation of the evaluation was also proposed. In support of this step, he argues that because decisions resulting from an evaluation can be only as good as the evaluation itself, a final step in any evaluation process should be an evaluation of the evaluation. He refers to this second evaluation as an audit.

In addressing herself to evaluation of continuing-education programs, Lenz (1980, p. 179) states that there are two broad general types of evaluation. These, she says, are categorized as formal evaluation and informal evaluation. Formal evaluation applies primarily to funded programs and are usually conducted by an outside professional evaluator. Informal evaluation of classes and other programs in the regular curriculum are usually conducted by the continuing education faculty.

This type of evaluation can serve as the program specialist's most important planning tool. Further, Lenz states that the procedures which are used for informal evaluation are roughly similar to those of the formal type, but the instruments are usually simpler.

Another less sophisticated approach that is widely accepted, particularly in self-supporting systems, is the market mechanism or, as it is sometimes known, the "numbers game." This strategy simply relies on the number of people who came to the program, the assumption being that the size of the audience determines the effectiveness of the program.

According to Knowles (1970), the evaluation process consists of four steps. These are: (1) formulating the question to be answered; (2) collecting the data that enables an answer to those questions; (3) analyzing the data and interpreting what they mean as answers to the questions raised; and (4) modifying the plans, operations, and program in the light of the findings.

Boyle (1981) presents an evaluation-process model, based upon the past, present, and future, and adapted from the CIPP model by Guba & Stufflebean. The model involves four basic types of evaluation corresponding to four basic problem categories. The four types of evaluation are context, input, process, and product evaluations, while the four categories of problems are planning, structuring, implementing, and recycling.

Planning problems relate to what goals are in a program and how they are formulated. Boyle further states that context evaluation serves to define the relevant environmental situation and the rationale for determining objectives, identifying needs, and specifying involvement strategies.

Structuring problems involve questions about what goals are in a program and how they are determined. Boyle points out that input

evaluation serves to define the appropriate design for achieving program objectives in terms of potential cost and benefits, where cost and benefits are defined in both monetary and social terms.

Implementing problems specifies what processes and procedures are needed and how to operationalize them in carrying through the action plan. Process evaluation, Boyle asserts, identifies defects in the procedural design of the program or its implementation by continuously monitoring activities to learn that objectives are achieved.

Recycling problems concern the question of when to continue, modify, or terminate the program. Boyle claims that product evaluation measures and interprets results at the conclusion of a program as well as at each successive stage during its implementation in order to provide a yardstick for future programming efforts. Further, more attention should be given to getting feedback about the effectiveness of the program and what additional needs exist.

In summing up the discussion on his model, Boyle states that the evaluation process is illustrated as the major subprocesses: context, input, process, and product. Each of these subprocesses, he says, deals with a different set of problems: planning, structuring, implementing, and recycling. These are the basic components of people, activity, and change in each subprocess. The evaluation process culminates in a comparison of actual results with those originally intended.

Kirk (1981) perceives the process of evaluation differently from most of the authorities mentioned earlier. He perceives evaluation as a two-step process:

1. Establishing a conceptual framework with the proper functional evaluation category

## 2. Measuring or testing to determine actual results on outcome.

The first step, according to Kirk, includes selection of the appropriate class or designation through which evaluation can take place. The second step identifies the particular tool or technique that will be used to measure results.

The evaluation process, says Knox et al. (1980), consists of three activities: (1) measuring actual performance, (2) comparing performance with a standard to determine whether there is a difference, and (3) correcting any significant deviations through remedial action.

### Development of Continuing Education at the College of the Bahamas

At the establishment of the College of the Bahamas in 1974, according to Maraj (1976), the responsibility of the Evening Institutes was transferred to the college from the Ministry of Education. The enrollment at that time was approximately 1,500 students who were participating in a wide variety of examination preparation courses.

Evening Institutes, the only form of continuing education activity for out-of-school adults, were established at five locations in New Providence and ten in the Family Islands.

Very little in the area of administration of these educational institutions, except for the setting of fees, dates for closing and opening, and paying stipend claims was done by the college. Each Evening Institute principal administered his center the way he wanted.

The Report of the Committee on Evening Institutes (1976) states that these educational centers were managed by the principal of the school in which the institute was located. These persons, designated "principal of



the Evening Institutes," were responsible for determining what subject(s) were taught and who would teach. Additionally, the principal was responsible for registration, sending to the Registrar of the college all fees collected, class registers, and teaching staff salary claims.

In its report to the Academic Board in February 1976, the Committee on Evening Institutes stated that the Institutes as they were organized had become:

1. Too academic in the subjects taught, providing a bridge for the student to come to Nassau, rather than suiting them for the island environment
2. Generally involved with persons who had either already had access to education or persons of an age to avail themselves of the formal school system
3. Too unaccountable in that there was no overall supervision and cooperation, no objective criteria for organization, and no regular evaluation of their effectiveness.

As a result of this report, the College of the Bahamas established an office of Continuing Education in September 1976 with a coordinator of Evening Institutes and a secretary (Academic Board Minutes, Paper AB-76-38).

With the founding of the Office of Continuing Education, according to Roach (1976), the college began to take direct steps in the administration of all Evening Institutes within the Bahamas. Since that time the number of Institutes has grown from fifteen to twenty scattered in twelve islands.

In 1977, the Office of Continuing Education began offering the following "General Interest" courses with the enrollment shown below:

|                               |    |
|-------------------------------|----|
| Auto Mechanics for car owners | 18 |
| Physical Fitness for women    | 12 |
| Beginners Sewing              | 11 |
| Beginners Swimming            | 6  |
| Pottery                       | 8  |
| Hair-styling and Make-up      | 6  |

The Evening Institute principals were also encouraged to offer courses of a non-academic nature for persons who might be interested. However, none of the institutes succeeded in organizing "General Interest" courses (Annual Report, 1977-78).

In 1978, according to the Annual Report of the Continuing Education Division (1979-80), the number of institutes had grown to fifteen in twelve islands, with a total enrollment of 4,189. The breakdown was as follows:

|        |       |
|--------|-------|
| B.J.C. | 2,011 |
| R.S.A. | 99    |
| G.C.E. | 2,079 |

In addition to the Evening Institutes, Continuing Education Division now offers degree-level courses at Freeport, Grand Bahama. In 1977, the college began offering college-level courses leading to the Bahamas Bankers Institute Certificate. Since most of the general education courses were the same as those offered for any degree in Business Administration, and since there was a demand for an Associate Degree in Business Administration (Management), the Business and Administrative

Studies Division decided to offer the Associate-Degree-level courses in administration along with the banking courses (Annual Report 1977). In 1981, a small graduation ceremony was held in Freeport, Grand Bahama for nine graduating students receiving Associate Degrees in Business Administration. Thereafter from one to three students have been graduating each year with similar degrees. Today, because of the growth, a part-time coordinator has been appointed and an office opened. Further, the Continuing Education Division has offered a number of professional seminars, workshops, and mini courses in banking, business, education, and real estate. Additionally, the Continuing Education Division of the College of the Bahamas has been assigned the responsibility of administering all programs jointly sponsored by the college and The University of Miami and Florida International University.

The Continuing Education Division's Annual Report 1979-80 states that the Division that year was given the responsibility of administering all academic upgrading programs. These include the College Preparation and the Transitional Education programs.

Because of the increasing demands for more educational opportunities for adults, the administration of the college restructured the department for the 1981 school year.

The restructuring accorded the department full divisional status. Under this new organization, the Division was divided into three broad areas: (1) Evening Institutes and Distance Teaching; (2) Off-shore University Programs and Special Projects; and (3) Formal Upgrading programs, which included the Transitional Education, College Preparation,

and Basic Certificate programs. The responsibilities for these areas were under the director and two coordinators as follows:

Director: Evening Institutes and Distance Teaching

Assistant Director: Off-shore University and Special Projects

Coordinator: Formal Upgrading Programs

During the 1981-82 school year, continuing education activities were conducted at twelve centers scattered on eleven islands. The total participants involved in these activities numbered approximately 1,900. At three centers in the Family Islands, short courses were mounted in sewing, cooking, and singing.

Additionally, public lectures were given by persons knowledgeable in their area of specialty. Further, short courses and seminars were offered in Pottery, Computer Science, Painting, Conversational Spanish, and French.

### Summary

In summary of the literature discussed in this chapter, it was revealed that in order for an organization to be effective, it must have a clearly stated purpose and generally understood goals. These should be translated into more precise objectives which can be measured. However, few colleges and universities have clear tangible objectives that are understood and accepted by all.

It was also noted that without goals the reason for the organization's existence is not clear. In fact, it is the goal or mission of an organization that determines the structure.

The organizational structure that appears to operate in the majority of institutions is centralized except for programming responsi-

bilities which are at the department level.

The literature also revealed that the governing mechanism for continuing education for all institutions is with the academic authority figure.

With respect to the administration of the division/department, the chief administrator of the division should have direct relationship to the president of the institution.

Several types of organizational models from business and industry are discussed in the literature, however, none of these offer a satisfactory organizational pattern for continuing education.

It is interesting to note that an organization is not simply a means for providing organized learning activities for adults; it also provides an environment that either facilitates or inhibits learning.

With regards to administration, the literature suggests that it is management of resources--human, financial, and material. In fact, management is leadership and the nature of leadership is to arrange organizational conditions and methods of operation in such a way that people can best achieve their own goals by directing their own efforts toward organizational objectives. Essentially, leadership is planning, supervision, motivation, and communication.

The 1980s have given rise to a new breed of leadership in continuing education. Two important characteristics of this new kind of administrator are flexibility and sensitivity to the needs of the community which the agency or institution serves.

In reference to program planning, several models are presented with each using several steps in the program-planning process.

In order for continuing education program to be meaningful, they must meet the needs of the clientele. To facilitate this, the continuing education administrator, with regards to programming, should be guided by the philosophy that active participation by people in the process is essential for effective educational problems to evolve.

Evaluation, in continuing education programming, is a necessity because it not only provides the programmer with information he/she needs to improve the quality of his/her program, but it also enables him/her to get ideas for other programs. Additionally, evaluation in continuing education, if it is to be meaningful, must be continuous.

This chapter reviewed the literature with regards to organization and administration. These were presented under separate headings. The first section dealt with the organization of continuing education, while the second section considered administration of continuing education in terms of leadership, planning, program development, financing, and evaluation.

In the next chapter, the methodology used to gather the data for the study is presented.

## CHAPTER III

### METHODOLOGY

#### Structure

This study utilized a developmental research approach to investigate the organization and administration of continuing education in institutions of higher education. Methodologically, the study used three approaches to fulfill its purpose: (1) to determine how continuing education is organized and administered in institutions of higher education, (2) to discover similarities in the organizational and administrative structures of continuing education in institutions of higher education in the United States of America, and (3) to use the information obtained from the above as a basis for the development of a Continuing Education system for the College of the Bahamas. The study was classified a survey study because of its use of a list of questions to obtain information on the structure of the continuing education division/school and how that structure relates to the organization of the whole institution, as well as how that unit is administered.

#### Population and Sample

The population of this study comprised sixty institutions of higher education with continuing education and extension programs, randomly chosen from a list of institution with continuing education and extension programs, prepared by the Continuing Education Division of Kansas State University. The population for this study

was made up of colleges and universities in thirty-six states of the United States of America.

### Procedures

Questions were specifically designed to solicit information about the structure of the organization being administered. These questions were sent to each of the institutions comprising the population. The questions are listed as follows:

1. How is your continuing education department/division/school organized?
2. What relationship exists between your continuing education division/school and other divisions/schools?
3. What kinds of programs do you have in your division/school of continuing education?
4. What needs do your programs meet?
5. How were these determined?
6. What procedure do you follow in implementing the different programs, including conferences, seminars, and workshops?
7. How are your programs evaluated?

Further, respondents were requested to send their continuing education catalog and any other materials that might be of help for this study.

### Collection of Data

An appropriate letter, containing the seven questions to be answered, was sent to the sixty institutions identified as the population with a request that the institutions respond as quickly as possible.



Because the responses were returned slowly, a follow-up letter with a copy of the original letter attached to it was sent to the population that did not respond, urging them to reply quickly. A second follow-up letter was sent two weeks after the first. One week later, telephone calls were made to the institutions that had not returned their responses, encouraging them to send in their responses. All acceptable responses received within four weeks of the last mailing were included for analysis and synthesis. Responses to the questions were coded and recorded as shown in table 2.

#### Treatment of Data

The data were analyzed and synthesized. Areas common to the population were identified and studied for worth and relevance to the College of the Bahamas. These formed the basis for developing a continuing education system for the College of the Bahamas.

The process by which the proposed Continuing Education system was developed took the following form: the researcher selected the identified relevant aspects of the data collected from (1) the review of literature and (2) the responses to the questionnaire from the institutions of higher education in the United States of America, shown in table 2, and applied them to the present continuing education organization at the College of the Bahamas. The geographical, economical, demographical and sociological aspects of the Bahamas were carefully considered. The researcher also used his years of experience in the present organizational structure and his professional judgment in the development of the proposed Continuing Education system presented in this study.

In this chapter, a description of the population and how it was

TABLE 2

POPULATION USED IN THE STUDY WITH NAME  
OF INSTITUTION AND CODE

| Code. | Institutions                               |
|-------|--|
| CE-1  | University of Illinois at Urbana-Champaign |
| CE-2  | Indiana University at South Bend           |
| CE-3  | Corning Community College                  |
| CE-4  | Southern Illinois University at Carbondale |
| CE-5  | University of Nevada-Reno                  |
| CE-6  | Bentley College                            |
| CE-7  | University of Wisconsin Whitewater         |
| CE-8  | Cleveland State University                 |
| CE-9  | University of Southern Mississippi         |
| CE-10 | Keene State College                        |
| CE-11 | Iowa State University                      |
| CE-12 | North Carolina State University            |
| CE-13 | University of Houston                      |
| CE-14 | Mars Hill College                          |
| CE-15 | Lesley College                             |
| CE-16 | Virginia Western Community College         |
| CE-17 | Old Dominion University                    |
| CE-18 | Kansas State University                    |
| CE-19 | University of La Verne                     |
| CE-20 | Eastern College                            |
| CE-21 | Gannon College                             |
| CE-22 | Wichita State University                   |
| CE-23 | Webster College                            |
| CE-24 | Wayne State University                     |
| CE-25 | Manatee Junior College                     |
| CE-26 | John Wood Community College                |
| CE-27 | Western Carolina University                |
| CE-28 | Sinclair Community College                 |
| CE-29 | Michigan State University                  |

TABLE 2--Continued

| Code  | Institutions                               |
|-------|--|
| CE-30 | Elmhurst College                           |
| CE-31 | Sagamon State University                   |
| CE-32 | University of Idaho                        |
| CE-33 | Northwestern State University of Louisiana |
| CE-34 | Daytona Beach Community College            |
| CE-35 | University of New Haven                    |
| CE-36 | Florida International University           |
| CE-37 | Mercy College                              |
| CE-38 | Lake Michigan College                      |
| CE-39 | University of Hartford                     |
| CE-40 | Ferris State College                       |
| CE-41 | Shelby State Community College             |
| CE-42 | Delta College                              |
| CE-43 | Alpena Community College                   |
| CE-44 | Western Maryland College                   |
| CE-45 | Miami-Dade Community College               |
| CE-46 | Weber State College                        |
| CE-47 | Urbana College                             |
| CE-48 | University of Northern Colorado            |
| CE-49 | Broward Community College                  |
| CE-50 | Nebraska Western College                   |

chosen is given. Further, the questions used to collect the data for this study were presented, as well as how the data were used in the study.

The data that were collected are presented in chapter 4.

The proposed system of continuing education for the College of the Bahamas is described in detail in chapter 5. Also, valuable suggestions for the proposed system are included in the appendices.

This study does not attempt to evaluate the proposed system.

## CHAPTER IV

### PRESENTATION OF DATA

The data presented in this chapter have two purposes: (1) to determine how continuing education divisions/schools are organized and administered in institutions of higher education, and (2) to discover similarities in the organizational and administrative structure of continuing education in these institutions. The information thus obtained is used as a basis for the development of a continuing education system for the College of the Bahamas.

A synthesis of the responses for each question is presented in this chapter, with each question being a section of the study. Therefore, the data are presented in seven sections which are as follows: (1) How is your continuing education division/school organized; (2) What relationship exists between your division/school and the other divisions/schools; (3) What kinds of programs do you have in your division; (4) What needs do your programs meet; (5) How were these determined; (6) What procedure do you follow in implementing the different programs, including conferences, seminars, and workshops; and (7) How are your programs evaluated. The data collected is given under separate questions.

#### 1. How Is Your Continuing Education Division/School Organized?

CE-1. The Office of Continuing Education and Public Services is divided into nine main sections or departments: Guided Individual

Study; Extramural Courses; Conferences and Institutes; Program Development; Client Services; Information Services; International Affairs; Public Service; Visual Arts. The Division is headed by a director, an associate director, heads of departments, and one administrator.

CE-2. The Division of Continuing Education is divided into three main areas: Extended Programs; Conferences, Institutes, In-service, Training and Development; and Credit-free courses. The Community Services section is headed by a director who reports directly to the director of the Division. Two other directors, Director of Extended Programs and Director of Credit-free program, are responsible to the Division director. Also the coordinator of Conferences reports to the director of the Division.

CE-3. The Division of Continuing Education and Community Services is organized with a dean (of instruction) at the head. Next to him is the assistant Dean of Continuing Education and Community Services. He is assisted by two assistant directors: Assistant Director for Special Programs and Assistant Director for General Programs.

CE-4. The Division of Continuing Education (DCE) is composed of two components: Credit programs and Credit-free programs. All off-campus educational courses are coordinated through DCE. Therefore the continuing education operation at this school can be viewed as a centralized administrative unit encompassing the total realm of continuing education activities associated with the institution. In terms of the organizational structure, the dean of the Division reports directly to the Vice-President for Academic Affairs. Assisting the dean are coordinators of the different programs.

CE-5. At this institution, the Division of Continuing Education is organized in departments with each department headed by a coordinator. The responsibility of the Division rests with the director, who is responsible to the Vice President for Academic Affairs.

CE-6. The Continuing Education Division of this institution is a separate division with its own budget. In fact, the Division is an autonomous body.

CE-7. The Continuing Education and Outreach Division is headed by a dean who is responsible for the administration of the division. The dean reports to the vice chancellor of the institution. Assisting the dean with his responsibilities are an associate dean, six coordinators, and an associate registrar. Four of the coordinators are responsible for the institution's program. The extension's deans; campus coordinators; extension district directors, all report to the Advisory Council on Outreach Programs.

CE-8. The Division of Continuing Education is organized into three sections, with a dean responsible for the whole division which is located within the Academic Affairs sector of the institution. The dean of the Division reports to the associate provost, while each of the three sections is headed by a director.

CE-9. At this institution, the Division of Continuing Education and Public Service is headed by a dean, three managers, three directors, and two coordinators. The managers are responsible for each of the following areas: Division of Registration; Information Services; Publications. Each of the five directors is responsible for one of the following: Community Services, Travel, Women's

Programming; Business, Government, and Industrial Programs; Professional Development Program; Conferences and Workshops, Off-Campus Conferences and Workshops (USM-Gulf Park).

CE-10. The Division of Continuing Education is organized with a director who is responsible for recommending evening courses for the non-traditional population (campus credit program and summer school).

CE-11. The Office of Continuing Education is headed by a director and three coordinators who share in the administration of the programs and in the coordination of the activities. A staff of twelve people assist with the administration of all the continuing education seminars, conferences, and workshops for various departments of the university. The office is also responsible for the administration of the off-campus credit course program.

CE-12. The Division of Continuing Education is divided into five units, with each unit being headed by a director and two assistant directors. These directors report to the assistant vice chancellor, who reports to the Vice Chancellor for Extension and Public Service. The vice chancellor answers to the chancellor. The units are as follows: Center for Extension and Continuing Education; Credit Branch; non-Credit Branch; Summer Sessions; Urban Affairs and Community Services; Continuing Education Institute.

CE-13. The Continuing Education Division is organized with a director, who also serves as Director of Admissions, Records, and Financial Aid, as head. He/she reports directly to the chancellor.

CE-14. The Center for Continuing Education falls under the regular academic program. The Center is headed by a dean who has

a separate budget but is responsible to the Vice-President for Academic Affairs.

CE-15. At this institution, the division responsible for continuing education is called the Outreach and Alternative Education Division. The Division has a dean, who heads the Division, a program director and six coordinators of the various programs. The dean of the Division reports directly to the Vice President of Graduate Studies who reports directly to the president.

CE-16. The office of continuing education is headed by a director, who reports directly to the academic dean. In 1979, the office was comprised of the director and three assistant directors. However, due to cutbacks, the office is now made up of a director and one secretary.

CE-17. In this institution, the School of Continuing Studies follows a centralized mode of operation, with a dean being directly responsible for the school which is divided into three program areas plus an administrative support unit. These program areas/units are: non-credit program; off-campus credit programs; evening and summer programs; and the administrative support unit.

CE-18. The Division is headed by an assistant provost (Assistant Vice President for Outreach) who directly supervises four section directors. Under each director are the various programs which the division offers.

CE-19. The Division is organized into six sections, each being headed by an associate director who is responsible to the Dean/Director of the Degree Division. The dean who is responsible to the president



is a member of the president's cabinet. The divisions are In-service, Education, Business, Resident Ctr., Student Services, and Student Recruitment.

CE-20. The Continuing Education Department of this small Christian coed liberal arts institution is a one-person department, answerable to the academic dean.

CE-21. The Division of Continuing Education is headed by a dean who is responsible to the president. Depending upon the kind of program being planned, the dean of the college in consultation with the dean of related academic areas, designates an academic coordinator for each conference, where appropriate.

CE-22. The Division of Continuing Education is decentralized so that each academic unit (degree-granting college) has its own continuing education coordinator. However, the office acts as a central coordinator both internally and externally with reporting and planning. The Division is headed by a dean who has associate directors working with him.

CE-23. The Director of In-service Education is the closest this institution has at this point to a Division of Continuing Education.

CE-24. Of the four major Divisions of the College of Lifelong Learning, two might appropriately be considered as involved with continuing education--one is the University Credit Extension Division, and the other, the Division of Non-credit Programs. The four Divisions are headed by directors who are responsible to the dean of the College of Lifelong Learning.

CE-25. The Continuing Education Division is organized with a

director and an assistant who are responsible for the day-to-day administration of the divisional activity. The director reports to the dean.

CE-26. The Continuing Education Division is headed by a dean who reports to the president.

CE-27. The Division of Continuing Education, which has three components, is a unit of Academic Affairs. The three sections are (1) Off-campus Credit Instruction, (2) Conferences, and (3) Non-credit Programs. The director of continuing education, who has three coordinators in charge of three components, reports to the Vice Chancellor of Academic Affairs.

CE-28. The Continuing Education Division is organized into three sections--Off-Campus Credit Programs; Corporate Service; Business and Technology Information. These sections are headed by three coordinators who report to the dean of the Division.

CE-29. The Lifelong Education Program (LEP) is divided into four components, each being headed by four directors for each component, all of whom are responsible to the dean. The dean on the other hand is responsible to the president.

CE-30. The Division of Continuing Education is divided into three sections: Evening, Summer, and Graduate Education Programs; Marketing; and Management. The Evening, Summer, Graduate Education and Management sections are headed by assistant directors; marketing is the responsibility of a coordinator. These people report to the director.

CE-31. The Continuing Education Division at this institution is

headed by a director, and is divided into four sections. Three coordinators are each responsible for one of the sections; the fourth section is headed by the assistant director. These four section heads report to the director who is responsible to the Vice President for Academic Affairs. One full-time and one part-time secretary, one graduate assistant, and two student workers assist with the work of the Division.

CE-32. The Continuing Education activities that are offered for credit are administered by the eight colleges of this institution. All non-credit programs are the responsibility of the University's Continuing Education Office.

CE-33. The Continuing Education Division at this institution is divided into seven sections, each section being headed by a coordinator and one having an assistant director as coordinator. Assisting with the coordination of the Division are: a secretary, three clerk typists, and an accounts clerk. The office responsible for the administration of the Division is the director who reports directly to the Vice President for Academic Affairs.

CE-34. The Division of Continuing Education at this institution is divided into four sections with a director as the chief officer administratively responsible to the president for the four sections. Each of the sections is headed by a coordinator who is responsible to the director.

CE-36. The Continuing Education Division is divided into two sections--Credit and Non-credit Programs, each with a director and staff. The officer responsible for the administration of the Division

is the dean. The dean is responsible to the Vice President for Academic Affairs.

CE-38. The Continuing Education Division at this institution is a one-person Division.

CE-39. Continuing education at this institution is offered primarily through the Office of University College and the Office of Continuing Professional Development. Each of the sections is headed by a director who is responsible to the president.

CE-40. Continuing Education at this institution is the responsibility of the Division of Lifelong Learning, which is headed by a dean who is administratively responsible to the Vice President of Academic Affairs. The division is divided into three sections--Off-Campus and External Degree Programs; Credit-free Programs; Evening College Programs. Each of these sections is managed by a director who reports to the dean.

CE-41. The Continuing Education Division at this institution is organized with a director as head, assisted by an assistant director, a coordinator, an accounts clerk, and a secretary.

CE-42. The Community Affairs Division of this institution is responsible for continuing education activities and is organized with a director as head, assisted by nine coordinators, each being responsible to the director for the administration of his/her particular section. The sections are: Allied Health; Business; Home and Family Living; Conference Development; Aging and Retirement Programs; Program Management Center; Human Development Center; Liberal Arts; Vocational/Technical.

CE-43. Continuing Education at this institution has been incorporated with student services and has been named Student and Community Services. This division, headed by a dean who is responsible to the president, is divided into five sections, with four of the sections each being headed by a director, and an assistant dean administratively responsible for the fifth.

CE-44. The Continuing Education Division is part of the Academic Affairs Division and is headed by an associate dean.

CE-45. At this institution the Division of Extended Educational Services is divided into three areas of responsibilities--the Outreach Program, the Independent Studies Department, and the Lifelong Learning Division. Each of these areas is headed by a coordinator who is responsible to an associate dean who reports to the Dean of Academic Affairs.

CE-46. The Division of Continuing Education is divided into four areas--Mountain West Equity Centers, Program Development, Program Management, Community Services. Two of these are headed by directors, while the other two have associate deans directing them. These four administrators are responsible to the dean who directs the division.

CE-47. The Division of Continuing Education is divided into three areas--Off-Campus Programs, On-Campus Evening School, and Summer School. A director is responsible for the three areas and reports to the dean of the college.

CE-48. The Division of Continuing Education is divided into two areas--Independent Study and External Degrees. Each of these

areas is headed by a coordinator who reports directly to the director. is responsible to the dean of the Graduate School.

CE-49. The Division of Continuing Education and Community Services is organized into five areas--New Age Studies; Senior Enrichment Experiences; Young People Summer College; Summer Camp; On-Campus Non-Credit classes. Each of the areas is directed by a coordinator who reports to the director. The Continuing Education Division is under academic affairs and as such its director is responsible to the Dean of Academic Affairs.

CE-50. The Division of Continuing Education is under the Instructional Services Division and is headed by a director.

2. What Relationship Exists Between Your Division and the Other Divisions/Schools?

CE-1. The Office of Continuing Education and Public Service works closely with the University's academic units and clients in developing credit and non-credit individual study courses and programs.

CE-2. The Division director is a member of the Dean's Advisory Council along with the other Division directors, i.e., Business and Economics, Arts and Sciences, Music, School of Public and Environmental Affairs, Dental Hygiene, Nursing, and Education, plus the computer center director and the director of library services. Thus, the Division has equal academic rank.

CE-3. The Division of Continuing Education and Community Services coordinates very closely with the academic divisions and the "service" areas, i.e., Registrar, Academic Advising, Business Office, Admissions, etc. The institution is working toward a one-college concept.

CE-4. The Division of Continuing Education holds status similar to other academic units. Further, the divisional leaders work very closely with the Academic Division.

CE-5. The Division of Continuing Education comes under the Academic Vice President and is equal to the other schools on campus.

CE-6. The Division of Continuing Education holds status equal to that of other academic divisions.

CE-7. At this institution, the Division of Continuing Education is an academic division of the University and is afforded the same treatment.

