

AN ASSESSMENT OF COMMUNITY ADULT
EDUCATION PROGRAMS IN THE JENKS
PUBLIC SCHOOL DISTRICT

By

ROGER C. WRIGHT

Bachelor of Science

Oklahoma State University


Stillwater, Oklahoma

1986

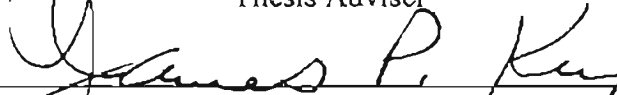
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
August, 2001

AN ASSESSMENT OF COMMUNITY ADULT
EDUCATION PROGRAMS IN THE JENKS
PUBLIC SCHOOL DISTRICT

Thesis Approved:



Thesis Adviser







Dean of the Graduate College

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation for assistance and valuable suggestions given him by Dr. James D. White, chairman of his thesis committee; Dr. James Key, and Dr. Dean F. Schreiner, members of his thesis committee. Appreciation is expressed to his wife Mary Ann for her creative and generous help.

The results shown in this paper would have been impossible without the willing assistance and cooperation of these people.

TABLE OF CONTENTS

| Chapter | Page |
|--|------|
| I. INTRODUCTION..... | 1 |
| Statement of the Problem..... | 2 |
| Rational of the Study..... | 2 |
| Purpose of the Study..... | 3 |
| Objectives of the Study..... | 3 |
| Scope of the Study..... | 3 |
| Definition of Terms..... | 4 |
| II. REVIEW OF LITERATURE..... | 6 |
| The Need for Evaluation and Change in Community-Based Adult Education Programs..... | 6 |
| The Nature of Adult Education..... | 9 |
| The Need for Community-Based Adult Education..... | 11 |
| Summary of Literature Review..... | 13 |
| III. DESIGN AND PROCEDURE..... | 14 |
| Introduction..... | 14 |
| Population..... | 15 |
| Institutional Review Board..... | 15 |
| Instrumentation..... | 16 |
| Assumptions of the Study..... | 17 |
| Collection of Data..... | 17 |
| Analysis of Data..... | 18 |
| IV. PRESENTATION AND ANALYSIS OF DATA..... | 20 |
| Introduction..... | 20 |
| Population..... | 20 |
| Findings of the Study..... | 21 |
| V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..... | 45 |
| Introduction..... | 45 |

| Chapter | Page |
|--|------|
| Purpose of the Study | 45 |
| Objectives of the Study..... | 45 |
| Study Population | 46 |
| Design of the Instrument..... | 46 |
| Presentation of Data..... | 47 |
| Analysis of Data..... | 48 |
| Major Findings of the Study | 48 |
| Conclusions..... | 55 |
| Recommendations..... | 56 |
| Recommendations for Further Study..... | 57 |
| REFERENCES | 59 |
| APPENDIXES | 63 |
| APPENDIX A – INSTITUTIONAL REVIEW BOARD..... | 64 |
| APPENDIX B – COMMUNITY EDUCATION SURVEY SPRING 2001 | 66 |
| APPENDIX C – SPRING 2001 ADULT CLASSES | 71 |

LIST OF TABLES

| Table | Page |
|---|------|
| I. Real Limits and Categories of Importance Arranged in a “Likert-Type” Scale | 19 |
| II. Real Limits and Categories of Quality and Effectiveness Arranged in a “Likert-Type” Scale | 19 |
| III. A Distribution of Study Respondents By Gender | 21 |
| IV. A Distribution of Study Respondents By Age | 22 |
| V. A Distribution of Study Respondents By Ethnicity | 23 |
| VI. A Distribution of Study Respondents By Educational Background | 24 |
| VII. A Distribution of Study Respondents By Length of Time Lived in the Jenks Public School District | 25 |
| VIII. A Distribution of Study Respondents By Community Education Courses Previously Taken | 26 |
| IX. A Distribution of Study Respondents By Reason For Enrolling | 27 |
| X. A Distribution of Study Respondents By General Needs and Interests | 28 |
| XI. A Distribution of Study Respondents By Specific Needs and Interests | 29 |
| XII. A Distribution of Study Respondents by Perceived Importance of Programs Offered by Jenks Community Education | 30 |
| XIII. A Distribution of Study Respondents by Perceived Importance of Community Education Programs in Meeting Specific Community Needs | 31 |