CE-8. At this institution, the Division of Continuing Education works very closely with the other divisions of the university.

CE-9. The Division of Continuing Education and Public Services works very closely with the other academic divisions.

CE-10. The Director of Continuing Education works very closely with the divisional assistant deans in recommending evening courses for non-traditional population. Additionally, the Division cooperates with other institutions and agencies in mounting programs.

CE-11. The Office of Continuing Education works cooperatively with faculty and administrators from the other divisions and schools and colleges. Normally, the office would split conference functions so that the faculty from the various colleges would plan the program, perhaps with a committee, and cooperatively with continuing education. Also, normally, the Division would provide all of the logistical functions of registration, space reservations, food, housing, transportation, publicity, mailings, accounting, etc. Budgeting is usually done jointly

with the office of Continuing Education taking responsibility for the financial management of the conference.

CE-12. The vice chancellor's office has communication and coordinating responsibilities with all schools on campus relating to extension and continuing education.

CE-13. The Division of Continuing Education is independent of academic divisions.

CE-14. At this institution the dean cannot employ a regular faculty member or an adjunct faculty member to teach a course without the approval of the academic department where the course is listed. In reality, the system works well because there is a good relationship between the Center and the academic departments.

CE-15. All academic activities of the Outreach Division of this institution are approved by the appropriate academic divisions of the Graduate School.

CE-16. The office is operated as a Division and the director is considered a division chairman. The director meets with the division chairmen as they meet with the dean. The office of Continuing Education works cooperatively on recruiting faculty and classes.

CE-17. The decentralized mode in which the Non-Credit Continuing Education Program operates at this institution results in closer interchange with the faculty departments. The result is that the programs they operate closely parallel the credit offerings of those schools.

CE-18. The Division of Continuing Education is an administrative unit of the University. The University is made up of seven colleges.



The head of each of the seven colleges is a member of the Council of Chief Academic Officers. The chief administrative officer of the Division is a representative on the Council of Chief Academic Officers and several individuals within the Division are faculty senate members.

CE-19. The School of Continuing Education (SCE) is treated equally with other colleges and schools at the University with one exception--the SCE does not grant degrees.

CE-20. A relationship of informal cooperation exists with other departments. There is an informal subgroup which meets occasionally, usually with the dean. The group consists of the Director of Continuing Education, Coordinator of Allied Health Programs, Associate Dean for Non-traditional Programs, Head of the Business Department, and Director of Alumni/College Relations (i.e., publicity).

CE-21. The Division of Continuing Education is headed by a dean who is a member of the "Dean's Council." Thus, the Division has equal academic rank. Further, the Division works very closely with the other academic divisions.

CE-22. The relationship between the Continuing Education Division and the other colleges is a cooperative one in that the administrative officers frequently assist in the planning, production, promotion, and registration for continuing education activities.

CE-23. The Department of Continuing Education at this institution works very well with the other divisions in that the MAT program is the only one the department offers. The directors of in-service education, of which the MAT is a part, relates through the dean of the institution.

CE-24. Credit Extension works closely with each of the other schools and colleges of this institution and has a coordinator assigned for each as a liaison, offering only their courses with their approved instructors as agreed upon. The Non-credit Division collects information and requests from other schools and colleges but also has programs based on its own initiative and judgment.

CE-25. At this institution, the Division of Continuing Education is autonomous in that the Division sponsors all non-credit programs.

CE-26. At this institution, the Division of Continuing Education works together with all the other divisions on all the other aspects of the courses.

CE-27. The Division of Continuing Education coordinates all off-campus credit instruction and non-credit programs with the exception of Health Science. All instructors in credit programs are either regular full-time faculty members or are approved by the appropriate academic department heads.

CE-28. The Continuing Education Division schedules all off-campus credit and non-credit, on-campus Saturday and Sunday credit and non-credit, and on-campus non-credit. Staffing is coordinated by department chairpersons for credit courses. All part-time faculty records are maintained in Continuing Education office and all payroll entitlements are determined for part-time faculty.

Ce-29. The Division of Continuing Education is headed by a dean who is a member of the Administrative Council. Thus, the dean has equal academic rank.

CE-30. The Director of Continuing Education has equal academic rank and the division works very closely with the other academic departments.

CE-31. The Division of Continuing Education has informal relationships with all other units on campus such as deans, program heads, faculty, business office, food service, physical plant, media, and the library.

CE-32. The Division of Continuing Education handles non-credit conferences/workshops and non-credit classes for the eight colleges.

CE-33. The Division of Continuing Education is a support arm to give other colleges and twenty departments within those colleges.

CE-36. All credit programming must, as decreed by Board of Regent's regulations, be of the same quality and context as other credit courses the University offers. Faculty are assigned to teach continuing education courses by the academic department chairpersons.

Non-credit programs do not require approval of academic units. Instructors are hired by Continuing Education program coordinators with approval of Non-Credit Program directors.

CE-38. The Division of Continuing Education has an "inform and consult" relationship with the divisions.

CE-39. The Office of University College and Office of Continuing Professional Development work closely with the other departments of the institution. Representatives from the other departments serve on informal advisory committees to assist in developing and implementing quality programs for the community. Further, the Office of University College does not develop programs of study. It assists students in

program planning and course selection from the curricula already in place in the various departments of the institution.

CE-40. The Division of Lifelong Learning, through its dean, works closely with the deans of the several schools and other units on campus to maintain a high quality continuing education program. Further, the dean represents this institution on the Coordinating Council for Continuing Higher Education and in other appropriate organizations.

CE-41. The Division of Continuing Education works closely with all other areas of the college. Instructors for continuing education programs are usually secured with the cooperation of department heads in the instructional area. The Business Office, Public Information Office and the Student Activities Office also work closely with the Continuing Education Division.

CE-42. At this institution, Community Affairs is one of three educational delivery systems in the college. The others are the academic area which handles the traditional degree/certificate programs and Corporate Services which programs for business' and industry's specific needs.

CE-43. The Division of Continuing Education along with other divisions of the institution report directly to the college president. Continuing Education has total control over non-credit programs. The academic departments control credit offering with Continuing Education handling the administration of special credit offerings (off-campus, business, industry, etc.).

CE-44. This institution is organized into four major divisions--

**Academic Affairs, Business Affairs, Student Affairs, and Development. Each of these is independent but works cooperatively.**

**CE-45. The Division of Continuing Education comes under the Dean of Academic Affairs and is equal to the other divisions.**

**CE-46. The Division of Continuing Education is coequal in status to the academic schools and is responsible to the Vice President for Academic Affairs as are the other schools. The term division is used because the continuing education does not have its own faculty or curriculum.**

**CE-47. The Division of Continuing Education holds status equal to the other four academic divisions in that they report to the dean of the colleges. The dean supervises scheduels at all centers and has final say in staffing of classes.**

**CE-48. The Division of Continuing Education holds status equal to that of other academic divisions. The only difference being the schools and colleges are headed by deans and the division is headed by a director.**

**CE-49. The Division of Continuing Education holds status similar to other academic divisions. Further, the chairpersons of the divisions work very closely with the director of the Division of Continuing Education.**

**CE-50. The Division of Continuing Education holds status equal to that of other academic divisions which fall under the Instructional Services Department. Thus there is a very close working relationship between continuing education and the other divisions.**

### 3. What Kinds of Programs Do You Have in Your Division?

CE-1. The Office of Continuing Education and Public Service provides access to the educational resources of the school for individuals, groups, and communities. The office provides an avenue for continued professional development; extramural courses throughout the state; develops home study courses in many fields; operates Educational Inquiry Centers to assist persons seeking educational and career information; organizes conferences and institutes; conducts research and evaluation concerning educational programs; provides visual arts programs, exhibits, workshops on a state-wide basis; presents public interest programs in International Affairs; and provides music education programs for citizens of the state.

CE-2. The Division of Continuing Education offers two basic kinds of programs, credit and credit-free. Included in these programs are credit-free courses, off-campus courses, evening programs; conferences; institutes; community services; extended studies; independent study by correspondence; instruction by media.

CE-3. The Division of Continuing Education at this institution offers most of the academic programs in the evening.

CE-4. The kinds of programs the Division of Continuing Education have are divided into two categories--credit programs and credit-free programs. Included in these are credit-free courses in a variety of subject areas, contractual and sponsored credit programs; health-related programs; fine arts; evening and weekend travel study programs; programs for the military; community listener and remedial programs; Labor Institutes, and apprentice programs as well as

regular credit programs offered off-campus.

CE-5. The Division of Continuing Education offers two basic kinds of programs—off-campus; credit and non-credit programs. These include independent studies; summer session; conferences; intensive English language; community education; professional continuing education, which includes business and government, mining and engineering and health professions.

CE-6. The Center for Continuing Education mounts programs in Business which are non-credit.

CE-7. The Continuing Education and Outreach Division sponsors credit and non-credit programs for all four colleges of the institution.

CE-8. The Division of Continuing Education sponsors all non-credit programs, including programs which carry Continuing Education Units of credit (CEU's) and Certificate programs. Included in non-credit programming are the following major educational categories: Business and Management; Engineering and Applied Technologies; Nursing and Health Science; Community Development and Special Programs. The division also mounts off-campus credit programs and the University's summer session.

CE-9. The Division of Continuing Education and Public Service puts on women's programs; business, government, and industrial programs; professional development programs; travel programs; conferences and workshops; as well as independent study.

CE-10. The Division of Continuing Education at this institution offers a number of off-campus, week-long courses; weekend workshops;

Campus Credit programs in such areas as photography, art, education, management, writing, math, etc., directed toward the non-traditional student; non-credit courses and workshops for professional improvement, including training programs for insurance industry, real estate, management, education, and in leisure-time areas such as art, music, literature, woodworking, and others.

CE-11. The kinds of programs the Office of Continuing Education has are many and varied. However, these are in conferences, the subject of which are many and varied.

CE-12. The kinds of programs the Division of Continuing Education mounts are many and varied. These can be grouped into such areas as Evening Degree Programs, Conferences, and Short Courses.

CE-13. The kinds of programs the Division of Continuing Education have are divided in two categories--activities offered for CEU credits and activities offered for non-CEU credits. Activities for CEU credits would include: courses or programs in the technical and professional areas; inservice training programs; programs for partial fulfillment of certificate or licensing requirements; programs co-sponsored with the University by technical or industrial societies which are designed to upgrade members in occupational or technical areas; liberal education courses or workshops for the general public; para-professional or subprofessional training programs; vocational training programs. The non-CEU credit activities include: lectures or cultural performances; activities designed to provide instruction for improved citizenship, personal enrichment, and better use of leisure time;



programs designed to assist in personal and social adjustments; activities designed to promote improved health, safety, and physical fitness of adults.

CE-14. The Center for Continuing Education has a credit program which enrolls approximately 500 working adults

CE-15. The kinds of programs the Division of Continuing Education mounts are as follows: In-service Education; Independent Study Master's Program; Continuing Career Development (Bachelor's Program); Adult Degree Option (Independent Study); Basic Skills Grant (Title I); Project Renewal; National Outreach; Project TEACH/PRIDE. The activities of this division are basically alternative educational models which are not non-campus Master's degree or CAGS programs.

CE-16. The Office of Continuing Education offers credit and non-credit classes in a variety of subject areas. However, the non-credit classes are facing drastic cuts from the state because state money cannot be used for non-credit classes.

CE-17. The School of Continuing Studies offers both technical/professional non-credit upgrading and non-credit public service programs, as well as credit opportunities off-campus, at night, and on weekends.

CE-18. The programs offered through the Division of Continuing Education includes off-campus, on-campus, credit and non-credit activities. Included in these are the summer school program, inter-session program (two and three week sessions between regular semesters and summer school), conferences, evening program, and a wide range of off-campus programs throughout the state. A network system also

offers courses to students unable to attend campus classes. Instructors teach over closed-circuit telephone lines to network classrooms across the state.

CE-19. The School of Continuing Education offers: in-service programs, degree program through correspondence and extension courses; Health Care management; Business.

CE-20. All continuing education students taking courses for credit remain with the Division until they declare a major. Additionally, the Division sets up non-credit "Programs for Women"--seminar workshops such as "New Directions," "Assertiveness," various self-awareness seminars, and "Pre-return" sessions, such as Study Skills and Time Management, Orientation, Math Anxiety, etc.

CE-21. The Division of Continuing Education is responsible for: Evening, Summer and Intersession Programs; Open University; conferences, institutes, and workshops and other credit-free programs directed toward the professional and technical community.

CE-22. The Division of Continuing Education is directly responsible for all outreach, mediated instruction, activities within the continuing education conference center to include conferences and institutes held away from the campus, the development of non-credit institutes, and both the reception and production of teleconferences (live video).

CE-23. The Division of Continuing Education sponsors in-service education programs leading to a Master of Arts in Teaching.

CE-24. A full spectrum running from one-day seminars and workshops to multi-week courses.

CE-25. The Division of Continuing Education offers all non-credit programs.

CE-26. The Division of Continuing Education offers credit and non-credit courses and seminars.

CE-27. The Division of Continuing education offers three kinds of programs: off-campus credit instruction, conferences, and non-credit programs.

CE-28. The Division of Continuing Education offers off-campus credit and non-credit, on-campus Saturday and Sunday credit and non-credit, on-campus non-credit, development studies, and public service programs.

CE-29. Adults are able to participate in the following continuing education programs: Evening College; External courses and programs; Executive Programs; Graduate Education Overseas; Insurance; Correspondence Study; Regional Center programs and services; World Affairs Citizens Education; conferences and institutes for Community Development; Highway Traffic Safety; Project LEARN; and Instructional Media programs.

CE-30. The Division of Continuing Education offers mostly credit programs on- and for off-campus at times and location convenient to members of the group. Additionally, the Division offers college credit courses during the evenings and on Saturdays.

CE-31. The Division of Continuing Education offers greatly varied programs in terms of subject matter format and cost. These may be divided into two categories--programs for general public and programs for particular groups. However, all programs are non-credit.

CE-32. The Division of Continuing Education at this institution offers non-credit, enrichment classes and logistics for conferences/workshops/seminars for departments in the school.

CE-33. The Division of Continuing Education of this institution offers a variety of programs and activities. These include credit courses, held off-campus--telecourses, workshops, conferences, training programs, leisure-time activities, and certified (CEU) seminars and institutes.

CE-34. The Division of Continuing Education organizes and provides a number of non-credit courses, workshops, seminars, special programs, and other educational experiences to meet the variety of needs and interests of the adult community. These learning opportunities are provided under two programs: Community Instructional Services and Self-Supporting.

CE-35. The Division of Continuing Education offers a variety of programs and activities ranging from academic courses, short-term workshops, seminars, leisure-time courses, activity events, job-skills training programs, and conferences.

CE-36. The Division of Continuing Education offers a variety of non-credit programs and activities. The division also has national conferences for professional organizations. Credit courses offered can include any courses offered by the institution. However, the courses, certificate programs, or degree programs are offered at the request of an external agency, such as a business organization.

CE-38. The Division of Continuing Education offers a variety of short courses, including General Education Development programs

and evening programs for working adults.

CE-39. The Division of Continuing Education of this institution provides a wide range of credit-free programs including semester-long courses, day-time seminars; professional briefings; and institutes. These programs are in the areas of real estate education, computer science, nursing, medical technology, engineering, business management, and financial planning.

CE-40. The Division of Continuing Education at this institution provides a wide range of credit and credit-free programs. These include programs developed by the different disciplines, short-courses, seminars, discussion groups, or single lecture presentations and professional and occupational courses. The division also offers other programs in the following areas: local, national, and international issues; the advancement of culture in the humanities, music, language, and arts. Additionally, the division offers off-campus external-degree programs as well as an Evening College program.

CE-41. The Division of Continuing Education of this institution provides a wide range of non-credit offerings. In fact, all courses and programs offered in the Division are non-credit. These include professional development; personal development; enrichment, developmental and basic; family development and parenting; healthful living; language and communications; test preparation; and visual and performing arts.

CE-42. The Division of Continuing Education organizes and provides a variety of non-credit courses and activities, including workshops, seminars, avocational and vocational as well as special programs, and other enriching educational experiences to meet the

variety of needs and interests of the adult community. These learning opportunities are provided under the following broad areas: Allied Health; Business; Home and Family Living; Conference Development; Elder Hostel; Telecourses; Human Development; General Interest; Academic; Cultural; and Recreational.

CE-43. The Division of Continuing Education provides programming in four areas. They are: Economic Development; Community Services; non-credit courses, workshops, etc.; and Specialized Training.

CE-44. Continuing education is three pronged: providing services for non-traditional students; providing non-credit (CEU) courses; and providing liasion services for business and industry.

CE-45. The Division of Extended Educational Services provides three types of programs for its clientele: off-campus credit classes at two major centers and various temporary locations; credit classes in a non-class setting; non-credit continuing education classes both on and off campus.

CE-46. The Division of Continuing Education is responsible for the evening school and off-campus programs. Additionally, the Division sponsors a full range of non-credit programs which includes special interest on personal development programs; professional development programs; and in-service programs for business and industry. These programs are offered in formats of conferences, courses, workshops, and seminars.

CE-47. The Division of Continuing Education offers degree programs at two centers in correctional facilities at one off-campus center

and on-campus night and summer school.

CE-48. The Division of Continuing Education sponsors outreach classes and External Degree programs.

CE-49. The Division of Continuing Education Community Services sponsors a full range of non-credit programs which include: the New Age Studies; Project SEE for older adult residents of the county; summer camp for children; and young people's Summer College.

CE-50. The Division of Continuing Education sponsors both credit and non-credit programs.

#### 4. What Needs Do Your Programs Meet?

CE-1. The Outreach Programs and Services Division provides instruction beyond the walls of the University campus, assistance in the planning and development of educational programs, the transfer of knowledge to suit the uses of the people, the extension of the visual and performing arts so that they are within the reach of every citizen of the state.

CE-2. The Division of Continuing Education at this institution offers a variety of programs designed to meet the needs of all the adult population of this community who want to earn a degree or to professionally upgrade themselves.

CE-3. The Division of Continuing Education of this institution provides a wide variety of programs that meet the needs of working adults, housewives, part- or full-time students who cannot attend during the day. The division also runs a non-credit community service program at night, avocational/vocational courses.

CE-4. The Division of Continuing Education at this institution offers programs to meet the needs of manpower development for business and industry; personal enrichment; working adults; housewives; part- or full-time students who cannot attend during the day. The division also meets the needs of those requiring remedial programs, Labor Institute, and the educational needs of the military.

CE-5. The Division of Continuing Education at this institution offers programs to meet the educational needs of the community at times to members of the community.

CE-7. The Continuing Education and Outreach Division provides programs to meet the needs of citizens of the state in the following areas: academic; self-enrichment; in-service training; recreation, etc.

CE-8. The Division of Continuing Education offers custom-designed on-site programs that are developed at the request of governmental agencies, business and industry, professional groups, and community organizations.

CE-9. The Division of Continuing Education offers programs to meet the continuing education needs of adults in that state, at times and places convenient to them (clientele). Additionally, the Division provides programs to students who otherwise could not attend college.

CE-10. The needs of the local community and the resulting enrollment pressures have caused this institution to change its former mission in continuing education of primarily supporting teacher education to a new mission of offering a multi-purpose continuing education program emphasizing career-related studies.



CE-11. The Office of Continuing Education usually plans programs in response to a need that has been expressed by various groups or to meet the continuing education needs of adults in the state.

CE-12. The Division of Continuing Education offers programs to meet the continuing education needs of adults in the state.

CE-13. The Division of Continuing Education provides adults with continuing education activities and resources to serve their immediate needs. Further, the Division provides a framework in which individuals can develop and achieve appropriate long-range educational goals through a variety of options. Progress toward such goals at the individual's own pace and perhaps planned over a number of years of adult life can be documented. The Continuing Education Unit (CEU) also affords organizational and institutional co-sponsors a chance to plan an individual's educational steps from one level of competency or one block of information to another. Additionally, encouragement to provide both long-range objectives and sequential design in continuing education programs should result in the initiation of an increasing number of non-credit curricula that serve significant individual professional, organizational, and social goals. Essentially, continuing education programs are designed to meet immediate and changing educational needs with minimum organizational formality.

CE-14. The Center for Continuing Education offers courses leading to degrees at times that are convenient for working adults. Non-credit courses for senior citizens are offered throughout the year, including Elderhostel during the summer. The Center is in the process

of expanding its non-credit programs to serve a wider range of persons.

CE-15. The Outreach Division offers students graduate-level programs specifically tailored for a unique group and geographic proximity. Some of the programs allow the students, under the guidance of experienced faculty, to design their own curricula of their programs.

CE-16. The Office of Continuing Education did not respond to this question.

CE-17. The School of Continuing Studies offers technical/professional non-credit upgrading and non-credit public service programs as well as credit opportunities off-campus, at night and on weekends for those who are unable to attend during the regular hours and for those who live far away from the central campus.

CE-18. The programs offered through the Division of Continuing Education serve to fulfill the needs of the student who is unable to attend the Manhattan campus or unable to attend during regular hours.

CE-19. The School of Continuing Education offers a number of programs to meet the needs of working adults who want to earn a degree of professional upgrading. These programs and courses are provided by means of correspondence and extension delivery.

CE-20. The purpose of the Department of Continuing Education is to provide a simple and non-threatening contact point from which to integrate older students into the student body and from which to serve the community.

CE-21. The Division of Continuing Education offers programs to meet the identified educational needs of community by providing

continuing education opportunities for individuals, groups, and organizations through credit and credit-free programs.

CE-22. The Division of Continuing Education is primarily responsible for meeting the needs of the adult part-time students. The city is a metropolitan area and the student body is composed of many who work full-time, have families, and for whom a college education is difficult to obtain. As a result, the division offers special orientations, extended office hours, adult scholarships, on-site in business and industry registrations, etc.

CE-23. The Department of Continuing Education offers courses for teachers which carry graduate credit and are intended to address specific timely issues and concerns--in other words, the Division offers courses that teachers are not getting in degree programs.

CE-24. The College of Lifelong Learning sponsors a range of programs running from recreational, avocational, and hobbies to busy-work oriented needs. The Division's most highly enrolled courses are done in cooperation with a corporation or governmental unit where the Division offers a course under contract to train employees for the employer's specified needs.

CE-25. The Division of Continuing Education offers programs to meet the needs of the large senior citizen population and a large parent-resource program.

CE-26. The Division of Continuing Education offers programs to meet the identified community needs.

CE-27. The Division of Continuing Education offers programs to meet the following needs: Degree requirements, professional develop-

ment, in-service education for public-school teachers, and in-house training for industry/business clients.

CE-28. The Division of Continuing Education offers programs to meet training and upgrading needs for business and industry, skill development, and feeder for on-campus programs.

CE-29. The school seeks to meet the learning needs of the adults in the state, throughout their lives.

CE-30. The Division of Continuing Education offers programs to meet the identified educational needs of returning adults.

CE-31. The Division of Continuing Education at this institution serves people seeking personal enrichment, professional development, or personal development.

CE-32. The Division of Continuing Education at this institution provides enrichment and non-credit classes for all the residents of the area, similar to a community college or YMCA or YWCA.

CE-33. The Division of Continuing Education at this institution provides a variety of programs and activities to serve the non-traditional adult students who are post-college age and who are or have been in the labor market. The programs the Division delivers are to be directed toward the adult needs, academically, culturally, or recreationally. The format established in meeting these needs is primarily presented through either credit or non-credit activities.

CE-34. The Division of Continuing Education at this institution provides a variety of programs and activities that addresses specific community problems identified and approved by the District Board of Trustees, area Vocational/Technical Community Services, Adult Coordina-

ting Council, and by the State Department of Education. Leisure and recreation courses are offered to meet the needs of the Senior Citizens.

C-36. The Division of Continuing Education's programs at this institution provide credit courses off-campus, at locations convenient to students. Non-credit programs serve the professional development and personal interest needs of the community.

CE-38. The Division of Continuing Education at this institution offers a variety of programs and activities that meet the academic, cultural, and recreational needs of all the residents of the area.

CE-39. The Division of Continuing Education at this institution provides programs and activities that meet the needs of small and medium-size companies in the various areas of training and development, human-resource development, engineering technology, and curriculum design. The division also designs programs for use on or off-campus.

CE-40. The Division of Continuing Education provides programs and activities for its many publics, both on and off-campus as necessary to meet their identified needs. This includes, but is not limited to, the professions in allied health, business, education, optometry, pharmacy, the arts and sciences, and the technical and applied arts. Collegiate outreach activities are designed to meet the needs of the adult population who cannot be fully accommodated within the traditional academic structure of higher education.

CE-41. The Division of Continuing Education provides a wide range of programs and activities designed to meet the professional and personal needs of the city.

CE-42. The Division of Continuing Education provides short-term

occupational training and personal development programs. Additionally, the division also offers seminars and workshops for small businesses and other special interest groups.

CE-43. The Division of Continuing Education provides a variety of programs designed to respond to all local training needs of the public, business, and government.

CE-44. Continuing education programs meet the needs of non-traditional adult students, the community at large, and business in particular. However, the largest part of the services are for non-traditional students.

CE-45. The Division of Extended Educational Services offers a variety of programs designed to meet the needs of adults in the country.

CE-46. The Division of Continuing Education offers a full, rounded program which meets the needs of the individual for professional development as well as for personal development. Further, the Division also mounts programs that meet the needs of business and industry in the area.

CE-47. The Division of Continuing Education offers programs off-campus that are geared toward working adults, in pursuit of a degree, and incarcerated inmates.

CE-48. The Division of Continuing Education sponsors programs for adults and working students who cannot attend class on a full-time basis.

CE-49. The Division of Continuing Education offers programs designed to meet the educational, vocational, and professional needs of its clientele.

CE-50. The Division of Continuing Education offers programs which are designed to meet the manpower needs of business and industry, as well as educational, vocational, recreational needs of the individual.

5. How Were these Determined?

CE-1. The Office of Continuing Education and Public Service determines the needs of its clientele by conducting needs assessments, doing background research, forming planning or advisory committees, and suggesting formats for programs. The program development unit in this Division sometimes initiates new programs, but they are then turned over to administrative units which actually conduct the program.

CE-2. The Division of Continuing Education at this institution determines the needs of its clientele by: conducting surveys for selected programs and activities; using community advisory committees; information surveys; student public requests; and suggestions from instructors.

CE-3. The Division of Continuing Education at this institution determines the needs of its clientele by conducting a survey; by offering courses to determine popularity; or to fulfill instructor desires. However, the academic program is offered as a matter of course.

CE-4. The Division of Continuing Education at this institution periodically conducts surveys to ascertain potential needs based upon the input from various faculty members and administrators on campus. However, the process of determining the educational needs of a potential group of individuals lies within the responsibilities of each coordinator.

CE-5. The Division of Continuing Education at this institution conducts need assessments and depends on advisory committees in the

various target populations to determine the needs of its clientele.

CE-7. The Continuing Education and Outreach Division of this institution determines the need of its clientele by conducting surveys.

CE-8. The Division of Continuing Education at this institution determines the needs of its clientele by the request of governmental agencies, business and industry professional groups, and community organizations.

CE-9. The Division of Continuing Education at this institution determines the needs of its clientele by distributing questionnaires to people in the surrounding areas of the proposed location of the program. Additionally, participants are encouraged to make suggestions with regards to other programs on their program evaluation forms.

CE-10. The Director of Continuing Education, who is responsible for recommending evening courses to the divisional assistant deans, conducts needs assessment of the various populations and by following trends of previous semesters to keep a balanced program of offerings so that this population can progress in their plans for degrees of professional development.

CE-11. The Office of Continuing Education occasionally conducts surveys of particular populations to see what their program needs may be.

CE-12. The Continuing Education Program needs at this institution are determined in several ways: (1) the faculty often call attention to the needs of certain specific groups they have identified; (2) the continuing education specialists in the Division and the director are continually listening to and talking with representatives of various clientele groups in the state; and (3) representatives of business,



industry and professional groups frequently are invited to meet with the continuing education administrators to tell of the educational needs and interests.

CE-13. The Division of Continuing Education at this institution determines the needs of its clientele by researching other programs and updating as programs continue.

CE-14. The Center of Continuing Education at this institution has been very active in the communities of the state. The credit program seems to be a natural extension of this service. No higher education institution in the part of the state was serving senior adults when the program for senior adults began. The programs have been expanded largely due to the advice and encouragement of participants.

CE-15. The Division of Continuing Education at this institution is known as an innovative progressive school. Prospective students or students with particular educational needs make suggestions which are immediately acted upon.

CE-16. The Office of Continuing Education at this institution utilizes an Advisory Committee to help the department in planning programs.

CE-17. The School of Continuing Studies determines the needs of the clientele by personal contact with the target group by faculty members, programmers, and other university officials.

DE-18. The Division of Continuing Education at this institution determines the needs of its clientele by the students who enroll in the programs offered--oftentimes older students with other commitments during the day or restricted by miles between campus and home.

CE-19. The School of Continuing Education at this institution determines the needs of its clientele by requesting individual students, groups of students, as well as the military, various industries, hospitals, and school districts to help the University decide which Continuing Education programs to offer off-campus.

CE-20. At this institution the needs evolve from the perceptions of the dean, associate dean, and director of the Continuing Education Division. More specific "needs evaluations" have been done in connection with establishment of BS in Health Administration for RNs, Pre-nursing, MBA and other specific programs in the health-care field.

CE-21. Programs may originate upon request of an association, organization, or group of people with a common educational interest. Programs may also originate within the college community, particularly from departments, different colleges, and individual faculty members. Another source for program ideas is the Advisory Committee.

CE-22. The missions and goals of this Division are a direct result of the established missions of the University.

CE-23. Needs are generally determined informally--what's currently "hot" in the education journals, what teachers are talking (complaining) about, what the state department of education is up to.

CE-24. The Division of Continuing Education determines the needs of the community from past experience, from the stated employer needs, or from marketing surveys.

CE-25. Needs are determined by a comprehensive community survey.

CE-26. Needs are determined by advisory committee, present students, and coordinator input.

CE-27. In some cases specific requests are made to the Division of Continuing Education. Further, the Division monitors programming across the country which provides the administrators with ideas.

CE-28. Needs are determined through experience of many years of relationship with the various companies and requests which are made.

CE-29. The needs are determined by needs assessment, from stated employer needs, and in some cases, specific requests.

CE-31. The Division of Continuing Education at this institution conducts some needs assessments of particular populations to determine the needs of its clientele. Sometimes it is a matter of finding out what programs have been successful in other communities. More often than not, it is trial and error and judgment.

CE-32. The Division of Continuing Education at this institution gets ideas for classes for the community from suggestions from the community, possible instructors, participants, and from the Division's appraisal of community current interests.

CE-33. The Division of Continuing Education at this institution determines the needs of its clientele by the assessment of needs from target populations of programs that the division mounts.

CE-34. No response.

Ce-36. The Division of Continuing Education at this institution determines the needs of its clientele by conducting a survey of business and industry; professional groups; and former program participants to determine needs and interests.

CE-38. The Division of Continuing Education at this institution determines the needs of its clientele by inquiries made by the community and "guestimation."

CE-39. The Division of Continuing Education at this institution develops programs in response to direct requests from community groups and businesses. Some of the programming are designed to meet continuing education requirements of various agencies and service organizations. Basically all of the programming is offered in response to actual requests and/or perceived community needs.

CE-40. The Division of Continuing Education at this institution determines the needs of its clientele by conducting a survey of business, industry, and professional groups. Additionally, a cross-section of the community is also surveyed.

CE-41. The Division of Continuing Education at this institution determines the needs of its clientele by conducting various surveys, responses from students, and calls and requests from the community.

CE-42. The Division of Continuing Education at this institution determines the needs of answering specific requests from business, agencies, etc., checking out the competition, checking the news for trends, soliciting potential teachers who have a skill to share, following hunches, working with social agencies, employment commissions, etc.

CE-43. The majority of the programs offered by the Division of Continuing Education at this institution, are in response to a request. The college has a very good relationship with the local community. Additionally, the Division is a resource and is active in local affairs. Since past budget cuts reduced Continuing Education staff and operating budgets, the divisional approach is to respond to requests and make all programs break even financially.

CE-44. The Office of Continuing Education determines the needs

of its clientele by a continuing education advisory committee and the administrative council of the college.

CE-45. The Division of Extended Educational Services determines the needs of its clientele by conducting formal needs assessment. However, most program expansions or changes arise from far less formal methods--ideas of administrators or coordinators, suggestions from persons in the community or opportunities which arise from grants.

CE-46. The Division of Continuing Education determines the needs of its clientele by suggestions from persons in the community and from observations as well as through conversations with the community members.

CE-47. The Division of Continuing Education utilizes an advisory committee to help the Division in program planning.

CE-48. The Division of Continuing Education determines the needs of its clientele by conducting interest surveys and from the sponsors' requests.

CE-49. The Division of Continuing Education determines the needs of its clientele by conducting formal needs assessments.

CE-50. The Division of Continuing Education determines the needs of its clientele by conducting surveys and from specific requests from the community.

6. What Procedure Do You Follow in Implementing the Different Programs, Including Conferences, Seminars, and Workshops?

CE-1. The program development unit of the Office of Continuing Education and Public Service at this institution helps locate sources of funding, helps with planning stages, helps design learning activities, and evaluates program accomplishments. In fact, the procedure the Office

uses in implementing the different programs includes: planning, which includes conducting needs assessment; organizing; developing; conducting; and evaluating.

CE-2. The Division of Continuing Education at this institution uses the following procedure in implementing the different programs: assessment of needs (formal and informal); planning of programs; designing programs; organizing programs; recruiting and hiring of faculty; evaluating the programs; and reviewing and modifying programs.

CE-3. At this institution seminars and other programs and activities originate in the Division of Continuing Education. The Division is the vehicle to make them happen and work closely with the instructor or coordinator. The programs and activities are advertised in newspapers, radio, and often special mailings.

CE-4. The Division of Continuing Education at this institution serves as a central coordinating agency responsible for implementation of the various credit-free activities with a specific coordinator assigned to oversee the supporting services for any particular conference.

CE-5. Program implementation, in the Division of Continuing Education at this institution depends on the population with which the Division is dealing and their locale.

CE-7. At this institution, all continuing education programs are coordinated through the University's Conference Coordinator, a continuing education staff member.

CE-8. No response.

CE-9. In delivering the various Continuing Education programs the Division of Continuing Education at this institution uses a checklist

to develop strategies for successful programs. In fact, the activity director is responsible for the coordination of the program.

CE-10. The Division of Continuing Education has an intensive advertising and promotion program. The Division uses flyers to promote specific programs to target groups, and finds this very successful. Brochures are sent to every resident in the surrounding counties and other selected communities in the state. Mailing lists are maintained in this Division for target-group advertising, and area mailing lists which include personnel associations, engineering associations, safety directors, driver education, nurses, agencies servicing the elderly, and others. These are used for specific mailings.

CE-11. Conference or workshop planning, at this institution, generally begins with a joint meeting between the faculty and the Office of Continuing Education personnel. A budget is developed and a program outlined, tentatively, and plans made for publicity, printing brochures, and so forth. Many of these meetings are planned from three to five years in advance. Other, smaller meetings, are planned from three to six months or less in advance.

CE-12. The individual or group who recognizes the educational needs or identifies a specific clientele group should contact the Division of Continuing Education to formulate a tentative working agreement as soon as the need is identified. A Continuing Education Specialist is assigned to work with the individual or group in planning and managing the program. To deliver the program, the Continuing Education Specialist (program manager) uses the following strategy: meets with individuals who originated the program idea; assists in selecting suitable

dates; assists in selecting planning committee members; assists in contacting and inviting speakers; prepares advertisement and advertises program; prepares for the program; manages the program; evaluates the program; follows-up the program (including preparation and distribution of reports, mailing certificates, etc.).

CE-13. At this institution, the delivery of Continuing Education Programs involves a number of planning sessions that includes: (1) the determination of specific, growth-oriented objectives; (2) the instructional methodology to be employed; (3) the content or subject matter to be covered; and (4) the clientele to be served. Adequate planning requires not only input from the co-sponsoring organization but also interaction among instructor or educational leader and representatives from the client group or target population.

CE-14. The administrators of the Center for Continuing Education ask participants and faculty for suggestions. After determining there are interests, the administrators make certain that they have the resources or can obtain them. As respect for the program has grown, suggestions by persons outside the college community have increased.

CE-15. At this institution, all courses, conferences, and institutes planned and organized by the Division of Continuing Education are approved in writing by the deans of the academic divisions.

CE-17. At this institution, the School of Continuing Education offers non-credit short courses (twenty to thirty contact hours), usually meeting one night per week for eight to ten weeks; conferences are from one day to one week, and seminars of only a few hours. Credit courses meet on and/or off-campus for eighteen weeks per semester, usually three hours per week.



CE-18. Implementation of continuing education programs at this institution are restricted by the State Board of Regents' Extension Officer. Class offerings are limited because of a legislative ruling which states "nearest institutions" rights. The same legislation is applicable for conferences and workshops; however, this institution offers its conference programs throughout the nation, as well as in the state.

CE-19. The School of Continuing Education responds to requests and determines whether the request falls within the mission of the University. If so, the school then initiates a series of meetings to implement the course or program.

CE-20. The Department of Continuing Education at this institution has a very simple procedure: Get budget money (not so simple), set up the program, advertise it, and supervise it--applicable to non-credit primarily as the continuing education activity is not a program-oriented operation.

CE-21. No response.

CE-22. The Division of Continuing Education assesses the particular needs of a different program, identifies the resources, maintains fiscal responsibility and reporting, conducts registrations, produces promotional materials, and makes a final report.

CE-23. No response.

CE-24. The staff of the Division of Non-credit Programming and the University College Extension Division of the College of Lifelong Learning at this institution determines its delivery strategy. The staff assigned to a task decides on the procedures appropriate to that task and proceeds with the approval of their supervisor--the director of the program.

CE-25. The Division of Continuing Education encourages the academic department chairmen to provide input in implementing the different programs. However, the Division reserves the right to use whatever procedure it deems appropriate in implementing the different programs.

CE-26. The procedure used for implementing the different programs is the same as in any other academic program.

CE-27. The Division of Continuing Education uses the following procedure in implementing the different programs: the need is identified, budgets are prepared, faculty/presenters identified, marketing plans are developed and implemented, and evaluations are conducted according to a predetermined plan.

CE-28. The procedures used by the Division of Continuing Education in implementing the different programs varies depending upon the particular program.

CE-29. No response.

CE-30. Program planning is done in consultation with the dean and business manager being involved.

CE-31. The Division of Continuing Education at this institution opens an account for each event through which expenses and registration fees are run. The program or activity is publicized. The event is mounted or cancelled on the basis of a financial break-even point which is pre-determined at the budget stage.

CE-32. The Division of Continuing Education at this institution plans, develops, and administers the enrichment classes. The Division arranges the logistics for conferences/workshops which are sponsored by

the academic departments. This includes: receive and confirm registrations, reserve facilities on campus or elsewhere, prepare folders, nametags, receipts, handouts for events, and register people as they arrive for conference.

CE-33. The Division of Continuing Education at this institution identifies, assesses, and determines the needs; resources are then allocated; programs are developed, implemented, and evaluated.

CE-34. The Division of Continuing Education programs and activities at this institution are self-supporting. Therefore, once a program has been approved, whether or not the program is mounted, depends upon whether or not sufficient people have registered for a particular program.

CE-36. In the Division of Continuing Education at this institution, a program coordinator is assigned to develop and manage each program. The coordinator negotiates with hotels, printers, and the university to provide facilities and materials for the program.

CE-38. At this institution, before a course is mounted, it must have a title, course description, number, and meet required number of contact hours. Then the director may inform and consult with other divisions. Publicity (direct or indirect) follows with times, dates, places, and other relevant information. An instructor is retained followed by registration, delivery of course, evaluation, and reteach if necessary.

CE-39. The Division of Continuing Education and, more specifically, the Office of Continuing Professional Development serves as the administrative unit for the non-credit programs. After the need for a program has been established, the staff schedules the program,

recruits and hires the instructor(s), carries out the marketing activities, registers the participants, and makes all the physical arrangements for the program--serving rooms, ordering refreshments, equipment, and whatever else is needed.

CE-40. The Division of Continuing Education at this institution assesses the particular needs for the different programs, identifies the resources, maintains fiscal responsibility and reporting, produces promotional materials, conducts registration, and produces a final report.

CE-41. No response.

CE-42. The Division of Continuing Education uses the following procedures in implementing the various programs it sponsors: the need is identified, budgets are prepared, faculty/presenters identified, marketing plans are developed and implemented, and evaluations are conducted according to a predetermined plan.

CE-43. No response.

CE-44. In delivering its programs, the Division of Continuing Education submits its programs to the appropriate committees if it involves setting up a course or program for academic credit. When Continuing Education Unit credits are involved, the advisory committee can approve implementation.

CE-45. The Division of Extended Educational Services, in delivering its programs--seminars, workshops, and similar activities--by following a simple procedure: the data is entered into the computer, a room is reserved, a teacher is hired, and the program is publicized. Setting up any non-credit activity involves a very minimum of administrative details.

CE-46. The Division of Continuing Education in delivering its various programs seeks approval from the appropriate academic department for the offering and for the instruction of that particular offering.

CE-47. The Division of Continuing Education, in delivering its degree-oriented programs, follows the established institutional practice of offering programs and courses.

CE-48. Implementation of continuing education programs at this institution covers several levels. These programs must follow the established approval process.

CE-49. The Division of Continuing Education, in delivering its programs, seeks approval from the appropriate academic department for the offering and for the instruction where credit courses are involved. Non-credit programs are approved by the administrative council.

CE-50. The Division of Continuing Education, in delivering its programs, seeks approval from the appropriate academic division for the offering and for the instruction.

## 7. How Are Your Programs Evaluated?

CE-1. The data reveal that evaluation of continuing education programs is done, but give no indication of how this evaluation is carried out.

CE-2. The Division of Continuing Education at this institution has two forms of evaluation--formal and informal. Program evaluation is done by both participant and resource person with both short and open-ended questions. Standard evaluation forms have been adopted to facilitate this process.

CE-3. At this institution, programs are evaluated by the

participants at the end of each program or course. Program-evaluation forms are given to the participants.

CE-4. At this institution, the Division of Continuing Education program evaluation is contingent upon the nature of the activity and is designed to meet the needs of the particular program. For instance, a professional conference might include evaluation of the instructor by each participant. Variety of evaluation methods are used depending upon the type of activity. Standard evaluation forms have been adopted to facilitate this process.

CE-5. At this institution, the Division of Continuing Education Program evaluation forms are given to the participants at the end of each program to evaluate the activity. A standard evaluation form has been adopted to facilitate this process.

CE-7. The Division of Continuing Education and Outreach Programs distributes evaluation forms to the program participants at the conclusion of the meeting, workshop, etc.

CE-9. Evaluation is the responsibility of the activity director. If the activity is academic, then he/she along with the academic department works out a method of evaluation. Non-credit activities are evaluated by the participants, the facilitator, or resource person, and the Department of Conferences and Workshops.

CE-11. Evaluation requirements, of the Office of Continuing Education at this institution, usually differ for each program. These are generally planned by the program chairperson or his/her committee to correspond to the particular need of the meeting. The Office does not have a standard evaluation form for program content. Chairpersons

do receive an evaluation form from the Office, however, for the services that the Office provides.

CE-12. Participants in all of the Division of Continuing Education non-credit programs are given an opportunity to complete an evaluation form for each program they attend. In addition, for some programs, the Division invites representatives of participating firms and organizations to form evaluation meetings to get their reactions to programs that have been held and to identify needed improvement.

CE-13. Program evaluation is done by both class members and instructor. The class members complete a program-evaluation form and the instructor fills in a Program Report Form.

CE-14. Continuing education programs, sponsored by the Center for Continuing Education, are first evaluated by participants and then internally. The internal evaluation considers the resources of the Center, if the program produces a profit, whether the institution's faculty could be used, and whether it is valuable to the college in other ways such as in recruiting regular students.

CE-15. Students evaluate--in writing--courses, institutes, and outreach programs at the end of each program. Faculty are also asked for evaluative feedback. Occasionally the school's in-house evaluation group becomes involved in the Division's activities.

CE-16. The Division of Continuing Education uses "a very simple evaluation form." The form encourages the participants to reflect on why they took the course, what actually happened, and what they will do with what they have learned. It also asks the "nitty-gritty" questions.

CE-17. Programs are evaluated by both student evaluation and faculty-peer evaluation.

CE-18. Program evaluation is determined, for the most part, simply by noting the number of students enrolled in the courses and the number of credit hours produced. If courses are not well received, or enrollments are low, the course is abandoned and not offered the following terms.

CE-19. The programs are evaluated by student evaluation forms, faculty audits, administrative visits, and the on-site program coordinators.

CE-20. In the Department of Continuing Education evaluation of non-credit programs is done by the coordinator who asks a few questions: Was the program cost-effective? Did it generate money, goodwill, and new students? To what degree? Another evaluation is done by the academic dean.

CE-22. Each individual program is evaluated by the participants for the learning activity that has taken place as well as the appropriateness of the facilities and the total coordination. In addition, programs are evaluated from a fiscal standpoint. The Division of Continuing Education is self-monitoring to determine if the programs offered meet the needs of the community and if they fit within the established missions and goals of the University.

CE-23. A simple evaluation form is used. The form encourages participants (teachers) to reflect on why they took the course, what actually happened, and what they will do with what they have learned. It also asks the "nitty-gritty" questions pertaining to administrative decisions.

CE-24. Continuing education programs are evaluated mainly by the participants--by enrollments, by evaluation surveys, by voluntary



comments--but also, sometimes, by fellow professionals.

CE-26. The programs are evaluated by the students and coordinator.

CE-27. How the programs are evaluated depends greatly on the kind of program. However, the evaluation varies from very formal testing and demonstration of competencies to a simple check sheet.

CE-28. Program evaluation depends upon what type program is being offered, whether it is credit or non-credit, contract service or public offering, etc.

CE-29. Program evaluation depends upon the kind of program being offered. However, the evaluation varies from very formal testing and demonstration of competencies to a simple check sheet.

CE-30. The programs are evaluated by the participants initially. Further, a financial evaluation is also made.

CE-31. The Division of Continuing Education Programs are initially evaluated by the participants and then internally. The internal evaluation considers the resources of the division and whether the program produced a profit. A standard evaluation form has been adopted to facilitate this process.

CE-32. At this institution, each non-credit program is evaluated by the participants at the end of the final session. These responses are tabulated. On the other hand, evaluation of conferences/workshops is done by the individual departments sponsoring the event.

CE-33. The continuing education programs of this institution are evaluated by the participants, resource personnel, and continuing education staff.

CE-34. The continuing education programs are evaluated by the participants and coordinator. A standard evaluation form has been adopted to facilitate this process.

CE-36. Continuing education programs, sponsored by the Division of Continuing Education of this institution, are initially evaluated by the participants and then internally. The internal evaluation considers the resources of the division, if the program produces a profit, whether the institution's faculty could be used, and whether it is valuable to the institution in other ways.

CE-38. The continuing education programs of this institution are evaluated by the participants and resource persons.

CE-39. The Division of Continuing Education's program at this institution are evaluated individually by the participants. A standard evaluation form has been adopted to facilitate this process.

CE-40. The continuing education programs at this institution are evaluated by the participants and by resource personnel. A standard evaluation form has been adopted to facilitate this process.

CE-41. The continuing education programs at this institution are evaluated by the participants in the program, by the resource person or instructor, and by someone from the continuing education staff. Standard evaluation forms have been adopted to facilitate this process.

CE-42. The continuing education programs at this institution are evaluated by both participants and instructors. Standard evaluation forms have been adopted to facilitate this process.

CE-43. Continuing education program evaluation at this institution is done for each program through written course-end evaluation questionnaires.

CE-44. Continuing education programs are evaluated by distributing survey instruments at the end of the course or workshop. Other programs are evaluated by the outcome of the program.

CE-45. At this institution, non-credit programs are evaluated by telephone calls to randomly selected participants who are asked standard questions about course content, teaching ability, etc. In a few programs evaluations are done by the instructors to determine how well the programs meet state regulations.

CE-46. The programs are evaluated by participants using a standard evaluation form which is distributed to the participants at the end of every program.

CE-47. The programs are evaluated by the participants using a standard evaluation form which is distributed to each participant at the end of each program.

CE-48. The continuing education programs are evaluated by the participants and facilitator/instructor. A standard evaluation form has been adopted to facilitate this process.

CE-49. The continuing education programs are evaluated by participants and facilitator/instructor. A standard evaluation form has been adopted to facilitate this process.

CE-50. The continuing education programs are evaluated by participants. A standard evaluation form has been adopted to facilitate this process.

### Summary of Findings

Letters containing seven questions requesting information were sent to sixty institutions of higher education with continuing education programs

in the United States. Fifty (83.33 percent) responded. The remaining institutions did not respond for a few reasons. For some, the questions were too general, thus requiring answers which would take too much time that they could not afford. For others, they were too busy to answer any questions. A summary of the findings follows:

1. How Is Your Continuing Education Division/School Organized?

Thirty-four (68 percent) respondents indicated that the Division was headed by either a dean or director or provost. The authority figures were directly responsible to the president of the institution. The remaining fifteen institutions (32 percent) responding had a decentralized operation. However, the Division of Continuing Education played a coordinating function at the institution, with the other divisions being responsible for planning and developing continuing education programs. In such cases the office was occupied by one person. On the other hand, the institutions with a centralized administrative structure are divided into two or more departments with each section being headed by a director or coordinator who is responsible for the administration of the department. The director or coordinator of the department is responsible to the provost or dean or director.

2. What Relationship Exists Between Your Division and the Other Divisions/Schools?

Thirty-four (68 percent) respondents indicated that a positive relationship exists with other academic divisions or schools. In fact, the majority of the respondents regarded the Continuing Education Division as being on equal status as the other divisions--the chief administrative officer is given equal status as that of other divisional heads. Of the

remaining fifteen (32 percent) respondents, two have inform-and-consult relationship while three have informal relations. Two reported as autonomous or independent.

### 3. What Kinds of Programs Do You Have in Your Division?

The majority of the respondents (76 percent) indicated that they offer a variety of credit and non-credit courses, which includes professional conferences; workshops, seminars; institutes; off-campus and evening programs. Most of the community colleges offer vocational, avocational, recreational, cultural, and academic programs in addition to those mentioned previously.

### 4. What Needs Do Your Programs Meet?

Of the respondents answering this question, forty (80 percent) stated that their programs were designed to meet the manpower needs of business and industry as well as professional, personal, academic, recreational, vocational, and avocational needs of the adult population of the area. The remainder said that their programs met the needs of working adults who want a college education but are unable to get it in the traditional educational structure.

### 5. How Were These Needs Determined?

A majority of the respondents (56 percent) used a variety of techniques to determine the needs of the clientele. The most common was the survey, followed by the advisory committee and then requests from the community. Business, industry, and finally the participants had some say. Input also came from faculty members.

**6. What Procedure Do You Follow in Implementing the Different Programs Including Conferences, Seminars, and Workshops?**

The subjects used a variety of procedures to implement the different programs. However, the majority of respondents answering this question (52 percent) conducted a survey of needs-assessment and then began the program-planning process. Planning the program included designing programs; marketing program; recruiting and hiring of faculty; evaluating the programs; reviewing and modifying programs. Seven (14 percent) of the respondents did not answer to this question, while thirteen (26 percent) used other procedures for implementing continuing education programs.

**7. How Are Your Programs Evaluated?**

Thirty (60 percent) respondents stated that at the end of the program standardized evaluation forms are given to the participants to evaluate the program. Sixteen (32 percent) stated that both participants and resource persons evaluate the program. It was also revealed that evaluation in one instance was done by the academic administrator. Evaluation in three instances was considered in terms of fiscal success.

In this chapter the data were presented under each of the seven research questions and summarized.

The recommendations for a continuing education system for the College of the Bahamas are presented in chapter 5.

As a result of these findings, a proposed Continuing Education System for the College of the Bahamas is presented in the next chapter.

**CHAPTER V**

**PROPOSED CONTINUING EDUCATION SYSTEM**

**FOR THE COLLEGE OF THE BAHAMAS**

This chapter presents a recommended continuing education system for the College of the Bahamas. This proposed system is based on the review of literature, the data gathered from the fifty institutions of higher education in the United States and the experiences of the researcher. Attention is given first to developing a philosophy and goals for the Division. Five objectives are also discussed. Based on the philosophy, goals, and objectives of the Division, an educational plan is presented. This view of developing a philosophy and goals for the Division is supported by classical organizational theory which states that the mission and goals of an organization determines the structure. Additionally, an organizational structure is suggested along with an explanation of each position. Further, consideration is also given to the administration of the Division of Continuing Education with respect to management, leadership, program development, and evaluation.

**The Continuing Education System**

**Philosophy**

Learning is a continuous process that begins at birth and continues throughout life. To begin with, children, while they are yet

infants, learn by discovering things for themselves. Later, they learn from their parents and siblings. As they grow, their education continues at schools and colleges. Adults also study and learn through many means.

It is the responsibility of every country to provide continuous learning opportunities for its citizens so that their human resources can be developed. In fact, Venn (1970) states that failure to develop the full potential of any single person results in a loss to society, nation, and the local community. Everyone loses. The government of The Commonwealth of the Bahamas does not intend to lose. It has given the College of the Bahamas the responsibility of providing continuing education activities for all Bahamians.

#### Goals

Even though the administrative offices of the College of the Bahamas are situated in Nassau, the Division of Continuing Education and Extension Services seeks to make the college truly a college of the entire Bahamas by developing activities, short courses, conferences, workshops, and seminars that meet the needs of the different communities in each island of the Commonwealth. More specifically, the Continuing Education and Extension Services Division seeks to provide opportunities for professional and semi-professionals to continually keep abreast with developments in their respective fields. Assisting business and industry with the development of their personnel is another important goal of the Continuing Education and Extension Services Division.

The provision of educational opportunities for academic development programs and examination preparation courses has always been a



major goal of continuing education. These and other pathways to jobs and promotions must continue to be among the thrusts of the Division.

The continuing education programs must remain relevant to insure that they meet the needs of the community; therefore it is necessary to involve members of the community in all phases of programming--as members of committee, as clientele, and as faculty for planning, delivery, and evaluation purposes.

Finally, the programs of the Continuing Education and Extension Services Division must provide the support system that would assist adults in adjusting to academia and in making career choices.

#### Objectives

From the stated philosophy and goals of the Continuing Education and Extension Services Division come the following objectives. These have been designed to ensure that the goals of the Division are reached (Maraj & Greig, 1976). They are as follows:

1. To provide a mechanism for the rational development of continuing education in the Bahamas
2. To provide comprehensive program of continuing educational opportunities which are accessible to all interested Bahamians
3. To ensure a high standard of functional literacy throughout the adult sector of the Bahamas
4. To ensure quality education for mature learners
5. To provide appropriate counseling for mature learners.

1. To Provide a Mechanism for the Rational Development of Continuing Education in the Bahamas

In order for the Continuing Education and Extension Services Division to meet the demands placed upon it, the Division must structure its organization for maximum productivity and efficiency. Additionally, it must have the personnel to deliver the needed programs. With an organization structure developed in terms of its functions and sufficient personnel who are dedicated adult educators, the off-campus centers could be sure of innovative programming and improved supervision.

Almost all of the off-campus centers of the college in the Family Islands and New Providence presently offer strictly academic programs. In many cases this type of program is not what the clientele needs. However, before any continuing education activity is offered, a study of the needs of the different islands must be made to determine the actual needs of the people.

2. To Provide a Comprehensive Program of Continuing Education Opportunities Which Are Accessible to All Interested Bahamians

In addition to the well-established examination preparation programs which serve the academic and some vocational needs of the mature students, programs designed to respond positively to the different life-styles and learning needs of all Bahamians should be offered at times and places convenient to interested citizens throughout The Commonwealth. Non-credit continuing education programs represent an important contribution to the life of the ordinary citizen.

For this reason the offerings should be broader.

The Continuing Education and Extension Services Division of the College of the Bahamas should offer a diverse and flexible schedule of programs. These should include conferences, workshops, seminars, institutes, and short courses. Other non-traditional forms of educational experiences must be explored--courses by newspaper, independent study, telecourses, and courses by radio. Many of these could have an academic, cultural, or recreational nature. Others might be technical and vocational. Still others should be intense, short courses that are largely avocational.