| Table | Page |
|--|------|
| XIV. A Distribution of Study Respondents by Perceived Importance of Programs in Meeting Specific Personal and Family Needs | 32 |
| XV. A Distribution of Study Respondents by Perceived Quality of the Community Education Program | 33 |
| XVI. A Distribution of Study Respondents by Perceived Quality of the Courses Offered by the Jenks Community Education Program..... | 34 |
| XVII. A Distribution of Study Respondents by Perceived Quality of Instruction Offered by the Jenks Community Education Program..... | 35 |
| XVIII. A Distribution of Study Respondents by Perceived Effectiveness of the Jenks Community Education System | 36 |
| XIX. A Distribution of Study Respondents by Perceived Effectiveness of the Courses Offered by the Jenks Community Education Program..... | 37 |
| XX. A Distribution of Study Respondents by Perceived Effectiveness of the Instruction Offered by the Jenks Community Education Program..... | 38 |
| XXI. A Distribution of Study Respondents by Future Needs of Adults in the Jenks Public School District..... | 39 |
| XXII. A Distribution of Study Respondents 50 Years of Age or Less and 51 Years of Age or Greater by Future Needs in the Jenks Public School District | 40 |
| XXIII. A Distribution of Study Respondents by Future Community Needs..... | 41 |
| XXIV. A Distribution of Study Respondents by Adults 50 Years of Age or Less and Adults 51 Years or Greater Future Community Needs | 42 |
| XXV. A Distribution of Study Respondents by Future Personal and Family Needs | 43 |

| Table | Page |
|--|------|
| XXVI. A Distribution of Study Respondents by Adults 50 Years of Age or Less and Adults 51 Years or Greater Future Personal and Family Needs..... | 44 |
| XXVII. Mean Response of Importance..... | 51 |
| XXVIII. Mean Response of Quality..... | 52 |
| XXIX. Mean Response of Effectiveness | 53 |

CHAPTER I

INTRODUCTION

One of the most important aims of continuing education is to serve the needs of the people. The ways adults think about learning as well as their perceptions of the skills and knowledge they need are intertwined with their lives both as individuals and as members of communities and cultural groups. According to Quigley (1997, p. 198), since most participants “have never stopped valuing an education” adult educators must become more sensitive to what adult learners want. In view of this fact, the adult portion of American communities, with its extensive variation of needs, can be well served by continuing education.

As stated by Spence (1977), the education of adults must be central. The reason for this role comes from the inevitable dominance of adults in society--there are more of them and they hold most of the critical positions. (p. 258)

The main charge and immediate mission of continuing education, according to Knowles (1971), is to help individuals satisfy their needs and achieve their goals. Continuing education also has great potential to assist the economic and social progress of any community. Nolfi (1976) suggested that continuing education can be the opportunity for access and social mobility to a better life for many disadvantaged persons. Community-based continuing education also has the unique opportunity to provide education for those

who missed the chance in their youth and now lack not the will, but the geographic proximity, self-confidence, money, and time. Continuing education can provide the mid-career retraining for those buffeted by technological changes in the economy. Finally, community-based continuing education can be the force for revitalizing our dreams and helping Citizens to achieve complete self-identity through the development of his or her full potential.

Statement of the Problem

One of the keys to offering prosperous and significant community adult education programs is the ability to determine and antiphon to the needs for the learners. Maximum effectiveness for continuing learners will be brought about only if and when the adult students within the target population are involved in the identification of learner needs. Current program administrators do not have an understanding of participant needs or the program's importance, quality, and effectiveness. Additionally, program administrators lack information regarding the future educational needs of program participants.

Rational of the Study

Because of the diversity of community education programs offered in the Jenks Public School district, a study of the current programs offered and what future courses should be available was deemed timely. Since a formal study of this problem has not been conducted, a study of this nature would appear to be beneficial to the planners of the community education program, as well as to the administrators of the Jenks Public School district.

Purpose of the Study

The purpose of the study was to assess current needs, importance, quality, effectiveness and future needs of community-based adult education programs as perceived by program participants in the Jenks Public School District.

Objectives of the Study

The objectives of the study were to:

1. Determine selected demographics of study participants.
2. Determine perceived needs of program participants.
3. Determine perceived importance of the programs being offered.
4. Determine perceived quality of the programs being offered.
5. Determine perceived effectiveness of the programs being offered.
6. Determine perceived future needs for community educational programs in the Jenks Public School system.
7. Compare the future needs of respondents fifty years of age and less with those fifty-one years of age or greater.

Scope of the Study

The scope of this study included all Community Education program participants in the Jenks Public School system during the 2001 Spring Semester.

Definition of Terms

The following are definitions of terms as they were used in this study:

Adult - An individual who has reached a specified age, usually eighteen years of age.

Adult Education - An intervention into the ordinary business of life--an intervention whose immediate goal is change, in knowledge or in competence (Steel, 1989).

Adult Education Course - Instruction designed to meet the unique needs of adults and youth, beyond the age of compulsory school attendance, who either have completed or have interrupted their formal education.

Adult Education Programs - A series of two or more adult education courses organized to meet consecutively that lead to entry level competency or above in a specific trade or occupation.

Adult Enrollee - An independent individual who has passed the age of compulsory school attendance and is participating in an organized educational activity in an adult education program.

Adult Education Teacher - One who is employed part-time or full-time in a community education program for the express purpose of instruction in an organized education activity.

Community - People who live in some spatial relationship to one another and who share interests and values. The community may be an urban neighborhood, town, city, county, region, or any other combination of resources and population that makes up a viable unit.

Felt Adult Education Need - A felt need is one considered necessary by the person concerned. Such a need may or may not be actually necessary to the adult's education development. It could be a symptom of a real need, or it could actually be a real need (Bergevin, 1967).

Real Adult Education Need – Reveals something necessary that a learner actually lacks and can acquire through a learning experience (Bergevin, 1967).

Symptomatic Adult Education Need – A demonstration of a need a person considers real or genuine, although he is unaware that it is an indication of something else (Bergevin, 1967).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature related to the purpose of this study, which was to assess the community-based adult education courses being offered in the Jenks Public School District. This review contains sections on: (1) the need for evaluation and change in community-based adult education programs, (2) the nature of adult education, and (3) the need for community-based adult education.

The Need for Evaluation and Change in Community-Based Adult Education Programs

The literature of program evaluation has altered substantially since the 1950's. According to Merriam and Cunningham, the Adult Education Association of the U.S.A. published a monograph that defined the term "evaluation" as a measurement of the attainment of objectives (1989). Legislation requiring evaluation of the funded social programs in the 1960's found the definition of evaluation too limited, however.

One of the biggest changes in evaluation since the 1950's has been the emphasis on practical evaluation. Evaluations must be used in such a way that the process provides improvement. The conception of practical evaluation is built into their very process. According to Knowles (1990), when an adult learner makes an error in a frame of a

teaching program, it shows up immediately and corrective action is taken. If a program doesn't produce the prescribed behavior, it is modified until it does.

Donald Kirkpatrick's conceptualization of the evaluation process is the most congruent with many principles and the most practical of all the formulations seen to date, according to many adult education evaluation experts. He conceives of evaluation as four steps, all of which are required for an effective assessment of a program. Knowles (1990) lists the four steps in his publication:

The first step is reaction evaluation, getting data about how the participants are responding to a program as it takes place--what they like most and least, what positive and negative feelings they have. These data can be obtained through end-of-meeting reaction forms, interviews or group discussions.

The second step is learning evaluation, which involves getting data about the participants. This step should include both pre-tests and post-tests, so that specific gains resulting from the learning experiences can be measured.