Essentially, the Continuing Education and Extension Services Division exists to provide varied educational opportunities and learning experiences to all those who wish to take part for the sheer joy of learning new things, for self-enrichment, or for personal growth. These experiences can be gained through such activities as auto-mechanics for car owners; needlecraft, physical fitness, and sewing for women.

Such learning activities and other skill-oriented programs should be introduced in the other Family Islands. In fact, learning experiences through lectures, seminars, group discussion, workshops, and short courses focusing on the following areas should be introduced as soon as possible:

- (a) Consumer Education
- (b) Household Management
- (c) Gardening
- (d) Family Education
- (e) Bahamian Studies.

3. To Ensure a High Standard of Functional Literacy Throughout the Adult Sector of the Bahamas

An increasingly complex and rapidly changing Bahamian society requires a high level of functional literacy for all citizens. The inability to read and write with facility imposes serious handicaps on the personal and social life of anyone so disadvantaged. Opportunity must be given for all Bahamians to achieve the highest level of literacy of which they are capable.

4. To Ensure Quality Education for Mature Learners

The adult learner does not learn in precisely the same manner as school-age children or adolescents. If this fact is not recognized, continuing education can become a frustrating and disappointing experience for mature students. Moreover, the assumption that an effective primary or secondary teacher will also be an able teacher of adults is invalid. Without an understanding of the psychology of adult learners, instructors in continuing education will not be as effective as they could be. Instructors who are to be involved in the continuing education program should undergo a training period in androgogy.

5. To Provide Relevant Counseling for Mature Learners

For effective and realistic planning of community-oriented programs, a psychological perspective in designing the objectives is as important as an academic perspective. The daily administration of Continuing Education and Extension Services must therefore be involved in providing current and prospective students with counseling and

guidance in academic and career planning as well as in personal and/or crisis situations. To ignore these responsibilities would be antithetical to the general mission, philosophy, and overall objectives of the Continuing Education and Extension Services Division of the College of the Bahamas.

Hereinafter, the Continuing Education and Extension Services Division will be referred to as the Continuing Education and Community Outreach Division.

#### **Educational Plan**

In order to achieve the goals and objectives set within the framework of the College of the Bahamas' mission and philosophy, the Continuing Education and Community Outreach Division is created as the delivery system for all educational pursuits.

With its own director, responsible to the principal, the Continuing Education and Community Outreach Division operates as a self-contained Division with status equal to that of the other academic divisions. The Division is dependent upon the existing administrative committees, divisions, and departments of the college for available facilities and resources (human and material).

Four bodies should govern the affairs of the Continuing Education and Community Outreach Division. They include: Continuing Education Administrative Council; Continuing Education Advisory Committee; Continuing Education Board of Studies; Academic Board of the College of the Bahamas.

1. The Continuing Education Administrative Council which would meet weekly, would be made up of the heads of each of the sections. It

is the immediate executive and legislative body with respect to continuing education programming.

2. The Continuing Education Advisory Committee would assist with program planning ideas, promotion, and evaluation of programs. This committee would represent the varied interests groups of the college, cooperating institutions, professions, labor unions, and the community. It should meet at least once per month.

3. The Continuing Education Board of Studies should assist in the planning and implementation of non-traditional forms of delivering educational programs.

4. The Academic Board of the College of the Bahamas, which meets monthly, is responsible for all academic matters of the college and would do the same for the Continuing Education Division. Therefore, all credit continuing education programs and courses must be approved by this body. Courses offered for Continuing Education Unit must also be approved by the Academic Board.

#### Organization of the Division

An educational plan in itself is good to have, but the effectiveness of that plan is dependent, to a large extent, upon how the Continuing Education and Community Outreach Division is organized. Presently, the Continuing Education and Extension Services Division is organized into three broad areas: (1) Evening Institutes and Distance Teaching; (2) Off-shore University and Special Projects; (3) Formal Upgrading which includes the Transitional Education, College Preparation, and Basic Certificate Programs (see figure 2). Responsibilities for these areas were divided among the three administrators as follows:

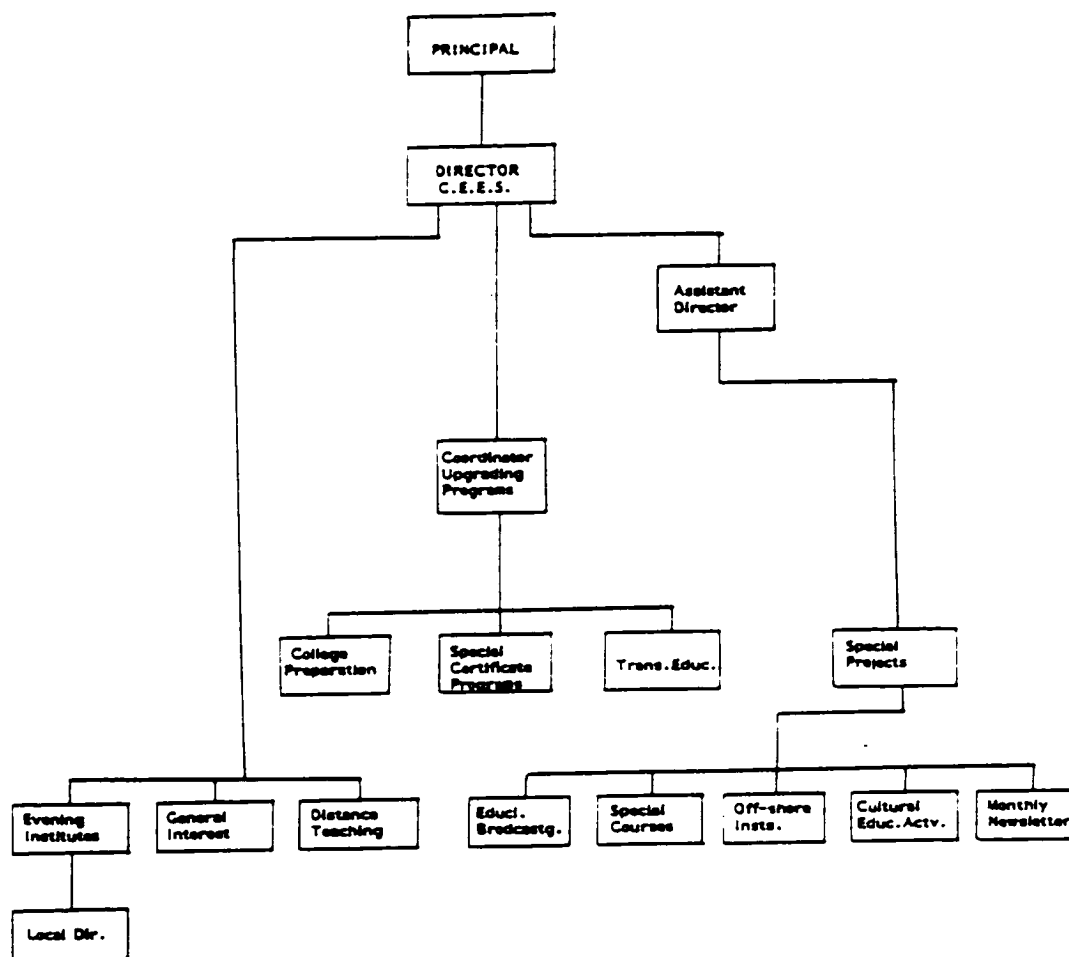


Fig. 2. Present Organization of the Continuing Education and Extension Services Division at the College of the Bahamas

**Director: Evening Institutes and Distance Teaching**

**Assistant Director: Off-shore University and Special Projects**

**Coordinator: Formal Upgrading programs**

The responsibility of the Division would be such that several persons would be needed to perform these various functions if it is going to achieve its goals and objectives. The organizational structure seen in figure 3, reveals that the Continuing Education and Community Outreach Division, headed by a director and an assistant director, would be divided into six sections, each section being administered by a coordinator. The sections are Freeport Program; Community Outreach Programs; Academic Development; Off-Campus, Extension, and Summer Program; Professional Development Programs; Program Development; and Public Relations. The off-campus section has a coordinator who is responsible for the coordination of the General Education Development and non-credit programs in the Family Islands.

The proposed system shares the different responsibilities of the Division among seven persons and frees up the Director to enable him/her to more effectively and efficiently manage the Division. Additionally, the seven departments will have clerical assistance to assist with the departmental functions.

Another important difference with the proposed system and the present system is that there are three important departments which should greatly increase the division's effectiveness. They are the Program Development; Off-campus, Extension and Summer Program, and Community Outreach Division. Those three divisions, through their programs and activities should always have some kind of activity in which adults at all levels of society can participate.



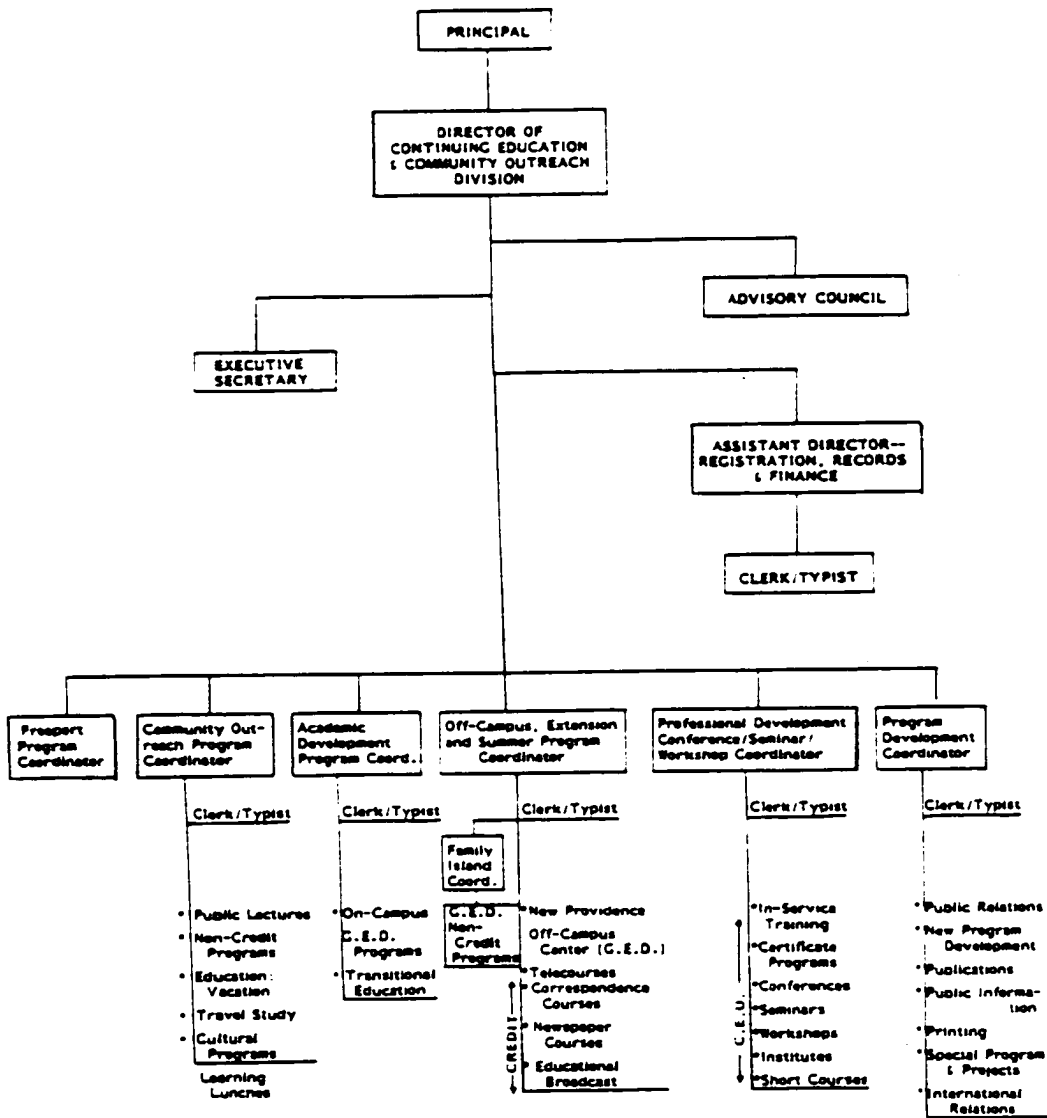


Fig. 3. Proposed Organizational Structure of the Continuing Education Division Showing Areas of Responsibility

It is the view of the researcher that the Program Development Department is an extremely important section of the Division. In fact, it is the most important because it is through this department programs and activities are designed. It is through this department that marketing strategies for the programs and activities are developed. Further, it is through this department that the needs of the community are translated into programs and activities that meet the needs of its clientele.

The Assistant Director of Continuing Education and Community Outreach Division would be the officer responsible for all registration and records with references to all continuing education programs. Further, he/she would be responsible for the collection of all fees and is thus the liaison with the Business Office with regards to fiscal matters.

Of particular importance to the Continuing Education and Community Outreach Division would be the Advisory Committee. This committee is important for many reasons; the first being the variety of backgrounds of its members. In addition, the council would have as one of its members a representative of the Division's clientele. It is also important because it gives the director and the entire Division ideas with respect to the needs of the community. Further functions of the advisory committee would be:

1. To promote understanding and support of the program
2. To serve as a sounding board for the director of continuing education as needed
3. To serve as an appeal body when such is needed.

Two major officers would be needed to carry out the administrative duties for the Division--a director and an assistant director.

**The Director.** The literature and the findings in this study support the concept that the head of the Division should be responsible to the institution's chief academician—vice-chancellor, president, vice-president, or provost. As head of the Continuing Education and Community Outreach Division, the director would report to the principal and should be responsible for the administration of the entire Division. He/she is also a member of the Academic Board.

This arrangement is supported by Knowles (1969) who states that the strongest continuing education programs and activities are in those institutions in which continuing education is parallel to academic affairs, student personnel . . . .

In support of the concept of collective leadership over individual leadership as discussed in Knox et al. (1980), and because leadership in adult education is leadership of equals, the management of the Division is shared among seven persons, the assistant director, and six coordinators.

**The Assistant Director.** The assistant director would assist the director with administrative duties. Specifically, he/she would be responsible for registration, records, and finance. This responsibility would include the development of appropriate forms and procedures to assure a complete and accurate record system. As registrar and financial officer for the Division, he/she must work very closely with the Coordinator of Student Services and the Business Officer.

### **Sections of the Division**

Having found the lack of a clear definition for the different sections of the present organization of the Continuing Education and Extension Services of the College of the Bahamas, the researcher through the proposed

organization states clearly and precisely the function of each of the sections of the Division, and the responsibilities of the coordinators for each.

The various sections of the Division (with brief description) would be as follows:

1. **Community Outreach:** The programs in the Community Outreach section are intended to be non-credit and will be offered to the general public. These may be avocational, recreational, or cultural in nature. A few may also be taken for credit, subject to the normal academic channel approval. This section would bring the college and the community into a closer relationship, thus enabling the college, and the Continuing Education Division in particular, to better understand its clientele.

2. **Academic Development:** Many people in the Bahamas would like to have a college education, but because of basic educational deficiencies, they cannot take advantage of the learning opportunities at their disposal. The Academic Development section would provide programs that should enable the educationally disadvantaged to get out of the rut of illiteracy and ignorance on the path to educational opportunities filled with knowledge and skill, resulting in a richer, fuller, more meaningful life.

3. **Off-campus, Extension and Summer Program:** A number of Bahamians live in many communities and are not able to go to the main campus in Nassau for classes or programs. The Off-campus, Extension and Summer Program section of the Division would provide a system for delivering college programs wherever there is a need. Every Bahamian

is educatable; therefore, every method should be explored to reach him/her wheresoever he/she might be. Credit programs may be offered to all Bahamians by media--television, radio, or newspaper--and by mail. Additional academic development programs may also be delivered in non-traditional formats to people throughout the Bahamas. Further, this section would be responsible for the administration of all off-campus, non-credit, and non-traditional college credit programs.

4. Professional Development Conference/Seminar: Skills and knowledge acquired in high school or college are no longer sufficient to take one through life. The rapid explosion of knowledge and the advancement in science, medicine, and technology demand that if one wants to avoid obsolescence, he/she must of necessity make every effort to keep abreast with these advancements. The Professional Development Conference/Seminar section would provide professionals with the opportunity to remain current in his/her chosen field of endeavor. Further, it would provide programs and activities whose main intent and purpose is to facilitate formal structured learning or interactional experiences which do not involve the award of academic credit as their principal intent or purpose.

5. Program Development: The Program Development section would provide marketing and information support for all Division programs and activities. Additionally, the Division must be responsible for the design and development of new programs, courses, or units. Such programs, once firmly established, are reassigned to another section depending upon their intent. Further, the Division would be responsible

for program activities which are funded by organizations, associations, or agencies external to the college, those which are conducted under specific grant award or contract, and those conducted by other college units which are administered by the Continuing Education Division.

Printing and publications would also be the responsibility of the Division. These important functions are, in fact, connected somewhat with public relations and information. The nature of the activities of the Division would make international relations, with respect to relations with foreign institutions, appropriate.

6. Freeport Section: Because of the types of programs and activities that are conducted on Freeport and because of the distance between the central office and the Regional and Community Outreach Center, a full-time person must coordinate the programs and activities in that city. Therefore, the Freeport section would coordinate the programs and activities offered at the Center. These, in fact, may be similar in character to those mounted at the main campus; however, it is most important that all programs and activities should meet identified community needs.

#### Linkages and Assignments

1. Programs and activities which would be remedial in nature as well as those whose principal intent and purposes would be college and examination preparation should be assigned to the Academic Development section.

2. Programs and activities whose principal intent and purpose would be the offering of non-academic, non-credit programs but which

otherwise meet the criteria for Community Outreach Program (avocational, recreational, and cultural) are to be assigned to the Community Outreach Program section. Exceptions would be appropriate when the coordinators and the director of the Division approve the assignment of such programs to another division.

3. Programs and activities which would be financially self-supporting, but which would not involve the award of academic credit as their principal intent or purpose and whose principal intent or purpose would not be to facilitate formal structured learning or inter-actional experience are to be assigned to the Professional Development section. Continuing Education Units may be awarded to participants who successfully complete the activities of programs approved by the Academic Board for CEUs.

4. Programs and activities whose principal intent or purpose would be the offering of academic programs using non-traditional forms of education are to be assigned to the Off-campus, Extension and Summer section. Additionally, summer and intersession programs should be assigned to this section.

5. In all instances the award of academic credit in conjunction with programs and activities would be conducted by the Program Development and Professional Development sections. There should be close and regularized communication between the sections and the academic divisions of the college.

6. New programs and activities will be assigned to a specific section at the time of implementation, initiation, or constitution.

7. Personnel of one section may be asked to assist in the support

of activities/programs of another section so long as appropriate requests are made and approval granted through the appropriate section coordinators.

Linkages to the Continuing Education and Community Outreach Division and the principal and other divisional chairpersons would be through the director of the Division.

Linkage to the Business Office and student services would be through the Assistant Director who would have the responsibility for matters pertaining to registration, records, and financial affairs.

Interactions between each section and the academic division or department would vary according to the preference of the department. This linkage may occur through the principal and the Academic Board.

Linkages to the Community Relations Office, whether informally, etc., would be through the Program Development section. Because the Director of Continuing Education and Community Outreach Division would enjoy equal status with the chairpersons of any other academic division of the college and be a member of the Academic Board, which is made up of chairpersons of each academic division, the Division should have a good relationship with other divisions.

### Advisory Council

Boyle (1981) states that the establishment of an Advisory Council is a very common and sound approach for involving people from the community in program development. Hence the reason for including this council in the proposed system. There are several reasons for this. Six are listed below :



1. Based on the principles of securing the consent of the public tends to deny the viability of the idea of "the public interest." It emphasizes the group basis of politics, group interaction, conflict, and accomodation as the way to formulate sound decisions.

2. Community involvement provides the Director and Program Development Coordinator with better information about the wishes and needs of the people and also helps to avoid misunderstanding and misconceptions that may occur.

3. Community involvement is a means to legitimize programs.

4. Community involvement facilitates the teaching-learning process, especially in the case of planning educational programs. Participation promotes an active kind of learning that is not only more permanent but also more available.

5. Community participation is a way to mobilize resources because a free government is incapable of marshalling the full resources of its people.

6. Community participation is seen as a vehicle for social therapy, an opportunity for the disadvantaged to participate in decisions that affect the ultimate end of counteracting their alienations (Boyle, 1981, p. 95).

The Continuing Education Advisory Council, therefore, should consist of the Director of Continuing Education as secretary, four faculty members, and three persons from the community--a representative from the clientele, Labor Unions, Government, and the Chamber of Commerce. All members should be appointed by the principal. The primary functions of this council would be to:

1. Advise the Director of Continuing Education as to community needs

2. Promote understanding and support of the program
3. Serve as a sounding board for the Director of Continuing Education as needed
4. Serve as an appeal body when needed.

See appendix D for suggestions of some topics that might be considered by the Council. The Continuing Education and Community Outreach Division Advisory Council shall have no administrative nor policy-making responsibilities; however, it will have access to policies and administrative procedures.

#### Responsibilities of the Department Coordinators

The coordinators of the various sections should serve as the principal administrative officers of their units and report directly to the director. Additionally, the coordinators should

1. Insure the operational effectiveness and efficiency of their respective sections and of the programs and program units within their sections
2. Conduct annual evaluations of professional personnel assigned to their units
3. Advise the director on all matters pertaining to the appointment of program administrators, program coordinators, etc.
4. Coordinate the preparation of annual program and section budget and insure the effective administration of the approved budgets
5. Approve all financial and personnel transactions of their sections prior to their submission to the assistant director and the director

6. **Develop, execute, and continually update section operating policies and procedures**
7. **Organize a program of on-going professional development for section personnel**
8. **Seek and attract additional external funding for section programs**
9. **Facilitate the growth, development, and expansion of the Division programs**
10. **Facilitate the development of programs through the encouragement and exploration of new program ideas**
11. **Manage within the context of Division faculty involvement in governance**
12. **Maintain a collaborative collegial relationship with college personnel**
13. **Formulate recommendations for improving the operational efficiency and effectiveness of the Division.**

#### **Administration of the Division**

**In order for any organization to function efficiently, there must be some administrative procedures that should assist the leaders in the management of that organization. A review of the literature revealed that management is leadership. A number of administrative procedures are presented here to help the administrator develop an efficient and effective organization.**

1. **Needs Assessment: Before any program proposal is designed, an assessment of the community and/or clientele needs must be made.**
2. **Program proposal:**

- a. The coordinator, after developing a program proposal with his/her planning committee, completes and submits to the Director of the Division a program proposal form. This Program Proposal is one step in the program development process (see appendix D)
- b. The Program Proposal along with the instructor's vita and budget details should be used by the management committee in determining the program approval
- c. The "Office Use Only" section of the Program Proposal form should be completed
- d. A copy of the Program Proposal form should be sent to the Director.

3. **Instructor Vita:** Instructor vita must be on file before a program is approved. Further, this vita should be updated before the instructor is able to teach courses taught at a later date. However, it is important to note that if a program or course is offered for credit, then the lecturer must be approved by the division concerned.

4. **Budget Details:** An estimated budget should be completed by the Assistant Director and submitted to the Director of Continuing Education for approval, before the program is approved. At the conclusion of the program, adjustments are made in the budget by the Assistant Director to reflect what was actually spent. This budget statement should be signed by the Assistant Director who prepared the budget and the Director who is responsible for the administration of the Division.

5. **Memorandum of Agreement (appendix D ):** A completed agreement form should be completed and sent to the instructor/facilitator, who

must sign and return the form before the program begins. The second copy of the agreement is to be kept by the instructor/facilitator.

6. **Books, Equipment, and Materials (appendix D):** The instructor/facilitator should request books from the bookstore well in advance of the beginning of the program. Equipment and materials should also be requested on the provided forms well in advance of the beginning of the program. All cost associated with these requests should be included in the program budget. Arrangements for audio-visual equipment are made through the library. Where materials need to be secured from off-campus business houses, requests for such should be made through the Division's fiscal officer.

7. **Publicity/Public Relations:** The Continuing Education and Community Outreach Division should be interested in obtaining maximum exposure for all its activities. In order to do this efficiently and effectively use should be made of the personnel involved in publicity and public relations.

The activities of publicity and public relations are divided into two categories: news and promotions.

a. **News function:** the Continuing Education and Community Outreach Division should offer the news media information with regards to the events that are felt to be news acceptable. The news media to be considered in this category is print media (newspaper, magazine, etc.) and broadcast (radio and television). For maximum news coverage, the program development coordinator should:

i. Complete the publicity form (appendix D ) and forward it to the College Community Relations Officer

- ii. Provide the Community Relations staff with a brochure of the event as soon as possible
- iii. Remain in close contact with the Community Relations staff and keep them updated on developments of the events. With this information, the College Community Relations staff can offer to the media one advance story about the event giving all details. Around the fifth of the month preceding the date of the event, Community Relations should include the event in an overall advance offering to the press regarding all events for a particular month.

b. Promotional function: The College Community Relations should be responsible only for the news function in connection with continuing education activities. Promotion function items such as brochures, direct mail, advertisements, etc., should be the responsibility of the Continuing Education and Community Outreach Division through the respective coordinators.

8. Program Publicity: To keep the public informed of the activities and programs of the Division, the Program Development Coordinator working with the College Community Relations Officer, should

- a. Publish a schedule of programs three times per year: fall, spring, and summer
- b. Develop brochures, where appropriate, for individual or groups of related programs
- c. Prepare public announcements of program offerings for the news media

- d. Prepare and maintain mailing lists for :
  - i. program participants
  - ii. public and private schools
  - iii. former and current College of the Bahamas students
  - iv. area clubs and organizations
  - v. area businesses and industries
  - vi. advisory council members
  - vii. Continuing Education and Community Outreach Division and staff
  - viii. others requesting information.

9. Registration and Payment of Tuition:

- a. The Student Registration and Receipt form must be completed and the fees paid in full before the student can be officially registered
- b. The Student Registration and Receipt form must be received by the Division of Continuing Education from the student (in person or by mail)
- c. The Division of Continuing Education and Community Outreach is to be responsible for the completeness of information and the accuracy of the courses information including fees and special fees
- d. The last copy of the registration form is to be retained by Assistant Director of Continuing Education while the first three copies and payment are forwarded to the Business Office
- e. The Business Office should complete the bottom portion of the form, validate all copies, keep the second copy and

payment and return the other copies to the Assistant Director of Continuing Education

- f. The third copy is to be given to the student
- g. The original copy is to be placed in the program file with the Assistant Director of Continuing Education
- h. Refunds due to student withdrawal or program cancellation are to be initiated by completion of the Refund Request form. No refunds are to be made after the class starts; 100 percent refund before that time
- i. The request for refund must be approved by the Director of Continuing Education
- j. Both copies of the Refund Request form are to be sent to the ADCE bookkeeper who prepares a voucher requesting the refund. In no case should cash or non-deposited checks be returned to the participant
- k. The original copy of the request is to be retained by the Assistant Director of Continuing Education while the second copy is attached to the voucher for submission to the Business Office. Several requests may be included on one voucher, but all requests should be for the same program
- l. The voucher is to be approved by the Director of Continuing Education
- m. The original copy of the Refund Request is to be filed in the program file.

**10. Transfer Request:**

- a. The Transfer Request form will be used when a student wishes to change from one program to another



- b. The form is to be completed by the Assistant Director of Continuing Education indicating an additional fee or refund. If an additional fee were required, the request could be processed until the fee were paid
- c. The request must be approved by the Director or Assistant Director of Continuing Education
- d. After approval, the original student registration and receipt would be pulled from the program file and stamped:

TRANSFER TO: \_\_\_\_\_

DATE: \_\_\_\_\_

INITIALS: \_\_\_\_\_

The program number to which the student is transferring, the date, and the initials of the approving officer would be filled in

- e. A copy of the receipt would be made and placed in the program file for which the student originally paid
- f. One copy of the transfer request would be attached to the original receipt and both placed in the program file to which the student is transferring
- g. One copy of the transfer request would be sent to the Business Office along with the payment, if applicable. The Business Office would process the payment or issue the refund as indicated on the transfer request.