The third step is behavior evaluation, requiring data such as observers' reports about actual changes in what the learner does after the training as compared with what he did before. Sources of this kind of data include productivity or time-and-motion studies, and observation scales.

The fourth step is the results evaluation, data for which are usually contained in the routine records of an organization--including effects on turnover, costs, efficiency, frequency of accidents or grievances or tardiness or absences, quality control rejections, etc. (p. 137)

The hardest part of this evaluation, as in any research is controlling the variables sufficiently to be able to demonstrate that the education was the main cause for the changes that occurred. For this reason, Kirkpatrick suggests that one use control groups when possible. More recent studies on program evaluation have tended to continue and deepen Kirkpatrick's four step evaluation process: Brinkerhoff, 1987; Harris and Bell, 1986; Rae, 1986; Swanson and Gradous, 1988.

Knox states that the most consequential reason why the individual adult should be involved in the process of appraising his needs, some of which might be met in part through participation in a continuing education program, is that the gap that exists is essential if the evaluation is complex. Practical evaluation can be invisible, and it can be specific or pervasive. Glaser, Abelson, and Garrison (1983) explain that it can challenge, clarify, or reinforce a rationale and a general understanding, or it can directly influence decisions and action. Regardless of the form, practical evaluation requires new thinking about evaluating adult education programs. It turns evaluation into a dynamic, positive force for enhancing programs and for increasing understanding of effective education of adults.

Program participants, teachers, coordinators, and administrators all can benefit from practical evaluation. According to Knox (1969), administrators need evaluation that summarizes quality, results, and value of the total programs carried out by several teachers and coordinators. Knox goes on to say evaluations must find what the adult students' felt, real, and symptomatic needs are. Deshler (1984) and Grotelueschen (1980) both state that teachers are primarily interested in the quality and results of their own

work and participants are primarily interested in evaluation that helps them understand their progress in relation to that of others and to that which is expected.

Marchese (2001) states evaluation is more than data gathering. Evaluation must encompass essential functions of meaning, action, and commitment to improve. Absent any of these elements, the doing of evaluation becomes hollow. According to Abbott (1997) true evaluation requires systematic gathering, interpretation, and use of information for purposes of improvement.

Learning and teaching theorists acknowledge the importance of evaluation. Many maintain that is to participate, and to learn, and to use what he learns from the educational experience. The knowledge about how an adult student views his needs related to a given subject can give the program planner the insight to best meet the adult student's needs and how the educational program can help bridge this gap. The results of educational evaluation can be used directly to improve the process being evaluated, and this end is much more effective if the learner is involved in the education process.

The Nature of Adult Education

Adult education constantly is becoming more meaningful in the educational picture of the United States. The 1980's saw the expansion of adult education, and the 1990's offered even greater growth due to shifts in age of the population, ever-increasing technological advances, and the need for further skill development and the desires of more individuals seeking self-fulfillment. It is, therefore, an important national objective because it is a means of enhancing personal lives and a method for adult students to become more productive participants in a complex society.

Adult education differs from education that takes place during childhood and adolescence. According to Rivera (1987), while nonformal or informal education occur and are considered to contribute to early development, only the adolescent's formal education is counted as education. Rivera (1987) goes on to say this is not the case with adult education activities. Formal is only one line of learning, with nonformal and informal as separate but legitimate lines of learning. According to Imel (2001), adults will vote with their feet. In most circumstances, adults are not captive learners and, if the learning situation does not suit their needs and interests, they will simply stop coming.

In its most liberal sense, community-based adult education tries to fulfill the needs of many target groups: manpower training, vocational adult education, leisure-oriented courses, and basic adult or remedial education. According to Theile (1975), adult education, for the most part, is related to job training and career advancement. Calhoun and Finch (1976) point out that adult education primarily has been designed for dropouts, for individuals who want to train for another job, or for individuals who want to upgrade their present skills for job advancement.

Cahoon (1998) identifies community education as a huge enterprise, with activities exceeding the combined total of those taking place in elementary and secondary institutions. Community education can take place in a multitude of settings such as the home, the workplace, and community agencies. According to Merriam and Caffarell (1999) community education takes place for a variety of reasons- personal development, increased job knowledge, and community problem solving are just a few.

Community-based adult education takes place under many conditions and circumstances. Brewin and Parker (1968) state that adult education is the responsibility

of the local community. The Adult Education Association (1991) has identified twenty-two institutions that offer adult education of some sort which respond to the needs of the local community. Some of these include: business and industry, community colleges, churches, unions, public libraries, community agencies, government agencies, health agencies, and a wide variety of professional, proprietary and voluntary institutions.

The Need for Community-Based Adult Education

As adult education approaches the year 2001, the contemporary relevance of Wheelwright (1981) states, Heraclitus's maxim, "Everything flows and nothing abides; everything gives way and nothing stays fixed" misrepresents the fact that this wisdom is twenty-five centuries old. The most basic and important need for adult education is due to change, and while change itself is constant, the rate of change is not. History tells us that during the centuries following the Spring of Rome, there was a relative quiescence. The period extending from the Industrial Revolution to the present has seen a great flux in the rate of change. As Toffler (1970) has observed, the current pace of change seems to be ever-accelerating--a fact that has profound implications for the role which community-based adult education may serve in helping individuals adjust to such change.

According to Rachal (1989), community-based adult education historically has arisen as a response to a particular need. The population of the United States, for example, is getting older (in terms of median age), as well as living longer. The Administration on Aging and the American Association of Retired Persons (1987) states that 4.1 percent of the American population was 65 or older in 1900, 12.0 percent were that age in 1985, and 13.0 percent are expected to be by the year 2001. They go on to say

that as of 1985, there were 5,600 people reaching 65 years old each day. The Center for Educational Statistics (1990) states that a male child born in 1983 could expect to live to an age of 71.7 years and a female to an age of 78.7 years. Such trends will increase the need for community-based adult education. An even more profound age-related factor according to Rachal (1989) is the existence of the baby boomers, those born between 1947 and 1961. This group represents roughly one-third of the total age sixteen and older population in the United States. These baby boomers will continue to seek further education as they age.

There is an increasing acceptance among educational leaders and researchers of the need for community-based adult education. This is reflected in a report prepared by the National Commission on Technology, Automation and Economic Progress (1966), which states:

Nothing short of education throughout the entire lifespan is sufficient to provide individual fulfillment and mastery of the environment. Because culture changes which once encompassed centuries occur now in a decade, man's ability to manage change requires continuing education throughout life. The general education level of the public governs the pace with which new knowledge can be absorbed, adjustments made to new developments in science and technology, and solutions reached to concomitant social, political, and economic problems. There is no such thing as terminal education. Lifelong learning is a universal necessity since we are living in a learning society. (p. 125)

Summary of Literature Review

The review of literature in this chapter has shown that to have effective community-based adult education programs, these programs must have effective evaluation, due to rapid industrial and technological developments. Like the society of which it is part, adult education is of necessity changing, dynamic, and responsive. Community-based adult education has responded to the need; nothing indicates that adaptability has diminished. As needs have changed, adult education activities have changed to meet the needs. Lastly, adult education in this country has expanded continuously and rapidly, although unevenly, and the end of this process is not yet in sight.

A more comprehensive, total approach to community-based adult education has been taken, therefore, through the consideration and review of literature in the related areas of (1) the need for evaluation and change in community-based adult education programs, (2) the nature of adult education, and (3) the need for community-based adult education.

CHAPTER III

DESIGN AND PROCEDURE

Introduction

The general purpose of this chapter was to assess the current community-based adult education programs being offered in the Jenks Public School district. This chapter was to describe the methods and procedures used in conducting this study. To secure data which would supply information relative to the purpose and objectives of the study, a population was specified and an instrument was developed for data collection. Procedures were identified to facilitate collection and analysis of the data. Data was collected during the spring semester 2001. It was necessary to incorporate the following objectives in order to deal with this purpose.