11. Class Rolls:

- a. The class roll would be prepared from the valid registration forms on file approximately one day prior to the first class meeting

- b. The class roll would be either delivered to the instructor before the first class meeting or presented at the first class meeting by a Division of Continuing Education staff member
  - c. A copy of the class roll is to be retained in the Division of Continuing Education's Office
  - d. Students registering at the first class meeting should be added to the class roll by the instructor
  - e. The instructor is to return the class roll, appropriately completed, to the Division of Continuing Education immediately following the last class meeting.
12. Program Evaluation:
- a. A sufficient supply of Program Evaluation forms are to be given to the facilitator (instructor) for completion by class members
  - b. The Evaluation forms are to be returned to the Division of Continuing Education by the facilitator/instructor.
13. Payment of Instructor:
- a. The Division of Continuing Education should request the Business Office to prepare a voucher for the instructor after the first class meeting of the program or when the program has met its minimum enrollment
  - b. The request for voucher is to be submitted to the Business Office after the program has started
  - c. The facilitator/instructor must submit the class rolls, program evaluations, and other pertinent information or materials before payment is made

- d. Payment should be made within 30 days of the close of the program.
14. Program Report:
- a. The Program Report is to be completed from information available within this program file
  - b. The Program Report should be maintained in the program file and used in preparation of the Annual Report
  - c. It is also to be used to help in planning future programs.
15. Instructor Record Card:
- a. The Instructor Record card is to be maintained as a cumulative record of each instructor's participation in the Continuing Education Program
  - b. Following the completion of each program the data related to that activity is to be recorded on the Instructor Record card
  - d. Upon request by the instructor, a copy of this card will be released by the Division of Continuing Education at no cost to the instructor.
16. Permanent Record Card--Transcript:
- a. The Permanent Record card is to be maintained as a cumulative record of each student's participation in the Continuing Education Program
  - b. Following completion of each program the course data are to be recorded on the student's Permanent Record card
  - c. Upon written request by the student, a transcript will be released by the Division of Continuing Education for the

same fee as charged for transcript credit work at the institution.

**17. Certificates:**

a. Certificates are to be provided for regular classroom activities and other activities as approved by the Director of Continuing Education

b. Certificates are to be prepared for those certified as having participated who have satisfied the requirements of the course with 80 percent attendance in the class.

**18. Annual Report:**

a. The Annual Report should include all programs completed between September 1 and the following August 31, inclusive

b. Program Reports, Instructor Record cards, and Budget Detail forms will serve as the basis for the Annual Report

c. Individual student transcripts of all CEU and non-CEU programs will be available for release in accordance with the policies governing college transcripts for traditional credit work. This includes a fee of \$2.00 for each transcript requested

c. Certificates of completion will be awarded to those completing most activities

e. Registration for Continuing Education program may normally be made in two ways: (i) in person or (ii) by mail. However, registration is not complete until fees are paid. Registration is on a first-come, first-serve basis

f. Refunds will be made in full if the request is made in

writing prior to the first scheduled class meeting. No refund is allowed once classes have started. Refunds will be made by the Business Office upon written authorization by the Director of Continuing Education and Community Outreach Division

g. Should the College of the Bahamas Continuing Education and Community Outreach Division cancel an activity, 100 percent refund will be given

h. College of the Bahamas employees may register for continuing education activities if space is available, at special rates for some or all programs, but must pay 100 percent of any special fees

i. Each instructor of a continuing education activity is to be required to sign a memorandum of agreement which includes rate or amount of compensation, course-planning obligations, record-keeping and reporting responsibilities, contact hours required, time and place of activity and other items necessary for a clear understanding between the Director of Continuing Education and the facilitator/instructor

j. Sufficient information should be maintained on each facilitator/instructor to document his/her qualifications for offering a quality program

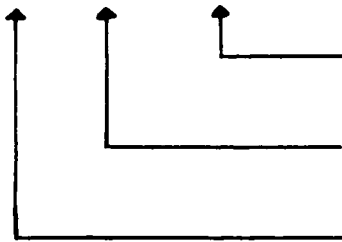
k. The rate of payment of the facilitator/instructor will be determined by the Director of Continuing Education. However, except in rare cases, the rate ranges from \$8.00 to \$20.00 per contact hour assigned to the activity

1 Contact hour = 1 x number of students in a program.

### Program Numbering System

In order to enhance the Continuing Education Division's record keeping, the following system for numbering program offerings will be used.

X YYMMDD X



The Alpha character is used to distinguish between programs with the same beginning date

The month and day of the first meeting of the program are indicated here.

The letter "C" is used if individual Continuing Education Units are awarded. On the other hand, if no Continuing Education Units are given then "N" is used.

### Facilities

Because the College of the Bahamas has limited financial resources, care must be exercised in the use of whatever funds are available to the Continuing Education Division. However, the Division seeks to conduct its programs in the most conducive environment. Some available sites may be used for little or no payment; others may be costly. The important factor here is that the site and classroom must not hinder learning. With some imagination and initiative, the selection of a site could coincide with the theme of the program.

A list of off-campus sites in which continuing-education programs have been offered suggests some possibilities for imaginative program settings: church; private home; botanical gardens; newspaper office; radio broadcasting station; television studio; cruise ship; restaurant; historical museum; library; hospital; laboratory; realty office; hotel; theatre; artist's studio; high-school gymnasium; regular classroom; garage; and the open air.

In the case of the Family Islands, the Continuing Education Family Island coordinators will secure facilities wherever there are definite needs and interest. In short, the Continuing Education Division will encourage the coordinators to take the program to the peoples. Classes will be conducted whenever there are sufficient interested persons. Clients must not be left out because they do not have transportation.

### Financing

The College of the Bahamas, through its Continuing Education Division, wishes to give every Bahamian adult, no matter his/her station in life, or where he/she lives, an opportunity to develop to full potential. Obviously such a wish requires the commitment of extensive finances which the college does not have. However, the Continuing Education Division will make good use of the funds appropriated to it for its work.

Since all fees collected by the Division must be deposited in the Government's Consolidated Fund, the only real source of revenue is that which is given by the government at the beginning of the financial year.

However, the Continuing Education Division must make every effort to secure funds for (1) studying the needs of the various island communities, (2) designing programs to meet the needs of the different Bahamian communities, (3) developing the appropriate system to deliver the programs, and (4) evaluating and redesigning the programs at the end of each academic year.

Approaches are to be made to some of the local business houses, such as banks, Xerox and IBM companies, as well as other industrial institutions for financial support in the construction of a building to house the administrative offices of the Continuing Education Division.

In addition to soliciting funds from local industries and institutions, outside funding agencies must be approached to assist with the development of a Continuing Education Center.

In this chapter a continuing education system for the College of the Bahamas was presented. Attention was given to the philosophy and goals of the Division. Based on the philosophy, goals, and objectives of the division, a suggested educational plan, organizational structure, and administrative procedures were presented.

The summary, conclusions, recommendations, and implications are presented in chapter 6.



## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

#### Summary

##### Introduction

This chapter presents a summary of the study, and a set of conclusions are given with discussion on the findings gathered from the analysis of the response to the questions asked of the continuing education administrators in institutions of higher education. Recommendations and implications are also presented.

##### Purpose of the Study

The purpose of this study was to develop a continuing education system for the College of the Bahamas.

Answers were sought to seven questions with regards to organization and administration of continuing education at institutions of higher education in North America. The study was developmental in nature and no attempt was made to evaluate or rate the Continuing Education Divisions nor their programs.

##### Related Literature

A great deal of literature was available on the subject of continuing education; however, very little empirical research exists

that directly impacts upon this study.

The review of literature for this study used the following resources: Dissertation Abstracts International, ERIC Clearing House, Education Index, Current Index of Journals in Education, Bahamas Government Archives, College of the Bahamas Library, and Andrews University Library Card Files.

The results of the search were less than satisfying in terms of organization and administration of continuing education at the collegiate level. The literature search, therefore, had as its organizing theme, that continuing education is, first of all, a lifelong process and that it is people-oriented. Second, a Continuing Education Division/school should be organized and administered so that its clientele will achieve its desired goals.

The review of literature was organized and presented in three sections. The first reviewed the literature pertaining to the organization of continuing education in the United States. The second considered the administration of continuing education in institutions of higher education in America in terms of leadership, planning, program planning, financial, and evaluation.

Essentially, the literature search suggested that no organized or intensive study on developing a system for continuing education organization and administration has as yet been undertaken.

#### Method of Investigation

A letter, containing seven questions, was sent to sixty institutions of higher education with continuing education programs identified as the population. The returned data were analyzed and synthesized. The re-

searcher then selected the identified relevant aspects of the data collected from the review of literature and the responses to the questionnaire from the population and applied them to the present continuing education organization at the College of the Bahamas. These formed the basis for developing a continuing education system for the College of the Bahamas.

### Findings

The findings resulting from the analysis and synthesis of the data obtained from the response to the seven questions mailed to the population are presented here.

#### 1. How Is Your Continuing Education Division/School Organized?

68 percent of the responding institutions indicated that the Continuing Education Division is headed by a dean who reported to the chief academician or president. The organizational structure at these institutions is centralized. The remaining 32 percent of the responding institutions where the organizational structure is decentralized, the Division of Continuing Education plays a coordination function.

In the centralized organizational structure, the Division of Continuing Education is divided into two or more sections, each being headed by a director or coordinator who is responsible for the administration of that section.

#### 2. What Relationship Exists Between Your Division and the Other Divisions/Schools?

68 percent of the respondents regarded the Division of Continuing Education as having equal status as the other divisions. Additionally, the chief administrative officer was on par with the other divisional heads.

**3. What Kinds of Programs Do You Have in Your Division?**

76 percent of the respondents indicated that they offer a variety of credit and non-credit courses, which include professional conferences, workshops, seminars, institutes, off-campus, and evening programs.

**4. What Needs Do Your Programs Meet?**

80 percent of the respondents answering this question stated that their programs were designed to meet the manpower needs of business and industry as well as professional, personal, academic, recreational, vocational, and avocational needs of the adult population of the area.

**5. How Were These Needs Determined?**

56 percent of the respondents determined the needs of the clientele by conducting a survey and getting ideas from the advisory committee.

**6. What Procedure Do You Follow in Implementing the Different Programs, Including Conferences, Seminars, and Workshops?**

52 percent of the respondents, after determining the needs of the clientele, began the program-planning process--planning the program, designing the program, marketing the program, recruiting and hiring the faculty, evaluating the program, and reviewing and modifying the program.

**7. How Are Your Programs Evaluated?**

60 percent of the respondents stated that at the end of the programs, standardized evaluation forms are given to the participants to evaluate the programs.

### Conclusions

The following are the conclusions drawn from the analysis of the data received in response to the questions asked the institutions of higher education in the United States and information gathered from the literature.

1. How Should the Continuing Education Division of the College of the Bahamas Be Organized?

Whereas the literature supports the idea that if an institution of higher education is to be effective, it must have clearly stated philosophy, goals, and objectives. Therefore, the Continuing Education and Community Outreach Division of the College of the Bahamas, based upon clearly stated philosophy, goals, and objectives, should be divided into sections in accordance to the Division's functions. Further, whereas 68 percent of the respondents support the concept of a centralized organizational structure, therefore it is recommended that the chief administrator of the Division be the director who is responsible to the principal of the college.

The conclusion is consistent with Leahy (1977), Hoban (1972), Letta (1970), and Knowles (1970), who indicated that continuing education is ultimately under the jurisdiction of the chancellor, vice-president, or provost. Hoban & Latta argue that this is sound because it allows the administrator to be kept constantly informed of existing policies, as well as to seek interpretation of policies as they appear to the changing needs of the community. Knowles in supporting the previous authors contends that such a relationship with the chief executive officer gives credibility to the continuing education programs.

Further, this conclusion supports previous research by Leahy

(1975) which indicates that the centralized organizational structure appears to operate in the majority of the continuing education organization.

2. What Relationship Should Exist Between the Continuing Education Division and the Other Divisions of the College?

Since 68 percent of the respondents regarded the Division of Continuing Education on an equal status with the other divisions and that the chief administrative officer was on par with the other heads, it is therefore recommended that the Continuing Education and Community Outreach Division and its director should be afforded equal status to other academic divisions of the institution. As the chairpersons of the academic divisions are members of the president's advisory council, so should be the Continuing Education Director at the College of the Bahamas. In fact, at the college, the director should be a member of the Academic Board. With regards to relationships, a good working relationship should exist with other academic divisions. Further, the divisions should work very closely, particularly on off-campus credit and professional development programs.

Additionally, since the Continuing Education Division is responsible for the administration of certain credit courses and programs--evening, off-campus, academic upgrading, and professional programs--it is necessary that a good relationship exists between the academic divisions and the Continuing Education Division.

The data also revealed that even though the continuing education operation may be centralized, the academic divisions maintain responsibility for developing the professional development programs. In such cases the Continuing Education Division is responsible for the logistics of the program.

### 3. What Programs and Activities Should Be Sponsored by the Division?

Whereas 76 percent of the respondents indicated that these institutions offer a variety of credit and non-credit courses which include professional conferences, workshops, seminars, and institutes, as well as off-campus and evening programs; and whereas it was further revealed that 70 percent of the respondents designed programs to meet the needs of the clientele--whether they be in business or industry; whether they are for vocational or avocational purposes; whether the courses are academic or recreational; and professional or personal, it is therefore recommended that the Continuing Education and Community Outreach Division of the College of the Bahamas offers a variety of credit and non-credit courses, including professional conferences, workshops, seminars and institutes, as well as off-campus and evening programs. In fact, no programs would be mounted without a needs assessment.

This conclusion is consistent with Boyle (1981) and Knox (1981) who state that the continuing education programs should be designed to meet the needs of the clientele. In fact, Boyle says that since learners are adults they are best qualified to understand and communicate their own personal needs. Adult educators should respect the "adulthood" of each participant. Essentially, the philosophy of adult-education programming is based on the belief that active participation by people in the process is necessary for effective educational programs to evolve. Robbins (1977) identified that the primary reason for sponsoring the typical program was in response to identified client needs.

#### 4. What Procedures Would Best Implement These Programs and Activities?

Whereas 80 percent of the respondents conducted a survey or a need study before beginning or sponsoring any program, it is therefore recommended that a need study be undertaken before programs are mounted. In fact, all the respondents followed the program planning process. This conclusion is consistent with Robbins (1977), Boyle (1981), Kirk (1981), and Knowles (1970) who identified a variety of steps in the development of continuing education programming which, if followed, should lead to the delivery of successful programs. Robbins' twelve steps to program planning is an excellent approach to the delivery of adult education programs and activities. The steps he suggests are: (1) orientate program ideas, (2) identify participants' needs, (3) form planning groups, (4) formulate program objectives, (5) determine program content and methods, (6) design program structure, (7) analyze relevant systems, (8) establish operational base for delivering services, (9) acquire resources, (10) promote program and recruit participants, (11) initiate and operate program, and (12) evaluate program.

#### 5. What Financial Support Would Be Needed?

Whereas the literature revealed that scarce public and private resources have forced educational institutions to become cost-effective, it is therefore recommended that the College of the Bahamas Continuing Education Division would need financial support to cover the instructors' stipends, materials, travel, etc.--costs directly linked to the individual learning activity. Administrative costs involve the expense of operating the Division, including the administration of the continuing education program and the overhead cost expended in general support of adult education.



On the other hand, it was discovered that continuing education activities organized for professionals usually generate income slightly greater than the expenses of operating the programs. Further, the literature revealed that the continuing education programs rely on a variety of resources to finance the operation: tuition and fees paid by participants, state and local government funds, federal grants, volunteer time, and general organization funds.

Finances are of major importance and input in continuing education and practices vary within as well as among various types of parent organizations. Of equal importance is the matter of how much a continuing education agency is expected to recover from income. It is important to note that some private universities recover at least all direct and indirect costs from participants. Others recover their costs from employers, while yet others recover costs from both the employee and employer on a prorated share of all educational costs.

The Continuing Education and Community Outreach Division receives its budget from the government's annual appropriation to the College of the Bahamas. This type of funding for community colleges is supported by the Columbia University study which found that the two-year public colleges had the unique advantage of being situated near the clientele, with a financial subsidy coming from the state and local sources. All fees, except those for materials, collected by the Division for its programs and activities, cannot be spent by the Division, but rather must be deposited in the government's consolidated fund.

Whereas the literature supports the concept of threshold pricing, the range within which an individual makes a purchase, it is important that

the organization in setting its fee structure, must cover the direct and indirect cost of mounting its continuing education activities; it is therefore recommended that the Bahamas government's appropriation to the College of the Bahamas be increased so that the Continuing Education and Community Outreach Division could meet the growing demand for its activities.

Additionally, the Division advocates changing more for programs that appeal to the affluent audience in order to offer other programs at reduced fees to lower income audiences, the "Robin Hood" principle.

6. What Facilities Would Adequately Deliver These Programs?

Whereas the literature revealed that most continuing education programs are conducted in the most conducive environment and that the important consideration is that the site and classroom not hinder learning, it is therefore recommended that for some programs and activities, the Ministry of Education's secondary school facilities could be used. For others, the selection of a site might coincide with the theme of the program. Such facilities, which could prove excellent, may include a church, private homes, radio, television, newspaper, garage, and the open air.

7. What Evaluation Procedures and Measures Would Be Most Used?

Whereas 60 percent of the respondents stated that at the end of the program standardized evaluation forms are given to the participants to evaluate the program, it is therefore recommended that the Continuing Education and Community Outreach Division of the College of the Bahamas use a standardized evaluation form to evaluate its programs.

This conclusion is consistent with Fuller (1979), Dressel (1978),

Knox et al. (1980), and Knowles (1970) who said that evaluating each class not only provides the programmer with information he needs to improve the quality of his program, but it also enables him to get ideas for additional programs and activities. Essentially, the purpose of evaluation is decision making. Additionally, evaluation is multifaceted and involves many different methods and techniques. In this regard, the literature revealed several models.

### Recommendations

On the basis of the findings and conclusions presented in this study, the following are recommendations utilized in developing the Continuing Education system:

1. A centralized system of continuing education is to be organized with six departments, each administered by a coordinator who reports directly to the Director of Continuing Education, support staff, and resource personnel.

2. The Division should be organized in terms of function, with those areas which are closely related being grouped together under one administrator or coordinator. However, care must be taken not to give one coordinator too much responsibility, thus rendering his/her effectiveness almost nil.

3. The Director should manage financial and human resources efficiently and effectively.

4. The Assistant Director should be responsible for the registration and the records of all continuing education programs. This also includes financial responsibility and records.

5. The Director of Continuing Education should be responsible

to the principal of the College of the Bahamas and have equal rank with the chairpersons of the other divisions.

6. An Advisory Committee made up of representatives of each of the academic divisions should be appointed. This body should be the catalyst to spearhead interdisciplinary and experimental programs which could be shifted to an academic division of the college if proven successful.

7. An Advisory Council should be established with community leaders, personnel from business, government, and industry as well as Trade Union leaders, clientele representatives, and the Director.

8. A College of the Bahamas representative should be located on every island of the Commonwealth. These representatives should coordinate the off-campus programs on the islands.

9. Facilitators or instructors should be appointed to the Division for the duration of the course or programs. When an applicant has been offered a position, a contract must be signed and returned to the office before the program begins.

10. Written operating policies must be developed by the Continuing Education Division.

11. Professional development programs should be an important part of Continuing Education programming.

12. The Division must follow the Program Development Process when planning new programs or remodeling existing programs.

13. Client groups and/or individuals should become involved in the program development process.

14. Programs offered should be based upon a needs-assessment study.

15. The Continuing Education Division should study the print and

the electronic media as an alternate strategy of program delivery.

16. The Continuing Education Unit (CEU) or another system for recording non-credit work could be utilized.

17. Programs ought to be conducted in an environment conducive to learning and appropriate to the theme.

18. A Board of Studies should be established to oversee all credit courses being delivered by non-traditional formats.

19. The Continuing Education Division must publicize and promote its own programs with the aid of the College Community Relations Office.

20. The Continuing Education system proposed in this study should be evaluated annually.

21. Flexibility is an important ingredient in the administration and organization of continuing education programs and activities.

22. Further study should be done to evaluate this study by statistical method.

23. This study should be replicated using statistical methods.

24. An instrument should be developed to evaluate this study.

25. This study should be replicated using tertiary level installations in developing countries.

### Implications

On the basis of the findings, conclusions, recommendations, and review of literature, several implications have been identified as highly relevant for the College of the Bahamas and higher education in third world countries.

1. Continuing education must be considered by the College of the Bahamas and other third world countries with tertiary level institutions

as an important aspect of the institution's programs. In fact, it should be regarded as the most important concept for the development and training of the people of any nation.

2. The Director of Continuing Education in institutions of higher education in third world countries should be given equal status as the chairperson of the academic divisions of that institution.

3. Institutions of higher education are beginning to explore the potential of continuing education as a philosophy for all departments/ divisions so as to reflect the changing needs and interestes of the various client populations.

4. Continuing education has become a part of a faculty member's workload, particularly for those faculty needing new direction due to drastic reductions of full-time students in their respective areas.

5. Institutions of higher education should seek every opportunity to get the community involved in continuing education activities.

6. Tertiary-level institutions in third world countries should seek every opportunity to involve the clientele in the program planning process. After all, he/she knows best what he/she wants. In fact, adult educators need to respect the adulthood of their clientele, particularly in third world countries.

7. Education and learning should not be restricted by time and space. Therefore, tertiary-level institutions in third world countries should develop a strategy to take continuing education programs and activities to its clientele at times and places convenient to them.

8. Institutions of higher education should take every appropriate means to explore ways and possible means for the delivery of continuing education programs and activities.

9. Staff development is an essential resource if faculty are to be successful in their involvement in continuing education.

10. Institutions of higher education should develop flexible policies relative to the administration of continuing education programs.

## **APPENDICES**

**Appendix A - Tables**

**Appendix B - Letters**

**Appendix C - Program Development Concepts**

**Appendix D - Questions for Planning Committee; Forms for Use in  
Continuing Education System**

**Appendix E - Tips for Facilitators/Instructors**



## APPENDIX A

**Table 3 - 1980 Population by Age Breakdown (Est.)**

**Table 4 - 1980 General Certificate of Education**

**Table 5 - London General Certificate of Education Examination Results  
for Three Years--1977-1979**

## APPENDIX A

TABLE 3

1980 POPULATION BY AGE BREAKDOWN (EST.)

| <u>Year</u>   | <u>All Bahamas</u> |                | <u>New Providence</u> |               |
|---------------|--------------------|----------------|-----------------------|---------------|
|               | <u>Male</u>        | <u>Female</u>  | <u>Male</u>           | <u>Female</u> |
| 0 - 4         | 14,145             | 14,868         | 9,338                 | 9,938         |
| 5 - 9         | 11,806             | 12,497         | 7,848                 | 8,491         |
| 10 - 14       | 12,824             | 12,928         | 8,043                 | 8,066         |
| 15 - 19       | 13,027             | 12,820         | 8,108                 | 8,066         |
| 20 - 24       | 9,770              | 10,342         | 6,227                 | 6,722         |
| 25 - 29       | 6,717              | 7,433          | 4,865                 | 5,094         |
| 30 - 34       | 5,801              | 6,356          | 3,827                 | 4,316         |
| 35 - 39       | 6,412              | 6,679          | 3,827                 | 4,316         |
| 40 - 44       | 5,394              | 5,387          | 3,308                 | 3,609         |
| 45 - 49       | 4,173              | 4,309          | 2,594                 | 2,901         |
| 50 - 54       | 3,257              | 3,555          | 2,011                 | 2,406         |
| 55 - 59       | 2,544              | 2,801          | 1,492                 | 1,840         |
| 60 - 64       | 2,239              | 2,586          | 1,297                 | 1,627         |
| 65 - 69       | 1,730              | 1,939          | 973                   | 1,203         |
| 70 - 74       | 1,018              | 1,508          | 584                   | 920           |
| 75 - 79       | 611                | 970            | 324                   | 566           |
| 80 - 84       | 204                | 430            | 130                   | 283           |
| 85 & Over     | 102                | 323            | 65                    | 212           |
| <b>TOTAL:</b> | <b>101,774</b>     | <b>107,731</b> | <b>64,861</b>         | <b>70,576</b> |

TABLE 4

## 1980 GENERAL CERTIFICATE OF EDUCATION

| No. Pass | % Pass | No. Subject Pass |
|----------|--------|------------------|
| 625      | 23     | 1                |
| 212      | 8      | 1                |
| 94       | 3      | 3                |
| 42       | 2      | 4                |
| 30       | 1      | 5                |
| 29       | 1      | 6                |
| 27       | 1      | 7                |
| 9        | 0.33   | 8                |
| 2        | 0.07   | 9                |

TABLE 5

LONDON GENERAL CERTIFICATE OF EDUCATION  
EXAMINATION RESULTS FOR THREE YEARS

| Subjects      | 1977        |             |             | 1978        |             |             | 1979        |             |             |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|               | No. Sat     | No. Pass    | % Pass      | No. Sat     | No. Pass    | % Pass      | No. Sat     | No. Pass    | % Pass      |
| Accounts      | 34          | 8           | 23.5        | 63          | 44          | 69.8        | 61          | 37          | 60.7        |
| Biology       | 1017        | 180         | 17.7        | 1083        | 208         | 19.2        | 1033        | 241         | 23.3        |
| Chemistry     | 219         | 72          | 32.9        | 233         | 117         | 50.2        | 217         | 93          | 42.9        |
| Commerce      | 181         | 20          | 11.0        | 121         | 22          | 18.2        | 146         | 43          | 29.5        |
| Economics     | 107         | 28          | 26.2        | 71          | 10          | 14.1        | 67          | 9           | 13.4        |
| Eng. Lang.    | 2429        | 695         | 28.6        | 2492        | 690         | 27.7        | 2274        | 496         | 21.8        |
| Eng. Lit.     | 1109        | 313         | 28.2        | 1160        | 314         | 27.1        | 1169        | 265         | 22.7        |
| French        | 166         | 57          | 34.3        | 162         | 47          | 29.0        | 179         | 47          | 27.3        |
| Geography     | 582         | 69          | 11.9        | 551         | 83          | 15.1        | 605         | 131         | 21.7        |
| History       | 1047        | 287         | 27.4        | 982         | 357         | 36.4        | 821         | 288         | 35.1        |
| Human Bio     | 300         | 50          | 16.7        | 271         | 17          | 6.3         | 304         | 29          | 9.1         |
| Maths A       | 273         | 31          | 11.4        | 191         | 16          | 8.4         | 311         | 51          | 16.4        |
| Maths C       | 210         | 93          | 44.3        | 223         | 87          | 39.0        | 202         | 78          | 38.6        |
| Physics       | 164         | 47          | 28.7        | 199         | 71          | 35.7        | 160         | 75          | 46.9        |
| <b>TOTALS</b> | <b>7838</b> | <b>1950</b> | <b>24.9</b> | <b>7802</b> | <b>2083</b> | <b>26.7</b> | <b>7542</b> | <b>1882</b> | <b>25.0</b> |

## **APPENDIX B**

### **Letters**

## APPENDIX B

Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

June 8, 1981

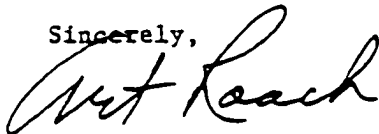
Dear Sir:

Currently I am working on my doctoral dissertation at Andrews University. The topic is, "The Development of a Continuing Educational System for the College of the Bahamas with Implications for Third World Countries." I desperately need your assistance in obtaining necessary data for my dissertation.

Please take just a few moments and answer the following questions:

1. How is your Continuing Education Division organized?
2. What relationship exists between your division and the other divisions/schools?
3. What kinds of programs do you have in your division?
4. What needs do your programs meet?
5. How were these determined?
6. What procedure do you follow in implementing the different programs, including conferences, seminars and workshops?
7. How are your programs evaluated?

Sincerely,



Arthur L. Roach

P.S. Please reply to- 316 Burman  
Berrien Springs  
Michigan 49103

*P.S. Please send me your cont. ed. catalogue and any other materials that might be of help for my study.*



**Andrews University** Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

April 15, 1985

Dear Sir:

A copy of the attached letter was mailed to you in June 1981. As of this date I have not received your response to the questions. Maybe you did not get it or possible you responded, but your response got lost in the post office. Hence, the reason for my enclosing a copy of the original letter. Because I have not gotten your response to the questions in the letter, I cannot complete my dissertation.