The objectives of the study were to:

1. Determine selected demographics of study participants.
2. Determine the perceived needs of program participants.
3. Determine the perceived importance of the programs being offered.
4. Determine the perceived quality of the programs being offered.
5. Determine the perceived effectiveness of the programs being offered.
6. Determine the perceived future needs for community educational programs in the Jenks Public School system.

7. Compare the future needs of respondents fifty years of age and less with those fifty-one years of age or greater.

This chapter, in describing the design and procedure used, is divided into the following sections: population, Institutional Review Board, instrumentation, method employed in collecting data, and analysis of data.

Population

The target population for the researcher's study was defined as the 123 (100%) adult students enrolled in the Jenks Public School District community-based adult education courses during the Spring 2001 Semester. The population the end of each adult participants class was selected so the study participants would have had enough time to determine whether or not the skills and knowledge they were acquiring through the community education classes were of benefit to them.

Institutional Review Board

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators begin their research. The Oklahoma State University Office of University Research Services and the Institutional Review Board conducted this review to protect the rights and welfare of the human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue under approval number AG0124 (Appendix A).

Instrumentation

A 21-item survey instrument was developed by the researcher to acquire to record from the study population. After the objectives of the study were stated, it was necessary to select questions for the survey instrument that would answer the research question or fulfill the specific objectives. The ultimate development of the instrument was through recommendations of the researcher's advisory committee and information gathered through the review of literature. After a final revision, the questionnaire was given to all adults attending Jenks Public Schools Community Education Classes. The major emphasis of the questionnaire followed the specific objectives and included demographic information, perceived importance, quality, and effectiveness, along with future educational interests of adult students.

Specifically, Part I of the survey instrument included six items addressing selected demographics of the population using an interval type scale to assertion data. Part II items addressed the perceived needs and interests using an interval type scale. In regards to perceived importance of programs, Part III, the author selected three items utilizing a four point "Likert-type" scale with categories of importance including "Very Important," "Important," "Somewhat Important," and "Not Important." Concerning perceived quality, Part IV, the author included three questions utilizing a four point "Likert-type" scale with quality indicators of "Excellent," "Good," "Fair," and "Poor." In Part V three items also addressed program effectiveness utilizing a four point "Likert-type" scale to assertion participant responses with categories with effectiveness indicating "Excellent,"

“Good,” “Fair,” and “Poor.” Part VI addressing future needs in community education, included three items utilizing a modified interval scale.

The study questionnaire form was field-tested among six education professionals and the researcher's advisory committee. Three of the nine reviewing the survey instrument suggested only minor revisions. The changes were made and the instrument was resubmitted to the individuals suggesting the changes. The revised survey instrument was found satisfactory for the purpose and objectives of this study.

Assumptions of the Study

Several basic assumptions necessarily were identified in a study of this nature. The validity of the analyzed data presented in this study is subject to the assumptions that:

The responses by the adult and continuing education students on the questionnaires were honest and accurate.

Adult students have perceptions concerning the quality, importance, and effectiveness of continuing education programs.

Adult students have perceptions concerning their own needs and interests as they relate to continuing education.

The instruments used were free from bias and representative of the perceptions needed.

Collection of Data

The survey instruments were distributed to the total population during the Jenks Public Schools Community Education, Spring Semester, 2001. The end of each adult

participant's class was selected so the study participants would have had enough time to determine whether or not the skills and knowledge they were acquiring through the community education classes were of benefit. After completing the survey instrument, adult students returned data sheets to the researcher and the data were analyzed.

Analysis of Data

Upon completion of the survey, the responses were tabulated to determine the results. These responses were categorized according to the objectives and organized into table form for ease in analysis. Since all members of the population participated, descriptive statistics were selected to use in describing the results and findings of this study, with efforts being made to point out extremes in positive and negative responses. Arithmetic means, frequency distributions, percentages, ranges and overall rankings were used to report the results of this study.