I will be grateful if you would assist me in completing my dissertation by answering the enclosed questions. Your assistance is desperately needed. Therefore, an early response would be greatly appreciated.

Thank you very much for your help in this urgent matter.

Sincerely,



Arthur L. Roach

va

*P.S. Please reply to the address on the removable label below.*

## **APPENDIX C**

**Fifteen Important Concepts for Program Development**

**Developmental Framework for Program Development**

**Institutional Framework for Program Development**

**APPENDIX C****FIFTEEN IMPORTANT CONCEPTS FOR  
PROGRAM DEVELOPMENT**

1. **Establishing a Philosophical Basis for Programming.** We need to recognize our procedures and actions in program development are greatly influenced by our personal belief. The continuing education programmer should clearly identify his or her beliefs about education, the learner, the programmer and the program development process. An important goal of program development is not merely to design better programs for present clientele but also to reach people who are not sharing in the effort or the benefit of the programs.

2. **Situational Analysis of Problems and Needs or Concerns of People and Committees.** The ultimate goal of any continuing education program is helping people accomplish something that will benefit them. Identification of the problems, issues, situations, or concerns that need changing or improving are critical challenges of program development. Situation analysis, as a program development concept, emphasizes the study, analysis, interpretation, and judgments about the community and clientele. While situational analysis leads to an examination of sources for objectives, it begins at a more basic level, focusing simply on getting to know the situation.

Decisions must be made on: who will be involved? What will be their roles and responsibilities? How should those involved be



structured? How should the clientele and committees affected be studied and analyzed? How should need or problem areas be broken down for study and analysis?

3. **Involvement of Potential Clientele.** Clientele involvement means including citizens in the process, connecting them to the process, or establishing situations that occupy their attention.

4. **Levels of Intellectual and Social Development of Potential Clientele.** Learning is an active process and the action must focus primarily on the clientele rather than the teacher. If the learning process is to be a truly living, active process, it is important that the programmer recognize that individual differences exist among clientele.

The programmer needs to recognize that the adult is different from the child. The adult is likely to be more mature with a variety of different background experiences over an extended period. These differences have significant implications for the program development process. The programmer must understand these and provide for differences in the social and educational background experiences of clientele.

5. **Sources of Investigation and Analysis in Determining Program Objectives.** The challenge for the continuing education is to adequately study and analyze various sources in the development of objectives for the educational program. The sources of information that are commonly used are the potential learners themselves, contemporary society or the social and economic environment of the learner, and the subject matter area. Involving the potential learner often requires the programmer to help the learner develop skills in recognizing needs.

The type of program being developed is important in deciding on the kinds and sources of information to use in developing objectives. A developmental program may require a high degree of flexibility in the level and nature of objectives. In short, most institutional—and information—type programs offer the possibility to clearly establish objectives prior to most program implementation activities.

#### 6. Recognition of Institutional and Individual Constraints.

The continuing education programmer must recognize that institutional and individual constraints inhibit the development of ideal programs. These constraints are not obvious and enter into the program development process to various stages and in various ways. Some of the constraints would include (1) organizational philosophy about programming related to certain controversial issues, subjects, or with particular client group; (2) financial and other resources unavailable to programs with certain socioeconomic groups; (3) beliefs of external financial decision makers about program priorities; (4) assumptions of certain programs by the community or the clientele; (5) beliefs of administrators within the organization about program priorities; (6) beliefs of the programmer about program priorities.

In many cases, these constraints can be avoided through effective program development procedures. However, in the other situations, the constraints must be recognized and accepted as a part of the program development framework.

#### 7. Criteria for Establishing Program Priorities.

Priority setting is a continuous process of decision making that takes place during all phases of programming, including delineating needs, speci-

fyng goals, identifying target audiences, defining available resources, and determining necessary actions. The first major task in priority setting is to identify criteria that will be used as the basis for decision making. Effective criteria will help make the decision-making process more rational and acceptable.

8. Degree of Rigidity or Flexibility of Planned Programs. A concept especially important in developmental programs is that they remain flexible and dynamic. Programs are often problem-oriented and developmental in nature. The program must be allowed to develop in order to meet the specific needs and to utilize the most appropriate educational experiences and resources. Constant evaluation of both objectives and methods, exploration of alternative means, and the reconsideration implicit in the involvement process all require a high degree of flexibility.

9. Legitimation and Support with Formal and Informal Power Situation. The concept of legitimation may need to be applied to many different times in the program development process. It also may need to occur at several levels. If legitimation is not obtained, the legitimizers may throw all of their resources into the blocking of the program.

10. Selecting and Organizing Learning Experiences. The most widely accepted definition of learning is acquiring new patterns of behavior through experiences. In this definition, behavior includes ways of thinking and feeling as well as of acting. Clientele do not learn as the result of what teachers do, but as a result of what clientele do. The learner must be involved in the process of learning. The programmer, therefore, has a real challenge in selecting and organizing

experiences through which the learner can be involved. A variety of participating activities for the learner—observing, listening, thinking, writing, questioning, and discussing—is necessary. Thus a learning experience is the mental and/or physical interaction between the learner and the content of the things to be learned.

- Adults learn best when they have a strong desire to learn
- Adults learn best when they have clear goals
- Adults learn best when they put into practice what they have learned
- Adults learn best when they experience satisfaction from what they have learned.

The challenge is to make sure that each of these factors are provided for in the experiences of the learners.

11. Identifying Instructional Design with Appropriate Methods, Techniques, and Devices. The continuing education programmer is responsible for designing learning activities to bring about appropriate efforts on the part of the learner. Identification of an appropriate instructional design involves the selection of the method, the techniques, and the devices. The potential clientele should again be involved by their assistance in identifying the most appropriate instructional approaches.

Designing instruction is difficult because there is no best or most appropriate approach. Individual aptitudes and abilities vary so much that the programmer is usually faced with decisions for each programming situation. Criteria that are useful in the decision process include (1) objectives of the learning opportunity, (2) interests and other characteristics of the clientele, (3) previous experiences of the

clientele, (4) availability of necessary equipment and resources, and (5) interests and capabilities of the programmer. In many cases, information about these criteria will not be available. The programmer will simply have to make the decisions. The most important consideration is what the learner is experiencing.

12. Utilizing Effective Promotional Priorities. A continuing education program competes with a myriad of other programs, events, and needs for the public's attention, money, and support. However, you will be able to spread the word and generate interest about your program to the intended audience through carefully planned and implemented promotional activities.

Promotion is a communication effort involving elements of advertising, public relations, marketing, and news. It can range from informal discussion with community leaders to a sophisticated mass media blitz.

All successful promotional efforts start with an organized and inclusive plan that takes into account promotional objectives, audience and media characteristics, requirements and deadlines. It is also important to use many communication channels and techniques to ensure reaching target audience and to provide enough redundancy to your message to increase believability and acceptability.

13. Obtaining Resources Necessary to Support Program. Citizens are entitled to continuing education as one important alternative to solving problems and meeting their needs. The number of people who will seek education in the next decade is projected to increase. Obtaining adequate financial resources for continuing education is

always difficult. The program development process must provide for the legitimation and other supportive actions that will facilitate the organization's efforts to obtain continuity and adequate financial resources. Involvement of influential decision makers at opportune times in the programming process will provide for greater understanding and acceptance.

**14. Determining the Effectiveness, Results, and/or Impact.**

A continuing education programmer should develop a concept of evaluation and then make the proper applications to meet the needs of the organization.

Recent literature on education evaluation presents the main purpose as improving decision making, that is the main use of evaluative data is in input into the decision-making process. Thus, evaluation is a process of deciding that involves (1) establishing standards or criteria, (2) gathering evidence about the criteria, and (3) making judgments about what this comparison revealed.

An important approach to evaluation is that the continuing educator should judge programs on the basis of their

- (a) Effectiveness--Did we avoid negative side effects: Did we get enough results? Did we attain our objectives?
- (b) Quality and Suitability--How good were the experiences provided? Were there adequate balance--age and income?
- (c) Contact--How many did we reach? What proportion of the population?
- (d) Importance--To the clientele, to society, to the mission of extension.

15. **Communicating the Value of the Program to Appropriate Decision Makers.** It is essential that the individuals involved in making decisions about funding programs obtain a clear understanding of the value and limitations of the program. Funders and influentials need to get a sense that the program is actually accomplishing important things. The continuing education programmer will need to develop a plan using the most appropriate content and medium for the various individuals and groups that need to be communicated with.

## DEVELOPMENTAL FRAMEWORK FOR PROGRAM DEVELOPMENT

### Phase 1 Identification of the Basis for Programming

- The philosophical basis for program development in the agency or organization should be clearly identified.
- The continuing educator should develop a working philosophy as the basis for program development. The beliefs that the continuing educa-

tion programmer has about education, the learner, the teacher, and programming should be clearly identified.

- Broad policies and procedures for program development should be defined, understood by, and communicated to all concerned.

### Phase 2 Situational Analysis of Community and Clientele

- Collect and analyze present and past situational data, facts, and trends to effectively understand the situation. Consider data from and about people and communities or other geographical areas, data from the discipline fields, relevant data about society as a whole, and the basic institutional documents and philosophy that establish programming responsibilities and limits.
  - Involve potential target clientele and influentials directly or through groups to study, interpret, and make decisions about programming needs and programming feasibilities.
  - Study the present program and responsibilities of other agencies and institutions to avoid duplication.
  - Analyze the available resources to determine if an adequate program to meet the problem or need can, in fact, be implemented at this time or if additional resources are needed.

### Phase 3 Identification of Desired Outcomes

- Work with potential clientele to define and refine needs and set priorities so that the clients are committed to the program.
- List the general outcomes to be attained through the program, based upon the analysis of the situation. If possible, these outcomes should reflect the social, economic, and/or environmental changes to result from the planned program. In many instances this will be done in advance by the professional in consultation with clientele. In other cases, the professional and the clientele will define the expected outcomes while they work together in the actual program.
  - For each general outcome, identify the specific growth and development that must occur in participants for the overall outcome to be attained. These are called specific objectives. In programs where it is important that most participants attain a minimum level of knowledge or skill, clearly indicate who is to be taught, what level of change is to take place in the individuals' understanding, belief, or action, and what is to be taught (specific unit of content). Consider the participants' entry level of knowledge.
    - Order the list of expected outcomes into a meaningful sequence. A logical order from the sense of the discipline may not be logical from the standpoint of the learner.
    - Check the list of general and specific outcomes to be sure that:
      - a) They are directly on target with the analysis of the situation and promise to be of value to the participant and the larger society.



- b They are actually attainable within the specific programming situation—these clientele, this amount of time and energy, etc.
  - c The outcomes are seen as general targets for the majority with some flexibility for individual learners to achieve their own individual needs.
- Make decisions about program priorities based on a set of criteria for determining what is most urgent and important. Use information from the analysis of the community and clientele.

#### **Phase 4 Identification of Resources and Support**

- Determine whether adequate resources, including people, time, money, and materials, are available to meet the needs of the program. Also, determine whether the resources will be available when needed.
- Identify the people with the appropriate expertise representing various disciplines or fields of knowledge that are necessary for the program to be effective.
- Determine whether the individuals involved in providing leadership for the program have adequate time to devote to all phases of the program.
- Determine whether adequate financial resources are available to carry out the program.

#### **Phase 5 Design of an Instructional Plan**

- Identify the kinds of learning experiences that participants or others will need in order to achieve the desired outcomes. (What must they see or hear, practice, discuss, etc.?) In what sequence? Consider variations suitable to the background of the clientele (educational level, social experience, etc.).
- Decide what responsibility you will share with the participants for attaining the objectives. This probably should agree with the amount of responsibility participants have for determining what they will learn.
- Identify the instructional approach and specific activities necessary to provide the participants with the experiences they need to bring about the expected outcomes (a course, an intensive saturation by mass media, a conference or institute, a workshop, individual consultation, or a combination of these are examples). Analyze theories and practices that facilitate learning and select methods, techniques, and devices accordingly. Use innovative approaches wherever appropriate.
- Identify the roles staff members are to perform and other instructional resources.
- Decide what materials will need to be developed or prepared and how much lead time is needed.

#### **Phase 6 Program of Action**

- Select the content, activities, and events that should be provided. to (a) create awareness and interest in the program, (b) provide the learn-

ing experiences necessary to help learners attain the expected outcomes, and (c) provide for adequate follow-through.

- Organize what is to be taught or done in the program in order to achieve some continuity in the opportunities provided. Organize the action so learners can participate efficiently.

- Develop a working calendar that includes timing of promotional activities, preparation time for support materials, interaction with resource people, and the sequence of activities involved in program implementation and evaluation. The calendar of activities should provide for (a) logical sequence and continuity and (b) specific responsibilities and preparation time.

- ✓ • Carry out the plan, making adjustments as necessary. Use resources as effectively as possible.

#### **Phase 7 Accountability of Resources**

- Plan evaluation into each of the programming phases; evaluate the design before implementing, evaluate progress and quality during implementation, and plan for final evaluation.

- For any evaluative activity, define precisely why you will be evaluating. How will you use the results? Evaluation is often most valuable if it can be used to make decisions about this or similar programs.

- Determine what kind of judgments are necessary for your particular purpose. Do you need to determine how well the program attained its planned outcomes? its efficiency in attaining results? or its overall importance and value?

- Specify the criteria you will use to make your judgments. Identify the kinds of evidence you will need to determine whether the criteria are met. If you are judging how well the program has met its commitment to certain outcomes, be sure each specific outcome includes a criterion for observable performance.

- Identify what evidence will be needed and how it will be collected, processed, and interpreted.

- Develop your judgments about the program and use the results. Who else needs to know about them? In what form?

#### **Phase 8 Communication of the Value of the Program**

- Provide reports on the value of the program to key resource people, participants, advisory groups, and influential decision makers. Such reports should take different forms for different audiences. They may vary from informal, face-to-face comments to formal, evaluative documents. No matter what form they take, each report should consider the following: need for a program, what the program was, educator's role, major results, benefits, action, and the reactions of the participants and others involved.

- Follow up with appropriate individuals and groups to clarify any concerns or questions about the role of the program.

## INSTITUTIONAL FRAMEWORK FOR PROGRAM DEVELOPMENT

### Phase 1 - Defining Target Clientele

1. Identify the clientele to be involved in the program. If the target clientele are affiliated with institutions, professional associations, or community groups, then linkages or relationships should be established.
2. Identify background information about the target clientele.
3. Explore the programs that are available from other agencies and institutions, to avoid duplication.

### Phase 2 - Specific Content Areas

1. Study the needs. Consider the nature of the specific learners, the content to be taught, the design for instruction, and the aspirations and motives of the learners.
2. Compare as precisely as possible the achievements or level of the learners with the proposed content to be taught. This may be done through pretesting procedures.
3. Study the potential clientele. The programmer should study the previous educational experiences, social-economic status, participation patterns, and special interests of the potential clientele. In many cases, this information can be obtained through preregistration.

**Phase 3 - Identifying Instructional Approach**

1. What experiences will the learners have in each class, activity, or event.
2. Promote the program through appropriate means, such as association newsletters, printed announcements, news media.
3. Help the clientele who are going to participate to know about the purposes, format, and procedures of the program.
4. Determine the relationship of the planned learning opportunities to continuing education units (CEUs), certification, or other standards.
5. Identify the instructional resources necessary to effectively implement the learning opportunities.
6. Identify the most logical sequence for the learning experience that will be provided.

**Phase 4 - Providing Instruction**

1. Provide quality instruction so as to bring out the abilities that are latent in the clientele.
2. Be flexible so that the most appropriate methods, techniques, and devices are used to build motivation and interest.
3. Provide effective communications so that everyone with a role or responsibility clearly understands what is happening and when.

**Phase 5 - Evaluation of the Program**

1. Determine to the extent possible what the learners have achieved through participation in the program.
2. Make judgment about the results or achievements of the

program. Should the learners have done better? Were the educational objectives achieved? Should the objectives have changed during the instructional part of the program?

3. Make judgments about the instructional design or approach. Was it effective? How could it have been more effective? Were the learners satisfied?

4. Determine how the results will be used in future programming. Will the results be shared with the learners? Will they be shared with other programmers? How will they be shared with administrators or financial decision makers?

## APPENDIX D

### Planning Committee--Some Questions for the Planning Committee

#### Forms:

- Needs Analysis
- Program Proposal
- Program Proposal Instructions
- Request for A/V Equipment and Services
- Instructor Vita
- Program Budget Details
- Memorandum of Agreement
- Advertising and Promotional Form
- Student Registration and Receipt
- Student Registration and Receipt--Youth Program
- Refund Request
- Transfer Request
- Class Roll
- Program Evaluation
- Statement
- Program Report
- Instructor Record Card
- Permanent Record Card
- Work Checklist
- Letter of Regret
- Letter Confirming Course Continuance
- Summary of First Planning Session
- Planning Sessions Form
- Work Flow and File Organization

## APPENDIX D

PLANNING COMMITTEE - SOME QUESTIONS FOR  
THE PLANNING COMMITTEE

Some of these are urgent and will need to be answered as soon as the committee can begin to function. Others may be decided later:

- \* What is the purpose of the Planning Committee?
- \* What is expected from this committee?
- \* What is the best way for the Planning Committee to operate?
- \* Are extra funds necessary? If so, what are the funding procedure? How does the money mechanism work?
- \* Has the need for the program or course been unified?
- \* How should the need be met? Alternatives?
- \* Which type of activity is appropriate?
- \* What is involved (from beginning to end)? Scope of activity? Event? Funding? Manpower? Facilities? Timeframes? Target group? Other important element?
- \* Is there reasonable assurance that this educational program or activity will bring about the desired change?
- \* What are the major goals? Specific objectives?
- \* Should a plan of action be developed? When? By whom? What should be the nature of it? In writing? Approval by whom?
- \* At what point should the program director become involved? What experience and abilities should this individual possess.
- \* What other pertinent factors should be considered?
- \* Are there any special problems or issues?
- \* Should the activity or course be accredited or approved? By which body or group? How is this obtained? Award CEU's?
- \* Are the personnel to develop and conduct the program available? If not, when will they be? How to handle? Procedures?

NEEDS ANALYSIS

ORGANIZATION \_\_\_\_\_ CITY \_\_\_\_\_

NAME OF REPRESENTATIVE \_\_\_\_\_

ADDRESS \_\_\_\_\_  
(STREET) (CITY) (STATE) (ZIP)

PHONE NUMBER \_\_\_\_\_  
(BUSINESS) (HOME)

(1) Educational needs and interests suggested by your business/organization:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(2) Possible courses or seminars suggested for your business/organization:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(3) Suggestions from other sources:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PROGRAM PROPOSAL  
(Instructions on Reverse Side)

Date: \_\_\_\_\_

1. Title of Program: \_\_\_\_\_
2. Co-Sponsor: \_\_\_\_\_
3. Program Objectives: \_\_\_\_\_  
\_\_\_\_\_
4. Brief Description: \_\_\_\_\_  
\_\_\_\_\_
5. Topical Outline of Program (i.e., list topics expected to be covered)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
  - i. \_\_\_\_\_
6. Format: \_\_\_\_\_ 7. Tentative Dates: \_\_\_\_\_
8. Total Clock Hours of Instruction: \_\_\_\_\_ 9. Location: \_\_\_\_\_
10. Special Equipment or Facilities: \_\_\_\_\_
11. Materials Needed by Each Student (and approximate cost of each): \_\_\_\_\_  
\_\_\_\_\_
12. Materials Required for First Class Meeting: \_\_\_\_\_
13. Instructor(s): \_\_\_\_\_
14. Person Submitting Proposal: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Bus. Phone: \_\_\_\_\_
15. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

|  |                               |
|--|-------------------------------|
| OFFICE USE ONLY  | PROGRAM NO. _____             |
| 1. Approved by: _____  | 2. Date: _____                |
| 3. CEU's to be Awarded: Institutional _____ Individual _____ |                               |
| 4. Time & Day: _____   | 5. Date of First Class: _____ |
| 6. No. of Sessions: _____                                    | 7. Fee: _____                 |
|  | 8. Special Fee: _____         |
| 9. Enrollment: Minimum _____ Maximum _____                   | 10. Completion Date: _____    |
| 11. Location: _____  | 12. Instructor: _____         |
| 13. Comments: _____  |                               |

---

-INSTRUCTIONS FOR REVERSE SIDE-  
(Numbers correspond to those on reverse side)

1. Title of Program - keep brief but descriptive (e.g., Effective Oral Communication)
2. Co-Sponsor - agency, business or organization promoting program
3. Program Objective - (e.g., help one to learn to say what he means when speaking to employees, business associates, friends, large groups or family members)
4. Brief Description - (e.g., learn more about the ability to communicate through speech. Emphasis is not on a management communications approach, but on a practical personal approach that works with people - anytime - anywhere.)
5. Topical Outline (example given)
  - a. When you talk, do you communicate?
  - b. Is your attitude showing?
  - c. Our next speaker is ...
  - d. What do I say next?
  - e. How do I say that?
  - f. I said - Are you listening?
  - g. Hey, I can speak! Now what do I do?
6. Choose from:
  - a. Conference - A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.
  - b. Institute - Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.
  - c. Short Course - A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks). Quizzes and examinations may be given depending upon the determination of requirements. The noncredit course under the public service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.
  - d. Workshop - Usually meets for a continual period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experimental activity for the participants. The emphasis is more likely to be on skill training than on general principles.
  - e. Seminar - A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education, a seminar is more likely to be a one-time offering, although it may continue for several days.
  - f. Special Training Program - A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than on a workshop.
  - g. Other - specify (e.g., field trip)
7. Tentative Dates - give your suggested dates
8. Total Clock Hours of Instruction - give number hours you feel appropriate for material
9. Location - complete only if you wish to suggest a particular location
10. Special Equipment or Facilities - (e.g., blackboard, projector, tables, etc.)
11. Materials Needed by Each Student - this allows computation of a materials fee and/or notification to students of needs
12. Materials Required for First Class Meeting - this is needed in order that the class can proceed normally in first meeting
13. Instructor - print or type full name(s)
14. Self-Explanatory - print or type

REQUEST FOR A/V EQUIPMENT & SERVICES

|                   |                |
|-------------------|----------------|
| Program No. _____ | Title _____    |
| Date Needed _____ | Location _____ |
| Instructor _____  |                |

AUDIOVISUAL EQUIPMENT: (Give detailed description)

SERVICES:

| Item Description | COST |
|------------------|------|
|                  |      |
| TOTAL            |      |

Requested By \_\_\_\_\_ Date \_\_\_\_\_

Approved By \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTOR VITA

1. Name: \_\_\_\_\_ 2. \_\_\_\_\_  
 (Last) (First) (M.I.)
3. Mailing Address: \_\_\_\_\_
4. City: \_\_\_\_\_ 5. Zip: \_\_\_\_\_
6. Home Phone: \_\_\_\_\_ 7. Bus. Phone: \_\_\_\_\_
8. Employer: \_\_\_\_\_
9. Course(s) you wish to teach:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

10. Qualifications to teach this course(s): (give experience, education, skill, training, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Education:

| Degree, Certificate, License, etc. | Institution | Date Conferred | Major | Minor |
|------------------------------------|-------------|----------------|-------|-------|
|                                    |             |                |       |       |
|                                    |             |                |       |       |
|                                    |             |                |       |       |
|                                    |             |                |       |       |

12. Comments: (include memberships if related to courses)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

PROGRAM BUDGET DETAILS

PROGRAM NO.:

| INCOME DATA  |  | ACCOUNT NO.:          |          |
|--|--|-----------------------|----------|
| ITEM DESCRIPTION                                   |  | ESTIMATE              | ACTUAL   |
| 1. Program Fee \$ _____ X Minimum Enrollment _____ |  | \$ _____              | \$ _____ |
| 2. Special Fee \$ _____ X Minimum Enrollment _____ |  | _____                 | _____    |
| 3. Other Income (Specify Sources and Amounts)      |  |                       |          |
| _____  |  |                       |          |
| _____  |  |                       |          |
| TOTAL INCOME                                       |  | \$ _____              | \$ _____ |
| COMMENTS:  |  | BILLING INSTRUCTIONS: |          |
|  |  |                       |          |

| EXPENSE DATA                                      |            | ACCOUNT NO.: |          |
|---|------------|--------------|----------|
| ITEM DESCRIPTION                                  | Sub-Object | ESTIMATE*    | ACTUAL   |
| 1. INSTRUCTIONAL COSTS: (give name and SSN)       |            | \$ _____     | \$ _____ |
| a. Instruction                                    |            |              |          |
| : \$ _____ X Hrs. = \$ _____                      |            |              |          |
| : \$ _____ X Hrs. = \$ _____                      |            |              |          |
| b. Program Development                            |            |              |          |
| : \$ _____ X Hrs. = \$ _____                      |            |              |          |
| : \$ _____ X Hrs. = \$ _____                      |            |              |          |
| c. Other  |            |              |          |
| = \$ _____  |            |              |          |
| d. Fringe: 10% of (a+b+c): .10 X( ) = \$ _____    |            |              |          |
| 2. TRAVEL EXPENSES: (give name and SSN)           |            | \$ _____     | \$ _____ |
| a. Mileage  |            |              |          |
| : _____ X Miles = \$ _____                        |            |              |          |
| b. Per Diem                                       |            |              |          |
| : \$ _____ X Days = \$ _____                      |            |              |          |
| c. Other  |            |              |          |
| = \$ _____  |            |              |          |
| 3. ADMINISTRATIVE SERVICES:                       |            | \$ _____     | \$ _____ |
| 20% of (Line 1 + Line 2): .20 X( ) = \$ _____     |            |              |          |
| 4. PROGRAM MATERIALS: (describe & estimate cost)  |            | \$ _____     | \$ _____ |
| = \$ _____  |            |              |          |
| = \$ _____  |            |              |          |
| 5. OTHER: (describe & estimate cost)              |            | \$ _____     | \$ _____ |
| = \$ _____  |            |              |          |
| = \$ _____  |            |              |          |
| 6. DIRECT COSTS: (Sum of lines 1 through 5)       |            | \$ _____     | \$ _____ |
| 7. INDIRECT COSTS: (15% of Direct Costs - line 6) |            | \$ _____     | \$ _____ |
| TOTAL COSTS (line 6 + line 7)                     |            | \$ _____     | \$ _____ |

\*All figures are rounded to next dollar.

| BUDGET SUMMARY                    |          |          | APPROVAL    |      |  |
|-----------------------------------|----------|----------|-------------|------|--|
| ITEM DESCRIPTION                  | ESTIMATE | ACTUAL   | BY          | DATE |  |
| 1. TOTAL INCOME                   | \$ _____ | \$ _____ | EST. BUDGET |      |  |
| 2. TOTAL COSTS                    | \$ _____ | \$ _____ | ACT. BUDGET |      |  |
| 3. TOTAL INCOME MINUS TOTAL COSTS | \$ _____ | \$ _____ |             |      |  |

## MEMORANDUM OF AGREEMENT

TO: \_\_\_\_\_ DATE: \_\_\_\_\_  
 FROM: Director of Continuing Education

It is hereby mutually agreed that you will teach or otherwise participate in the following program:

|  |       |                          |          |
|--|-------|--------------------------|----------|
| Program No.:                             | _____ | <u>Compensation for:</u> |          |
| Title:                                   | _____ | Instruction              | \$ _____ |
| Time & Day:                              | _____ |                          | \$ _____ |
| Date of First Class:                     | _____ |                          |          |
| No. of Sessions:                         | _____ |                          |          |
| Completion Date:                         | _____ |                          |          |
| Enrollment: Minimum _____, Maximum _____ |       |                          |          |
| Location:                                | _____ |                          |          |

The amount of your compensation is indicated above. This is to be paid within 30 days of completion of all work in connection with the program, including your submission to this office of all final reports and evaluations.

This offer is subject to the minimum number of enrollees being obtained by the first session of the program. Otherwise, the program will be canceled and no compensation will be due.

If you are unable to meet with this class for any reason, notify the Division of Continuing Education office at \_\_\_\_\_ That class meeting must be made up and must be scheduled at a time mutually agreeable to the class members.