Numerical values were assigned and real limits established in order to determine differences in levels of importance, quality, and effectiveness among the population of participants. Numerical values were allocated to levels of importance, quality, and effectiveness as follows: "Very Important" or "Excellent" was equal to four, "Important" or "Good" was equal to three, "Somewhat Important" or "Fair" was equal to two, and "Not Important" or "Poor" was equal to one. The real limits of importance was illustrated in Table I, while the real limits of quality, and effectiveness were illustrated in Table II.

TABLE I
REAL LIMITS AND CATEGORIES OF IMPORTANCE ARRANGED
IN A "LIKERT-TYPE" SCALE

| Range of Values | Category of Importance |
|------------------|------------------------|
| 3.50 and greater | Very Important |
| 2.50 – 3.49 | Important |
| 1.50 – 2.49 | Somewhat Important |
| 1.00 – 1.49 | Not Important |

TABLE II
REAL LIMITS AND CATEGORIES OF QUALITY AND EFFECTIVENESS
ARRANGED IN A "LINKERT-TYPE" SCALE

| Range of Values | Category of Quality or Effectiveness |
|------------------|--------------------------------------|
| 3.50 and greater | Excellent |
| 2.50 - 3.49 | Good |
| 1.50 – 2.49 | Fair |
| 1.00 – 1.49 | Poor |

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to report the results of adults enrolled in the Jenks Public Schools Community Education program which included demographics, perceived importance, quality, and effectiveness of the Jenks Public Schools Community Education instructors, classes and program, along with perceived future educational interests of adult students.

The study population consisted of 123 (100%) adults enrolled in Jenks Public Schools Community Education program during the Spring 2001 semester.

Population

The population of this study included 75 adults 50 years of age or less and 48 adults 51 years of age or greater who participated in Community Education, Spring 2001 semester courses. Seventy-five adults 50 years of age or less and 48 adults 51 years of age or greater participated in this study revealing the total population of 123 (100%).

Findings of the Study

In observing the data in Table III, it was found that out of a total of 123 adult student participants, 80 (65.04%) were female. The data further revealed 43 male adult students made up 34.96 percent of the population.

TABLE III
A DISTRIBUTION OF STUDY RESPONDENTS BY GENDER

| Gender | N=123 | Percent (%) |
|--------|-------|-------------|
| Female | 80 | 65.04 |
| Male | 43 | 34.96 |
| Total | 123 | 100.00 |

The data shown in Table IV indicated that out of 123 total respondents, 25 (20.33%) were between 51 and 55 years of age and 20 (16.26%) were 20 years of age or less. Furthermore, 14 (11.38%) were between 41 and 45 years of age, while 10 (8.13%) adult students were between the ages of 36 and 40 and 10 (8.13%) adult students were 66 years of age and greater respectively. The estimated average age for all (123) adult student participants was 41.94 or between the 41 and 45 years of age category

TABLE IV
A DISTRIBUTION OF STUDY RESPONDENTS BY AGE

| Age | N=123 | Percent (%) |
|---------------|-------|-------------|
| 20 or less | 20 | 16.26 |
| 21-25 | 9 | 7.32 |
| 26-30 | 7 | 5.69 |
| 31-35 | 6 | 4.88 |
| 36-40 | 10 | 8.13 |
| 41-45 | 14 | 11.38 |
| 46-50 | 9 | 7.32 |
| 51-55 | 25 | 20.33 |
| 56-60 | 8 | 6.50 |
| 61-65 | 5 | 4.06 |
| 66 or greater | 10 | 8.13 |
| Total | 123 | 100.00 |

Estimated Average = 41.94 Years of Age

A distribution of study respondents by ethnicity in Table V revealed that 95 (77.23%) of the 123 adult students were Caucasian, while 13 (10.57%) were Native American. It was further shown that seven (5.69%) were Black and six (4.88%) were Asian. Table V also revealed two (1.63%) of the adult respondents were Hispanic.