Please sign this memorandum and retain \_\_\_\_\_ copy for your records. Return the original within one week to:

---

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ADVERTISING AND PROMOTION PLANNING FORM  
(for use at planning session)

Advertising:Paid newspaper ads

| <u>Newspaper</u> | <u>Dates</u> | <u>Costs</u> |
|------------------|--------------|--------------|
|------------------|--------------|--------------|

Paid Professional Publication ads

| <u>Publication</u> | <u>Dates</u> | <u>Costs</u> |
|--------------------|--------------|--------------|
|--------------------|--------------|--------------|

Paid radio ads

| <u>Station</u> | <u>Dates</u> | <u>Costs</u> |
|----------------|--------------|--------------|
|----------------|--------------|--------------|

Other

| <u>_____</u> | <u>Dates</u> | <u>Costs</u> |
|--------------|--------------|--------------|
|--------------|--------------|--------------|

Total Advertising Costs \_\_\_\_\_

Promotion:

Announcements:

Dates

Costs

Newspapers (feature story, news release)

Radio/CATV/TV (public service)

Professional publications & Newsletters

Inter-institutional publications

Other

Mailings (Brochure/Flyers)

- Educational Institutions
- Public agencies
- Private agencies
- Business and Industry
- Professional groups

Total Promotional Costs \_\_\_\_\_

Grand Total Advertising & Promotions Costs \_\_\_\_\_



**INSTRUCTIONS**  
 Complete and return ALL  
 COPIES with check or money  
 order made payable to  
 -Continuing Education.

**STUDENT REGISTRATION AND RECEIPT**  
 (NON-CREDIT COURSES)

**A. REQUIRED INFORMATION**

1. Date: \_\_\_\_\_ 2. \_\_\_\_\_ : \_\_\_\_\_
3. \_\_\_\_\_  
 Last Name First Name M.I.
4. \_\_\_\_\_ 6. Home Phone: ( ) \_\_\_\_\_  
 Mailing Address
5. \_\_\_\_\_ 7. Bus. Phone: ( ) \_\_\_\_\_
8. Employer: \_\_\_\_\_

**B. REQUESTED INFORMATION (to assist with planning and reports only - not for release)**

1. Age Group: 2. \_\_\_\_\_ 3. Sex:
- Under 25  Female
- 25 - 34  Male
- 35 - 44
- 45 - 54
- 55 - 64
- 65 or over
4. Education: 5. Classification:
- Less than high school  student (current or former)
- High school graduate or equivalent  faculty/staff
- Some college  alumnus
- College graduate  Community

**C. LIST PROGRAM IN WHICH YOU ARE ENROLLING (Use separate form for each program.)**

| PROGRAM NO. | COURSE TITLE | TOTAL FEE |
|-------------|--------------|-----------|
|             |              |           |

- NOTES: (1) If the minimum enrollment is not reached by the first session, the program will be canceled and you will receive 100% refund as quickly as processing can take place.
- (2) No refunds once class begins.
- (3) \$5.00 fee on checks returned unpaid.

**FOR OFFICE USE ONLY**

**NOT VALID UNLESS STAMPED**

Date: \_\_\_\_\_

Amount Paid by:  Check \_\_\_\_\_

Cash \_\_\_\_\_

TOTAL \_\_\_\_\_

Cashier: \_\_\_\_\_

White-Program File; Yellow-Student; Pink-Fiscal Office;  
 Goldenrod-OTF

**STUDENT REGISTRATION AND RECEIPT**  
(NON-CREDIT COURSES)

YOUTH PROGRAMS

**A. REQUIRED INFORMATION**

1. Name: \_\_\_\_\_  
(Last) (First) (M.I.)
2. Date: \_\_\_\_\_ 3. Mailing Address: \_\_\_\_\_
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6: \_\_\_\_\_
7. Home Phone: \_\_\_\_\_ Parent's \_\_\_\_\_  
 8. Business Phone: \_\_\_\_\_
9. Is this your first enrollment in a Continuing Education Program?  
 \_\_\_\_\_ YES \_\_\_\_\_ NO.

**B. ADDITIONAL INFORMATION**

1. Grade Level (next year): \_\_\_\_\_ 2. Sex: \_\_\_\_\_ Female  
\_\_\_\_\_ 6th \_\_\_\_\_ Male  
 \_\_\_\_\_ 7th  
 \_\_\_\_\_ 8th  
 \_\_\_\_\_ 9th  
 \_\_\_\_\_ Other (write in)
3. School (next year): \_\_\_\_\_

**C. LIST PROGRAM(S) IN WHICH YOU ARE ENROLLING**

| Program No. | Course Title | Total Fee |
|-------------|--------------|-----------|
|             |              |           |
|             |              |           |

- NOTES: (1) If the minimum enrollment is not reached by the first session, the program will be canceled and you will receive 100% refund as quickly as processing can take place.  
 (2) No refunds once class begins.  
 (3) \_\_\_\_\_ fee on checks returned unpaid.

--MAKE CHECKS PAYABLE TO

FOR FISCAL OFFICE USE ONLY

NOT VALID UNLESS STAMPED

Date: \_\_\_\_\_  
 Amount Paid by:  Check \_\_\_\_\_  
 Cash \_\_\_\_\_  
 TOTAL \_\_\_\_\_

Cashier: \_\_\_\_\_

Original-Program File; Yellow-Fiscal Office



TRANSFER REQUEST

NAME: \_\_\_\_\_

| <u>TRANSFER</u>         | <u>PROGRAM NO.</u> | <u>TITLE</u> | <u>FEE</u> |
|-------------------------|--------------------|--------------|------------|
| FROM                    | _____              | _____        | \$ _____   |
| TO                      | _____              | _____        | \$ _____   |
| (REFUND/ADDITIONAL FEE) |                    |              | \$ _____   |

APPROVED BY: \_\_\_\_\_  
Director of Continuing Education

CLASS ROLL

Page    of   

**A. PROGRAM INFORMATION:** Program No. \_\_\_\_\_  
 Program Title \_\_\_\_\_  
 Time and Day \_\_\_\_\_ Date of First Class \_\_\_\_\_  
 No. of Sessions \_\_\_\_\_ Fee \_\_\_\_\_ Special Fee \_\_\_\_\_  
 Location \_\_\_\_\_ Instructor \_\_\_\_\_  
 CEU's to be Awarded: Institutional \_\_\_\_\_ Individual \_\_\_\_\_  
 Completion Date \_\_\_\_\_

| B. PARTICIPANTS |       |      |  | Columns for use<br>by Instructor | Successful<br>Completion<br>(Yes or No) |
|-----------------|-------|------|--|----------------------------------|---|
| Last Name       | First | M.I. |  |                                  |   |
| 1.              |       |      |  |                                  |   |
| 2.              |       |      |  |                                  |   |
| 3.              |       |      |  |                                  |   |
| 4.              |       |      |  |                                  |   |
| 5.              |       |      |  |                                  |   |
| 6.              |       |      |  |                                  |   |
| 7.              |       |      |  |                                  |   |
| 8.              |       |      |  |                                  |   |
| 9.              |       |      |  |                                  |   |
| 10.             |       |      |  |                                  |   |
| 11.             |       |      |  |                                  |   |
| 12.             |       |      |  |                                  |   |
| 13.             |       |      |  |                                  |   |
| 14.             |       |      |  |                                  |   |
| 15.             |       |      |  |                                  |   |

\*As a minimum requirement for "successful completion", a participant is expected to attend 80% of the sessions.

**C. CERTIFICATION OF ENROLLMENT RECORD:** \_\_\_\_\_  
 Signature of Instructor

- D. INSTRUCTIONS:**
- Instructor adds names, \_\_\_\_\_ and phone numbers of those registering after class roll is prepared.
  - Instructor records "yes" or "no" in Successful Completion column in Section B.
  - Instructor returns completed form to the Division of Continuing Education immediately following the last session.

## PROGRAM EVALUATION

Program Title \_\_\_\_\_  
 Instructor \_\_\_\_\_ Program No. \_\_\_\_\_

Please take a few minutes and complete this information. It will help us better serve you through our Continuing Education programs. You may return the form to the instructor or mail it directly to Division of Continuing Education.

1. Was the instructor well prepared?  
 Always,  Most of the time,  Sometimes,  Seldom,  Never
2. Was the instructional approach clear and organized?  
 Always,  Most of the time,  Sometimes,  Seldom,  Never
3. Should the same material have been covered in  Fewer classes?  More classes?  In the same number of classes?
4. How would you rate this program?  
 Excellent,  Good,  Fair,  Poor,  Unacceptable
5. If a related or more advanced program on the subject were offered, would you take it?  Yes,  No
6. How did you hear about this program?  Newspaper,  Brochure,  
 Radio or T.V.,  Word of Mouth
7. Please comment on this program: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. What ideas do you have for programs which you would like to see offered in the future?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_
9. What days of the week and times of the day do you find most convenient for you to attend Continuing Education programs?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_

SIGNATURE NOT REQUESTED

STATEMENT

Date \_\_\_\_\_

Attention \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

| DESCRIPTION       | AMOUNT |
|-------------------|--------|
| Program No. _____ |        |
| TOTAL             |        |

MEMO: Payable within 10 days of receipt.

Please make check payable to:

\_\_\_\_\_  
Director of Continuing Education

PROGRAM REPORT

---

A. PROGRAM INFORMATION

1. Program No. \_\_\_\_\_

2. Program Title \_\_\_\_\_

3. Time & Day \_\_\_\_\_ 4. Date of First Class \_\_\_\_\_

5. No. of Sessions \_\_\_\_\_ 6. Fee \_\_\_\_\_ 7. Special Fee \_\_\_\_\_

8. Location \_\_\_\_\_ 9. Instructor \_\_\_\_\_

10. CEU's to be Awarded: Institutional \_\_\_\_\_ Individual \_\_\_\_\_

11. Format \_\_\_\_\_ 12. Completion Date \_\_\_\_\_

---

B. PARTICIPANT DATA

1. Total Enrollment: \_\_\_\_\_

2. Age:                   under 25    \_\_\_\_\_

                          25 - 34     \_\_\_\_\_

                          35 - 44     \_\_\_\_\_

                          45 - 54     \_\_\_\_\_

                          55 - 64     \_\_\_\_\_

                          over 64     \_\_\_\_\_

                          unknown    \_\_\_\_\_

3. Sex:                Male        \_\_\_\_\_

                          Female     \_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Education:

  Less than high school \_\_\_\_\_

  High sch. grad. or equiv. \_\_\_\_\_

  Some college            \_\_\_\_\_

  College graduate        \_\_\_\_\_

  Unknown                 \_\_\_\_\_

6. Classification:

  student (cur. or form.) \_\_\_\_\_

  fac/staff                \_\_\_\_\_

  alumnus                 \_\_\_\_\_

  Community               \_\_\_\_\_

C. FINANCIAL DATA

1. Income                   \_\_\_\_\_

2. Expense                 \_\_\_\_\_

3. Balance (1 minus 2)    \_\_\_\_\_

---

D. INSTITUTIONAL CEU'S

No. of participants        \_\_\_\_\_

CEU Value of Program    x \_\_\_\_\_

Tot. No. of CEU's Produced \* \_\_\_\_\_

---

E. COMMENTS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Director of Continuing Education    Date



**INSTRUCTOR RECORD CARD**

Name: \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ M.I. \_\_\_\_\_

Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Street \_\_\_\_\_

Business Phone: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

| Program Number | Program Title | For-<br>mat<br>* | Completion Date | Instit.<br>**CEU Value | No. of Partici-<br>pants | No. of Instit.<br>CEU's | No. of Individual<br>CEU's Awarded | Memoranda |
|----------------|---------------|------------------|-----------------|------------------------|--------------------------|-------------------------|------------------------------------|-----------|
|                |               |                  |                 |                        |                          |                         |                                    |           |

OFFICIAL ONLY IF SIGNED, DATED AND IMPRESSED WITH SEAL. \_\_\_\_\_ Date \_\_\_\_\_ Director of Continuing Education

\* A-Conference, B-Institute, C-Short Course, D-Workshop, E-Seminar, F-Special Training Program, G-Other  
 \*\* One Continuing Education Unit (CEU) equals ten contact hours in an organized continuing education experience, under responsible sponsorship, capable direction and qualified instruction.

**PERMANENT RECORD CARD**  
(Non-College Credit)

Name: Last \_\_\_\_\_ First \_\_\_\_\_ M.I. \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 Address: Street \_\_\_\_\_ Business Phone: \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

| Program Number | Program Title | Format* | Completion Date | CEU's Earned** | Memoranda |
|----------------|---------------|---------|-----------------|----------------|-----------|
|                |               |         |                 |                |           |

OFFICIAL ONLY IF SIGNED, DATED AND IMPRESSED WITH SEAL. \_\_\_\_\_ Date \_\_\_\_\_ Director of Continuing Education

\* A-Conference, B-Institute, C-Short Course, D-Workshop, E-Seminar, F-Special Training Program, G-Other  
 \*\* One Continuing Education Unit (CEU) equals ten contact hours in an organized continuing education experience, under responsible sponsorship, capable direction and qualified instruction.

### WORKSHOP CHECKLIST

Program: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

#### I. ADMINISTRATIVE

- \_\_\_\_\_ : Air & Heat Controls
- \_\_\_\_\_ : Books
- \_\_\_\_\_ : Brochures
- \_\_\_\_\_ : Building Keys
- \_\_\_\_\_ : Change
- \_\_\_\_\_ : Class Roll
- \_\_\_\_\_ : Cont. Edu. Folders
- \_\_\_\_\_ : Evaluation Forms
- \_\_\_\_\_ : Magic Markers
- \_\_\_\_\_ : Masking Tape
- \_\_\_\_\_ : Note Paper
- \_\_\_\_\_ : Pencils
- \_\_\_\_\_ : Receipts
- \_\_\_\_\_ : Registration Forms
- \_\_\_\_\_ : Schedules
- \_\_\_\_\_ : Signs \_\_\_\_\_
- \_\_\_\_\_ : Sign Stand(s)
- \_\_\_\_\_ : Voucher for Instructor
- \_\_\_\_\_ :
- \_\_\_\_\_ :
- \_\_\_\_\_ :

#### II. A/V EQUIPMENT

- \_\_\_\_\_ : Speaker System
- \_\_\_\_\_ :
- \_\_\_\_\_ :
- \_\_\_\_\_ :

#### III. FOOD & DRINK

- \_\_\_\_\_ : Can Opener & Measuring Cups
- \_\_\_\_\_ : Coffee
- \_\_\_\_\_ : Coffee Creamer
- \_\_\_\_\_ : Coffee Maker
- \_\_\_\_\_ : Cold Cups
- \_\_\_\_\_ : Cookies
- \_\_\_\_\_ : Donuts
- \_\_\_\_\_ : Drinks: \_\_\_\_\_
- \_\_\_\_\_ : Hot Cups
- \_\_\_\_\_ : Ice
- \_\_\_\_\_ : Ice Chest
- \_\_\_\_\_ : Napkins
- \_\_\_\_\_ : Paper Towels
- \_\_\_\_\_ : Spoons
- \_\_\_\_\_ : Sugar (and Sweet & Low)
- \_\_\_\_\_ :
- \_\_\_\_\_ :

#### IV. SPECIAL EQUIPMENT/FURNITURE/SUPPLIES

- \_\_\_\_\_ :
- \_\_\_\_\_ :
- \_\_\_\_\_ :
- \_\_\_\_\_ :

#### V. REMARKS

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

DATE: \_\_\_\_\_

Dear \_\_\_\_\_:

We are sorry to inform you that the \_\_\_\_\_ titled \_\_\_\_\_  
\_\_\_\_\_ did not materialize due to insufficient  
enrollment.

We are hopeful that we will have your cooperation in offering future  
programs. Thank you.

Sincerely,

Dr. Howard C. Smith, Jr.  
Dean  
University College

HCS/jd

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

We are pleased to inform you that the credit-free course titled \_\_\_\_\_  
\_\_\_\_\_ has materialized and \_\_\_\_\_ students have  
enrolled to-date.

Please request that all students who have not completed the required  
registration-data forms forward such to the University College immediately  
or call the office in order to complete the registration. Students are  
required to show you proof of registration by their second class meeting.

Thank you.

Dr. Howard C. Smith, Jr.  
Dean  
University College

HCS/jd

SUMMARY OF FIRST PLANNING MEETING

Date: \_\_\_\_\_

Title of Program \_\_\_\_\_

Outline and Content of Program Discussed \_\_\_\_\_

Dates/Times \_\_\_\_\_

Locations \_\_\_\_\_

Coordinator(s)/Instructors

| name  | address | phone |
|-------|---------|-------|
| _____ | _____   | _____ |
| _____ | _____   | _____ |

Sponsor(s) \_\_\_\_\_

Estimated Attendance \_\_\_\_\_

Source of Funding \_\_\_\_\_

Registration Fee \_\_\_\_\_

Approval \_\_\_\_\_

Schedule of Planning Meetings  
(established if possible at  
the first meeting) \_\_\_\_\_

-----  
Notes and Comments

College Representative: \_\_\_\_\_

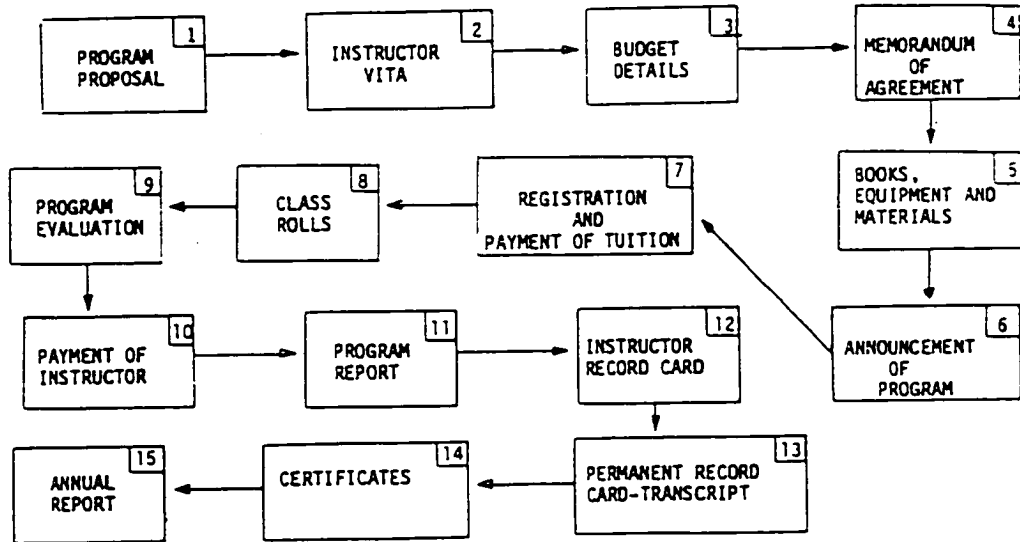
(For use at each session).

CONFERENCE TITLE: \_\_\_\_\_

| FIRST PLANNING SESSION   | FIRM-UP SESSION | FINALIZING SESSION | REVIEW AND/OR CHANGE SESSION |
|--|-----------------|--------------------|------------------------------|
| <u>Program:</u><br>Sponsors<br>Participants<br>Assoc. Rep.                         |                 |                    |                              |
| <u>Facilities:</u><br>Scheduling<br>Telephone:                                     |                 |                    |                              |
| <u>Food Service:</u><br>Caterer<br>Telephone: Restaurant                           |                 |                    |                              |
| <u>Housing:</u><br>Contact:  |                 |                    |                              |
| <u>Telephone:</u><br><u>Recreation Activities:</u>                                 |                 |                    |                              |
| <u>Audio-Visual Media:</u><br>Microphone<br>Projectors<br>Other equipment          |                 |                    |                              |
| <u>Promotion:</u><br>Brochure<br>News Release<br>Advertise<br>Journals<br>Mailings |                 |                    |                              |
| <u>Registration Secretary:</u>   |                 |                    |                              |
| <u>Budget:</u>   |                 |                    |                              |
| <u>NOTES:</u>  |                 |                    |                              |

## WORK FLOW AND FILE ORGANIZATION

(Under the corresponding number on the following pages is a description of each element of this chart.)



## FILE ORGANIZATION:

- I. Pending - single file containing program proposals for unapproved programs.
- II. Instructor Vita - alpha order of all instructors and applicants.
- III. Program Topic Cards - cards by program topics (both offered and potential) showing possible instructor(s). Cards are filed in general categories of: 1. business and industry (job related) 2. general education (current issues, self improvement, societal) 3. arts/crafts 4. recreational/leisure time 5. gerontology (senior citizen, retirement preparation)
- IV. Approved Programs - individual program files in program number order, each folder contains program proposal, budget details, memorandum of agreement, brochure, registration forms, class rolls, evaluation forms and program report.
- V. Instructor Record Cards - single file in alpha order.
- VI. Permanent Record Cards (Transcript) - single file in alpha order.
- VII. Annual Reports



## APPENDIX E

### Tips for Facilitators/Instructors:

Learning Formats

Characteristics and Qualities of an Effective Teacher

Principles of Adult Learning

Obstacles to Adult Learning:

    Learner

    Instructor

    Learning Facilities and Environment

Role of the Instructor

Responsibility of the Learner

Suggestions for Good Programming--Learning Atmosphere

Criteria for Selecting Appropriate Learning Experiences

Principles of Effective Learning

Some Principles to Remember--Instructional Methods

Selecting the Teaching Method

Tools and Techniques for Measuring Outcomes

## APPENDIX E

## LEARNING FORMATS

The following learning formats have been used extensively in adult education:

1. Brainstorming: This is "A popular nontechnical term for a specific technique to stimulate creative thinking in the development of new ideas; consisting of individuals or, more generally, a small-group activity in which a deliberate attempt is made to think uncritically but creatively about all possible approaches and solutions to a given problem; the group participating uses spontaneous and unrestrained discussion" (Good, 1973, p. 70).

This free-wheeling learning format appears to be an especially useful strategy for prompting adults to capitalize on their rich reservoir of experience and is an excellent way to get a new group of learners to participate actively.

Further, the technique of brainstorming is helpful in creating a convivial atmosphere for a new learning situation and has been found to stimulate the creative powers of adult learners.

2. Conference: A teaching and learning method that employs directed discussion of the topic rather than a lecture by the instructor.

Conferences are appropriate for large or small groups that are closely knit. The group discusses in depth a selected topic or problem or develops plans to promote a particular concept. Conferences are typically characterized by a predominance of talking and listening as opposed to doing. Usually, the participants in attendance at a conference have a high interest in the area

being discussed and their participation is voluntary (Knox, et. al. 1980, p. 59).

3. Discussion: An activity in which learners, under facilitator or student direction, exchange points of view concerning a topic, question, challenge, or problem in order to arrive at consensual agreement.

The discussion method is particularly effective for a small groups with common interests in a defined problem area. By capitalizing on adult experiences, it clarifies problems and generates possible solutions (p. 59).

4. Forum: A form of adult education that utilizes a lecture or a set of lectures and provides an opportunity for audience participation.

Forums are particularly effective in community settings because they provide an opportunity for people to express their views (pp.59-60).

5. Institute: "An arrangement for lectures and discussion sessions on a limited subject or theme, usually more intensive than a convention or conference" (Good, 1973, p. 303).

An institute typically lasts for several weeks, although it is sometimes offered for one to three days. It provides opportunities for special-interest groups to study, though not necessarily solve, a general problem area.

6. Lecture: "An instructional procedure by which the lecturer seeks to create interest, influence, stimulate, or mold opinion: to thinking, largely by the use of the verbal message, with a minimum

of exchange; illustrations, maps, flow charts, graphs, and other visual aids may be displayed to supplement the spoken word" (Good, 1973, p. 334).

The major purposes of the lecture method are to assist a large group of learners to understand important relationships and to provide information that is not easily available from any other single source.

A good leader, facilitator, or instructor does all or almost all of the talking. This approach is usually formal. Lectures do not have to be dull or boring. A dynamic, competent teacher, facilitator, instructor, can transmit a real desire to learn as well as much valuable information. The lecture has greater acceptance with large groups where participants need the information and there is a limited amount of time to provide it.

7. On-the-Job Training (O.J.T.) The supervision and other supplemental instruction furnished to a learner employed as an apprentice or trainee in the regular duties of a position or job.

On-the-job training is the second most popular learning method in adult education, following formal class and learning (Corp. Peterson, & Roelfs, 1974). This format is particularly effective for learners who do not have highly developed learning skills typically associated with high levels of formal education.

8. Panel: A group of 3-6 people with expertise on an assigned topic who have a purposeful conversation with or without solicited audience participation.

The panel is for the purpose of presenting comprehensive information on a particular subject. Each member speaks to an

assigned area or topic which is usually part of the main subject or general theme. The speaker may be followed by a brief "response" from a non-panel member or by the next panel member, whichever is appropriate. Panel members are usually selected because of experience and knowledge in their special area of interest. Ability to present information and handle questions from the flow are other desirable qualities of selected members.

The panel format helps large groups of learners become familiar with various dimensions of a given topic, challenge, or problem. (Knox, et. al. 1980, p. 62).

9. Program and Instruction: This instruction utilizes a workbook or mechanical or electronic device designed to help learners attain a specific level of performance by (1) providing instruction in small steps, (2) asking one or more questions about each step in the instruction, (3) providing instant knowledge of whether each answer is right or wrong, and (4) enabling learners to progress at their own pace.

Programmed instruction appears to have many features ideally suited for learning, including self-pacing and immediate feedback of learning results (Knox, et. al., 1980, p. 62)

10. Role Playing: This is an instructional technique involving a spontaneous portrayal (acting) or a situation, condition, or circumstance by selecting or volunteer members of a learning group. Role playing is a method for developing insights into human relationships by acting out behavior in situations that are similar to real life. Each participant tries to "act out" what he feels is

the appropriate script or character while the situation is evolving or coming into focus. However, it is important to note that the outcome is not arranged or predetermined.

Role playing, in particular, is highly productive for adults who have already undertaken one or more of their major roles in society. This method can be used to assist a small group of learners to increase awareness of self and others in specific role situations (Knox, et. al., 1980, p. 63).

11. Seminar: This is an activity in which a group of learners engaged in systematic research or advance study, meets under the general direction of one or more staff members for a discussion of problems of mutual interest.

The primary purpose of the seminar is to study a subject in depth under the guidance of an expert. The approach followed is usually an academic one: Identify and define the problem including the limitations investigate the problem in all its aspects, analyze available data, review the findings, determine the best solution (with alternatives). It seems to be highly effective especially when individuals in the group are enthusiastic, willing to work, and become vigorously involved. However, the success of the seminar depends upon the ability of the leader and how much the group holds for him. Although the seminar is considered traditional and formal, excellent results have been achieved using modified (informal) version of this method.

The seminar format supplies the participant with a wide range of viewpoints that reflect long-term analysis by the groups of a common topic.

12. Sensitivity Training: This is an activity in which a group and a trainer meet to examine self-consciously their immediate feelings and perceptions about themselves and each other in order to gain skill in communication, leadership, behavioral flexibility, or social sensitivity.

Sensitivity training can be used to loosen attitudinal blocks and lessen resistance to change. It is useful to help participants deal with highly charged issues as well as to serve as a stimulant to creativity.

13. Short Course: "A form of class correspondence course for adults, less extended and formalized than regular courses offered by colleges or universities" (Good, 1973, p. 151).

A short course, sometimes referred to as a mini-course, is well suited for a group of learners desiring to explore a particular subject area or requiring extensive training in a specific aspect that would normally be only superficially covered in a more general course.

14. Symposium: This is an instructional technique in which 2-5 people qualified to speak with authority on different aspects of the same topic or on closely related topics present a series of related speeches" (Good, 1973, p. 579).

A symposium can eliminate some of the shortcomings of the panel. Speakers present formal speeches on a number of aspects of a given problem or topic; their views are then coordinated to ensure comprehensive coverage and logical sequencing to fit major dimensions of the problem area.

15. Workshop: This is "An instructional method in which persons with common interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study; usually residential and of several days duration" (Good, 1973, p. 652).

The functions of the workshop format are similar to those of the institute. Participants are provided with an opportunity to learn what they are uniquely interested in learning instead of what the leader conceives as important.

Workshops are a popular vehicle for learning; they are generally accepted as an effective educational approach. Perhaps the reason they are so valued and well-attended is because they are pragmatic, dealing with practice as well as theory. Based primarily on need, the workshop can provide answers to problem faced by participants in their daily jobs. In addition to helping these persons resolve practical problems, the workshop is also designed to improve proficiency by providing learners with the opportunity to practice skills. Most workshops are fairly well structured. Resource persons are available to provide advice and assistance. Much of the exchange of the information however, comes from the participants themselves who frequently assist each other. In fact, it is through this participants "cooperation" that most of the learning takes place. The environment and tone of the workshop are informal.

16. Demonstration: This method not only explains and shows how something functions or is done through example or "live"



performance, it often provides opportunity for small group participants to do it.

17. Dramatization: This method involves the "acting out" of such things as job techniques, skills associated with work responsibilities, and solutions to performance problems. The situations and events enacted are used for instructional purposes. Participants in the drama are members of the group....Dramatization is really a combination of demonstration, role-play and discussion. There is no planned script, review or rehearsal of anything—everything is more or less spontaneous.

18. Games and Simulation: This approach which combines occupational "realism" with intellectual challenge, has wide appeal and implication for learning. Although used mostly for managerial training and development—simulation has applicability for other areas including business and social science. Simulation is also effective for teaching such subjects as manpower deployment, contingency planning and decision-making. Business games, which are another version of the simulation exercise are also a popular learning method. In these participants perform under conditions resembling those in the actual work environment. Learners assume various roles with corresponding duties—like those of corporation president, sales manager, personnel executive, advertising director, etc. and have responsibility to decide the best course of action. Most participants seem to learn much as well as enjoy these games and exercises.

Group involvement is the hallmark of this method. Of course, the group leader or instructor moderates and guides—but

does not dominate the discussion, always, keeping in mind the pre-determined objectives. This method, which involves individual members, encourages the free exchange of ideas and welcomes various shades of opinion. Success with this method requires a skilled instructor or leader who has the "right touch" as well as a learning group which is interested and knows how to respond.

CHARACTERISTICS AND QUALITIES OF AN EFFECTIVE TEACHER

- \* Understands and respects his/her students.
- \* Continues to grow and learn as an individual and as a professional
- \* Knows the subject(s) he/she teaches
- \* Reflects enthusiasm for his/her field or specialty (and satisfaction for a job well done.)
- \* Realizes that each learner is an individual with different strengths, weaknesses, needs, abilities, fears, interests, problems and attitudes.
- \* Tries to understand and wants to learn more about human behavior.
- \* Is firm when necessary but always tries to be fair and consistent.
- \* Earns the respect of students and colleagues.
- \* Is confident in the work environment and secure as a person.
- \* Knows the value of first-hand experience and how/when to combine it with theory for effective teaching or explanation.
- \* Is tactful and does not embarrass or humiliate.
- \* Is realistic and knows that the earth will not stop revolving if a student misses a class.
- \* Is patient and understanding.
- \* Is ethical in all his dealings.
- \* Knows how to get the learner genuinely involved without fanfare, intimidation or coercion.
- \* Speaks clearly and slowly so as to be easily understood.

- \* Is always prepared so that he/she can be effective and make the most of every minute.
- \* Uses appropriate instructional methods and approaches.
- \* Helps the learner to experience success or favorable recognition whenever possible.
- \* Presents material and information in an organized sequential manner.
- \* Is prompt and attentive to learner's needs.
- \* Makes appropriate and practical assignments.
- \* Does not overload the learner by giving him too much too soon.
- \* Is punctual and starts sessions on time.
- \* Knows and feels the joy of learning.
- \* Reflects gratitude when a student accomplishes something worthwhile or overcomes a serious obstacle.
- \* Is not afraid to say "I was wrong," "I don't know", or "I am sorry" when called for.
- \* Knows how to properly handle confidential information.
- \* Does not abuse the trusts of learners or colleagues.
- \* Knows how to listen and takes the time to do it.
- \* Gives praise and reward whenever deserved or merited.
- \* Practices effective communications rather than simply lecture about it.
- \* Never plays one student against another.
- \* Never forgets his obligation to the profession.
- \* Never forgets how difficult or painful learning can be.
- \* Never exploits the student or the learning situation.
- \* Never makes a "federal case" out of a trivial matter which could be overlooked.
- \* Never forgets what this world would be like without dedicated teachers in the classroom, the home, temple or church, at work, or "on the road."
- \* NEVER, NEVER, NEVER FORGETS HOW TO LAUGH

## PRINCIPLES OF ADULT LEARNING

The way in which adults learn is different from the way children learn. Here are some principles of adult learning:

- Adults learn best when they are motivated, when they have a strong desire to learn.
- Adults learn more effectively when they can pursue their own needs and interests.
- Adults vary greatly in their capacity to learn.
- Adults learn faster and better when they participate, or are directly involved, in the learning experience.
- Adults learn things that have direct application to their occupational interest or work assignment more readily than things which have little meaning or relevance for them.
- Adults learn best when they can proceed at their own rate.
- Adults will retain much of what they have learned if they continue to use it.
- Adults learn best and deserve greatest satisfaction when they receive valid feedback or see evidence of progress.
- Interests and needs of adult learners are continuously changing.
- Adults must be treated with courtesy and respect if they are to become participants in the learning process.
- Satisfaction of learner needs and wants are basic sources of motivation for adult learners.
- Learning based on sound educational principles and understanding is more permanent and meaningful than rote or "surface" learning.
- Demonstrations, diagrams, eg. and illustrations should be used whenever appropriate.
- Adult learning takes many forms and follows many difficult paths.
- An extremely strong desire or intense interest to learn may impede learning or even prevent it from taking place.

- Some adults like to pursue self-directed learning rather than group learning, especially once they know how to proceed on their own.
  - Learner dissatisfaction can sometimes be a strong motivating force.
  - A significant part of learning takes place through the solution of practical problems, especially those out of the daily week situation.
  - The adult learner must put forth genuine effort and application in order to obtain results.
  - Adult learners are pragmatic in their approach to learning. They want to know how the training will benefit them, how much it will cost, and how much time it will take—usually before the training begins.
  - Experience plays a large part in the learning process as well as in retention of knowledge. Adults relate their "new" learning to what they already know; they build on the existing base.
  - Adults learn best in an informal environment.
  - Although a certain amount of tension is necessary for learning to occur, it does not follow that prison-like discipline or control is rigid.
  - Adults expend great amounts of energy for the purpose of learning not for the purpose of grades. Of course they want to know how they are doing.
  - Adult learners usually respond positively to tests or exams if they are fair, realistic and appropriate for the adult learning situation.
  - Learning is more rapid and pronounced when the correct response is immediately reinforced. Feedback should be prompt and frequent.
  - Learning proceeds best when the results of the learner's action are positive.
  - Effective learning, especially when a procedural skill or technique is involved, requires practice.
  - Learners seek rewards for their efforts and accomplishments.
  - Adults learn best through instruction which is organized.
- Learning proceeds from the known to the unknown, from the tangible to the abstract.

- Adult instructors to be effective must start where the learner actually is, not where they wish he were or think he should be.
- Adult learners may be unsure of their learning ability because of past experience or lack of learning opportunity. A mature, effective instructor can do much to create a positive educational environment which will encourage self-confidence as well as individual growth and achievement.

## OBSTACLES TO ADULT LEARNING — LEARNER

- Learner does not really want to learn.
- Learner does not have clear objectives or goals.
- Learner does not put forth the required effort to learn.
- Learner is too intense or anxious.
- Learner may have impairment in vision, hearing, concentration, etc.
- Learner cannot find time to study or cannot arrange schedule as necessary.
- Learner has negative attitude towards learning.
- Learner may not have adequate funds or support.
- Learner may not have the capacity—stamina or physical strength, stability, endurance, persistence, etc. to pursue a demanding course of study.
- Learner does not have the confidence necessary to learn.
- Learner situation may be difficult or prohibitive.

## OBSTACLES TO ADULT LEARNING - INSTRUCTOR

- Instructor does not have the desire to teach.
- Instructor does not have time to adequately prepare.
- Instructor does not have interest in students.
- Instructor does not involve the learners or participants in discussions, questions, etc.
- Instructor does not have the necessary patience or understanding to work with adults.
- Instructor cannot communicate effectively although he knows his technical field.



- Instructor does not have adequate educational facilities or resources available.
- Instructor does not know how to create a sound learning situation or environment.
- Instructor does not have the necessary administrative support.

#### OBSTACLES TO ADULT LEARNING - LEARNING FACILITIES AND ENVIRONMENT

- Classroom is either too hot or too cold; participants too uncomfortable to learn.
- Tables and chairs in classroom are squeezed together.
- Lighting is poor.
- Ventilation is inadequate — Learners cannot remain alert.
- Nearby construction makes it impossible to hear the lectures or concentrate.
- Training room is shabby and depressing.
- Equipment is unreliable.
- Learners have to walk up 5 flights of stairs to get to student lounge or study rooms.
- Nearest adequate eating facilities for learners is "on street" far from training facilities.

### THE ROLE OF THE INSTRUCTOR

Learning is an active positive process accomplished primarily through efforts by the learner. Of course the instructor contributes to this learning process in significant ways—by guiding, encouraging, questioning, clarifying, nudging, stimulating, explaining, counseling, playing the devil's advocate, and through many other acts or functions. Perhaps the central role in this smorgasborg of instructor responsibilities is that of change agent or "facilitator" since it is often due to the instructor's skill that the learner begins to "put it together" or gains insight to know and understand. It is because of this essential, intermediate step—sometimes, perhaps, a leap in the process becomes a reality that the final result, a change in behavior, is a possibility. If change does not occur the learner hasn't learned.

### RESPONSIBILITIES IN LEARNING

Much of the responsibility for the success of the program or offering rests with the instructor. How the material or information is presented, the immediate learning environment to expression, tone of voice attitude revealed in response to questions, enthusiasm for the subject, mannerisms and gestures, the responding smile or the frown—all are like a large neon sign glowing in the dark sending forth a clear and unmistakable message to the learner.

## SUGGESTIONS FOR GOOD PROGRAMMING — LEARNING ATMOSPHERE

Because the typical seminar participant is an adult, care should be taken to guarantee that the learning climate complements his particular psychophysiological makeup. This means that the furniture, lighting, acoustics, and temperature of the learning environment should be as conducive as possible to adult learning. This also means that adults should feel free to ask questions without being embarrassed or without raising his hand. He should feel free to leave at any time during the seminar and for any reason. He should not be chastised for daydreaming or napping. All of this is not to say that the adult student should be coddled. But it is to say that his expectations as a learner should be dealt with in a mature manner. If his expectations as a learner are not being met by the seminar, then only incidental learning if any at all, will occur.

## CRITERIA FOR SELECTING APPROPRIATE LEARNING EXPERIENCES

The following are various criteria for selecting appropriate learning experiences.

- \* Is the experience appropriate for the learner's goals or objectives?
- \* Does the experience provide opportunity for the learner to further understand, practice or use recently acquired skills information?
- \* Does the learning experience provide something that otherwise would not be available?
- \* Is the experience appropriate for the learner's level of accomplishment as well as his/her degree of sophistication?
- \* Does the student receive satisfaction and a true sense of achievement from the learning experience?
- \* Does the learning experience reflect sound planning and organization?
- \* Does the learning experience capitalize on the interests, abilities and backgrounds of learners and instructors? Others who may be involved?
- \* Is the learning experience unique to this particular situation or geographic location? Can it be obtained elsewhere? With better results?
- \* Are damaging or undesirable outcomes avoided?
- \* How does the learner perceive the experience?
- \* Would you recommend this experience for another person of similar interest, background and need?
- \* What is the real cost of the learning experience (in terms of time, effort, risk, negative learning, undesirable outcomes, etc.)
- \* How do the actual results of the experience compare with expected results? Benefits with costs?
- \* Does the learning experience reinforce the theoretical aspects of the learners educational program as well as the pertinent objectives?

## PRINCIPLES FOR EFFECTIVE LEARNING

The following principles provide potential for effective learning.

1. Each learning experience should be selected with care.
2. Each learning experience should be tailored to fit the individual situation.
3. Each learning experience should be presented within the most meaningful framework.
4. The timing of the learning experience is important. This refers to its place or position in the curriculum, specifically, when the learning experiences occur.
5. Cumulative learning experiences provide opportunity for the learner to test recently-acquired knowledge as well as build on the past.
6. There should be continuity in learning, where info. and experience are presented in the most appropriate and sequential manner. These experiences should be related, supportive, and productive.
7. Well planned learning experiences can be used for purposes other than teaching new knowledge — To change attitudes and to develop new learning interests. Another purpose usually associated with advanced learners, is to stimulate research.
8. The "Rule of Readiness" also applies here. The learners will be able to proceed and benefit most from the learning experience when he or she is ready for it, i.e., when at that point or stage of development most favorable for effective learning to take place.

## SOME PRINCIPLES TO REMEMBER - INSTRUCTIONAL METHODS

- Select and use the appropriate method, technique or aid, separately or in combination, which will produce the desired results.
- Instructional methods and techniques are important only to the extent that they help to achieve teaching and learning goals.
- Do not "clutter" the presentation or complicate the learning process. Too many aids or conflicting methods will confuse the learner and detract from the presentation.
- Be familiar with the methods, and equipment, technique, etc. that you plan to use.
- The method or approach selected will depend to a large degree upon the background experience, education, capacity, etc.— of the learner.
- The instructor's skill and ability in the use of a particular method, technique are also important factors to be considered.
- Be certain that all equipment is in good operating condition and in the proper location ready to be turned on. It is a good idea to perform a "last minute" check and also to have spare parts or back-up equipment available. Just in case.
- Arrange the aids and equipment so that all participants can see and hear.
- When appropriate, use a variety of aids. But do not use too many or unnecessary aids. It can lead to confusion and loss of interest by participants.
- Do not try to cover too much material or subject matter too quickly.
- Remember that you are dealing with people, you are teaching individuals. Do not permit the razzle-dazzle of technology to distract from or impede effective instruction.
- The proof of the proper instructional method or technique is whether the learner achieves the objective not whether the class is impressed with the instructor's great knowledge or fascinated with some piece of electronic gadgetry.

### SELECTING THE TEACHING METHOD

The instructor responsible for conducting the learning activity or session should select, or have the major voice in selecting, the instructional method to be used. No one method is best; the ideal is probably a combination. It depends on the situation. Factor and circumstances which will influence this decision include: learning objectives and goals, educational level and background of the learners, size and need of the group, capabilities of the learners, the nature of the subject, time available, ability and experience of the instructor, facilities and resources available, structure of the program, the learning sequence, prior knowledge on the subject by participants special learning problems or difficulties which may be present, assistance available to the instructor, how participants plan to use this new knowledge or skill, whether a field trip or special project is scheduled, and many more.

## TOOLS AND TECHNIQUES FOR MEASURING OUTCOMES

1. Quantitative or Numerical Count
2. Written quiz
3. Oral review
4. True-false test
5. Multiple choice test
6. Completion test
7. Matching test
8. Essay test
9. Demonstration or performance
10. Individual interview
11. Group interview
12. Learner or participant questionnaire. This is a popular tool and has general acceptance almost everywhere. To be useful and effective, the questionnaire should be carefully designed well written, appropriate for the program or course, and require a minimum amount of time to complete.
13. On-the-job review and appraisal.



## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Albury, Paul. The Story of the Bahamas. New York: St. Martin's Press, 1975.
- Bacchus, M. K. A Suggested Policy for Higher Education in the Bahamas. Nassau: College of the Bahamas, 1976. (Mimeographed.)
- Bennett, Carrol. The Design of an Extended Learning System for the Des Moines Area Community College. Des Moines, Iowa: Des Moines Community College, 1972.
- Barnard, Anita. "Adult Education and National Development in the Bahamas." Speech delivered at the College of the Bahamas Adult Education Seminar, August 1982.
- Bethel, Keva M. "Some New Directions for the College of the Bahamas." Inaugural address delivered by the principal of the College of the Bahamas, December 1, 1983.
- Boyle, Patrick G. Planning Better Programs. New York: McGraw-Hill Book Company, 1981.
- Brown, David G. Leadership Vitality, A Workbook for Academic Administrators. Washington, D.C.: The American Council on Education, 1979.
- Coakley, L. N. Communication to Parliament. Nassau: Bahamas Printery, 1976.
- \_\_\_\_\_. "Education in an Independent Bahamas." Speech delivered at the 17th Annual Convention of the Progressive Liberal Party, 1972.
- Cohen, Michael D. and March, James G. Leadership and Ambiguity: The American College President. New York: McGraw-Hill Book Company, 1974.
- Coles, Edwin Townsend. Adult Education in Development Countries. London: Wheaton and Co., 1969.
- College of the Bahamas, The Commonwealth of the Bahamas. "Academic Board Minutes on the Establishment of the Office of Continuing Education, Paper AB-76-38." Nassau: College of the Bahamas, 1976. (Mimeographed.)

- \_\_\_\_\_. "Academic Board Minutes on the Restructuring of the Continuing Education Department, Paper AB-81-47." Nassau: College of the Bahamas, 1981. (Mimeographed.)
- \_\_\_\_\_. Report of the Committee on Evening Institutes. Nassau: College of the Bahamas, 1975. (Mimeographed.)
- College of the Bahamas Handbook, 1981-1982. Nassau: College of the Bahamas, n.d.
- The Commonwealth of the Bahamas, Census of Population and Housing, 1980 Preliminary Review. Nassau: Department of Statistics, 1984. (Mimeographed.)
- Continuing Education Office, College of the Bahamas. Annual Report: 1976-1977, 1979-1980, and 1981-1982. Nassau: College of the Bahamas. (Mimeographed.)
- Craton, M. A History of the Bahamas. London: Collins Cleartype Press, 1967.
- Cropley, A. J., ed. Towards a System of Lifelong Education: Some Practical Considerations. New York: Pergamon Press, 1980.
- Dale, Earnest. Management Theory and Practice. New York: McGraw-Hill Book Company, 1969.
- Dalton, John Elmas. "Organization and Administration of Adult Education Programs in Small Population Centers." Ed.D. dissertation, University of Nebraska, 1955.
- Darkenwald, Gordon G. and Merriam, Sharan B. Adult Education Foundation of Practice. New York: Harper & Row, 1982.
- Dobbs, Ralph C. "Administering Lifelong Learning Centers." Lifelong Learner (January 1982)5:12-13.
- Dressel, Paul L. Handbook of Academic Evaluation. San Francisco, California: Jossey-Bass Publishers, 1978.
- Drucker, Peter F. The Effective Executive. New York: Harper & Row, 1973.
- \_\_\_\_\_. Management: Tasks, Responsibilities, Practices. New York: Harper & Row, 1974.
- Dyckman, W. Vermilye, ed. Lifelong Learners--A New Clientele for Higher Education. San Francisco, California: Jossey-Bass Publishers, 1974.
- Elias, John L. and Merriam, Sharan B. Philosophical Foundation of Adult Education. New York: Rober E. Krieger Publishing Co., 1980

- Fuller, Jack W. Continuing Education and the Community College. Chicago: Nelson-Hall, 1979.
- Gollattscheck, James F. "Strengthening Continuing Education in Community Colleges." New Directions for Continuing Education (1981)9:57-63.
- Governance of Higher Education. A Report and Recommendations by the Carnegie Commission on Higher Education, 1973.
- Guba, Egon G. and Stufflebeam, Daniel L. Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action. Monograph Series in Reading Education. Bloomington, Indiana: Indiana University 1, June 1970.
- Halphin, Andrew W. Administrative Theory in Education. New York: Macmillan, 1967.
- \_\_\_\_\_. Theory and Research in Administration. New York: Macmillan, 1966.
- Hamelman, Paul W. Managing the University: A Systems Approach. New York: Praeger Publishers, 1972.
- Hamilton, Edwin. "Organization and Administration of Non-Credit Adult Continuing Education Programs in Two-Year Institutions of Higher Education in Ohio." Ph.D. dissertation, Ohio State University, 1973.
- Harvey, L. James. Managing Colleges and Universities by Objectives. Littleton, Colorado: Ireland Educational Corporation, 1976.
- Hoban, J. William. "A Description of Adult Education in Six Public Community Colleges in Illinois with Focus on Programs, Administration and Population." Ed.D. dissertation, Wayne State University, 1972.
- Houghton, H. Report on Education in The Bahamas. Nassau: Board of Education, Bahamas Government, 1958. (Mimeographed.)
- Kasl, Elizabeth Swain and Anderson, Richard. "Understanding Program Costs and Finance." Lifelong Learning 7 (September 1983)1:12-14.
- Kast, Fremont E. and Rosenzweig, James E. Organization and Management: A Systems Approach. New York: McGraw-Hill Book Company, 1970.
- Kidd, J. R. How Adults Learn. New York: Association Press, 1973.
- Kirk, Robert J. Building Quality into Continuing Education: A Guide to Lifelong Learning. Rockville, Maryland: Learntech Publications, 1981.

- Knowles, Malcolm S. The Adult Education Movement in the United States. New York: Holt, Reinhart and Winston, 1962.
- \_\_\_\_\_. The Adult Learner: A Neglected Species. Houston, Texas: Gulf Publishing Company, 1973.
- \_\_\_\_\_. Higher Education in the United States--The Current Picture, Trends and Issues. Washington, D.C.: American Council on Education, 1969.
- \_\_\_\_\_. The Modern Practice of Adult Education: Andragogy Versus Pedagogy. New York: Broadway Association Press, 1970.
- Knox, Allan B. "The Continuing Education Agency and Its Parent Organization." New Directions for Continuing Education (1981)9:1-11.
- Knox, Allan B. et al. Developing, Administering, and Evaluating Adult Education. San Francisco, California: Jossey-Bass Publishers, 1980.
- \_\_\_\_\_. "Organizational Dynamics in University Continuing Professional Education." Adult Education 32 (1983)3:117-129.
- Lahti, Robert E. Innovative College Management. Washington, D.C.: Jossey-Bass Publishers, 1973.
- Lall, Bernard M. and Lall, Geeta R. Dynamic Leadership. Mountain View, California: Pacific Press Pub. Assn., 1979.
- Letta, Everette M. "Adult Education and the Comprehensive Community College." Adult Leadership (January 1971):214.
- Leahy, Robert P. "A Descriptive Study of the Organizational Structure, Administrative Functions and Operational Policies of Continuing Education of Urban Universities of Northeastern United States." Ph.D. dissertation, Temple University, 1977.
- Lenz, Elinor. Creating and Marketing Programs in Continuing Education. New York: McGraw-Hill Book Company, 1980.
- Leys, C. T.; Waines, T.; and Watts, G. E. Report on the Feasibility of Higher Education for the Bahamas. Nassau: Ministry of Education, 1968. (Mimeographed.)
- Maraj, J. A.; Fletcher, R. O. W.; Greig, J. W.; and Turner, J. D. Educational Development in an Archipelagic Nation: Report of a Review Team Invited by the Government of The Commonwealth of the Bahamas. Nassau: Ministry of Education and Culture, 1976. (Mimeographed.)
- Maslow, Abraham H. Motivation and Personality. New York: Haper and Row, 1970.

- Massey, Benjamin T. "Internal Organization to Serve Part-Time Student Needs." A paper presented at the Conference on Adjusting Post-Secondary American Education to the Part-Time Adult Student, Pennsylvania State University, July 10-11, 1979.
- Massiah, Erna. "A Study of the Development of Higher Education in the Bahamas and Its Relationship to National Goals." Ed.D. dissertation, University of Houston, 1979.
- McManis, Gerald L. and Parker, William C. Implementing Management Information Systems in College and Universities. Littleton, Colorado: Ireland Educational Corporation, 1978.
- Ministry of Education and Culture, The Commonwealth of the Bahamas. Annual Report: 1970-1971 and 1971-1975. Nassau: Ministry of Education and Culture, n.d. (Mimeographed.)
- \_\_\_\_\_. Focus on the Future--White Paper on Education. Nassau: Ministry of Education and Culture, n.d. (Mimeographed.)
- Ministry of Tourism, The Commonwealth of the Bahamas. Annual Report: 1979-1980. Nassau: Ministry of Tourism, n.d. (Mimeographed.)
- Ottee, Mas Robert. "Seven Programs for Seven Countries." Adult Leadership 12 (1975):291-331.
- Pindling, L. O. "The Role Education and Educators Can and Must Play in the Economic Development of the Bahamas." Address delivered at the Bahamas Union of Teachers Annual Conference, 1975.
- Puyear, Donald and Vaughan, George B. "Planning Strategies for Community Colleges and Continuing Education." Community Services Catalyst 13 (Winter 1983) 1:15-17.
- Richmond, Barry M. and Farmer, Richard N. Leadership, Goals and Power in Higher Education. Washington, D.C.: Jossey-Bass Publishers, 1977.
- Riley, Garry L. "Patterns of Decision, Control and Evaluation in Academic Organization." Unpublished doctoral dissertation, Stanford University, 1973.
- Roach, A. L. "A Proposal for a Five-Year Development Plan for Continuing Education Department of the College of the Bahamas." Berrien Springs, Michigan: Andrews University, 1978.
- Robbins, Joseph Nevin. "Progress of Program Planning and Orientations Toward Organizational Role by Continuing Education Program Planners in Public Community Colleges." Ph.D. dissertation, Florida State University, 1977.

- Rolle, D. E. "The Role of the College of the Bahamas in the Nation's Development." Address delivered at the College of the Bahamas Faculty Seminar, August 24, 1983.
- Sergiovanni, Thomas J. and Carver, Fred D. The New School Executive: A Theory of Administration. New York: Harper and Row, 1980.
- Shotten, Aaron Herbert. "An Intensive Analysis of an Adult Education Organizational Model and a New Model Constructed." Ph.D. dissertation, University of California, 1975.
- Tead, Ordway. The Art of Leadership. New York: McGraw-Hill Book Company, 1935.
- Thompson, Anthony. An Economic History of the Bahamas. Nassau: Commonwealth Publishers, 1979.
- Turner, R. "A Study of Education in the Bahamas." Master's thesis, Colorado State University, 1968.
- Venn, Grant. Man, Education, and Manpower. Washington, D.C.: The American Association of School Administration, 1970.
- Walker, Donald E. The Effective Administrator. Washington, D.C.: Jossey-Bass Publishers, 1979.
- Weber, C. A. and Weber, Mary E. Fundamentals of Educational Leadership. New York: McGraw-Hill Book Company, 1955.
- Yorrington, Roger. "Lifelong Education Trends in Community Colleges." Covergence 12 (1979) 12:86-94.

## VITA

**NAME:** Arthur Leon Roach

**DATE OF BIRTH:** June 29, 1940

**PLACE OF BIRTH:** Nassau, Bahamas

### EDUCATION:

- |      |  |
|------|--|
| 1964 | Teachers Certificate<br>Bahamas Teacher College  |
| 1972 | Bachelor of Science<br>Union College<br>Lincoln, Nebraska  |
| 1977 | Master of Arts -- Curriculum and Instruction<br>Andrews University<br>Berrien Springs, Michigan                  |
| 1985 | Doctor of Education Candidate<br>(Educational Administration)<br>Andrews University<br>Berrien Springs, Michigan |

### PROFESSIONAL EXPERIENCE:

- |         |   |
|---------|---|
| 1964-68 | Head-teacher, Gambier Primary School<br>Nassau, Bahamas                                       |
| 1972-73 | Lecturer,<br>Bahamas Teachers' College<br>Nassau, Bahamas                                     |
| 1974-75 | Head of Education Department<br>Bahamas Teachers' College<br>Nassau, Bahamas                  |
| 1975-76 | Assistant Chairman<br>Teacher Education Division<br>College of the Bahamas<br>Nassau, Bahamas |



- March-August 1977 Graduate Assistant  
Department of Education  
Andrews University  
Berrien Springs, Michigan
- 1977-80 Director  
Continuing Education Department  
College of the Bahamas  
Nassau, Bahamas
- 1980-81 Graduate Assistant  
Department of Education  
Andrews University  
Berrien Springs, Michigan
- 1981-84 Director  
Continuing Education and Extension Services Division  
College of the Bahamas  
Nassau, Bahamas

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

Association for Supervision and Curriculum Development  
Phi Delta Kappa  
Caribbean Regional Council for Adult Education