TABLE V
A DISTRIBUTION OF STUDY RESPONDENTS BY ETHNICITY

| Ethnicity | N=123 | Percent (%) |
|-----------------|-------|-------------|
| Caucasian | 95 | 77.23 |
| Native American | 13 | 10.57 |
| Hispanic | 2 | 1.63 |
| Black | 7 | 5.69 |
| Asian | 6 | 4.88 |
| Total | 123 | 100.00 |

Inspection of the data in Table VI disclosed that 34 (27.64%) of the adult participants had completed a baccalaureate degree. Twenty-two adult students, on the other hand, did not graduate from high school and made up 17.89 percent of the total study population. The results also indicated 21 (17.07%) had some college training, while 16 (13.01%) adult students were high school graduates. In addition, 13 (10.57%) of the adult student participants had completed a Masters Degree.

TABLE VI
A DISTRIBUTION OF STUDY RESPONDENTS BY
EDUCATIONAL BACKGROUND

| Education | N=123 | Percent (%) |
|------------------------|-------|-------------|
| Less than High School | 22 | 17.89 |
| High School Graduate | 16 | 13.01 |
| Vocational Certificate | 6 | 4.88 |
| Some College | 21 | 17.07 |
| Associate Degree | 7 | 5.69 |
| Bachelors Degree | 34 | 27.64 |
| Masters Degree | 13 | 10.57 |
| Doctorate | 4 | 3.25 |
| Other | 0 | |
| Total | 123 | 100.00 |

In observing the information base in Table VII, it was found that a total of 29 (23.58%) adult students have lived in the Jenks Public School District between one to five years, while 23 (18.70%) have lived in the Jenks Public School District less than 12 months. The third highest total population division was 19 (15.45%) who have lived in the Jenks Public School District between six to 10 years, while the fourth highest category was between 16 to 20 years of residence with 15 (12.20%). Seventeen (13.81%) of the total population responded that they did not reside in the Jenks school district. The estimated average among those living in the district was 8.59 years

TABLE VII

A DISTRIBUTION OF STUDY RESPONDENTS BY LENGTH OF TIME LIVED IN THE JENKS PUBLIC SCHOOL DISTRICT

| Lived in the Jenks School District | N=123 | Percent (%) |
|---|------------|-------------|
| Less Than 12 Months | 23 | 18.7 |
| 1 - 5 Years | 29 | 23.58 |
| 6 - 10 Years | 19 | 15.45 |
| 11 - 15 Years | 7 | 5.69 |
| 16 - 20 Years | 15 | 12.2 |
| 21 or More | 13 | 10.57 |
| Live Outside The Jenks Public School District | 17 | 13.81 |
| Total | 123 | 100 |

Estimated Average = 8.59 Years

The data presented in Table VIII addresses prior Community Education experiences. The study results indicated 13 (11.82%) of the adult students had previously taken Special Interest Courses and 11 (10.00%) have previously participated in Tulsa Technology courses offered through the Jenks Community Education program. The data in Table VIII further disclosed a previous enrollment of 10 (9.09%) students in the Adult Education/Literacy/GED courses and the Home and Garden courses respectively. Of the adult respondents, 9 (8.18%) had previously taken Community Education tours. Additionally, Table VIII disclosed a previous enrollment of 8 (7.27%) students in the language courses, St. Francis Health Systems courses, and the sports and fitness courses, respectively.

TABLE VIII

A DISTRIBUTION OF STUDY RESPONDENTS BY COMMUNITY
EDUCATION COURSES PREVIOUSLY TAKEN

| Previous Course Area | N=110 | Percent (%) |
|----------------------------------|-------|-------------|
| Parenting Education | 7 | 6.36 |
| Special Interest | 13 | 11.82 |
| Languages | 8 | 7.27 |
| Arts and Crafts | 6 | 5.45 |
| Tours | 9 | 8.18 |
| Health and Safety | 6 | 5.46 |
| St. Francis Health Systems | 8 | 7.27 |
| Business, Finance, Or Investment | 5 | 4.55 |
| Children and Youth | 4 | 3.64 |
| Home and Garden | 10 | 9.09 |
| Sports and Fitness | 8 | 7.27 |
| Tulsa Technology | 11 | 10.00 |
| Adult Education and Literacy/GED | 10 | 9.09 |
| English as a Second Language | 5 | 4.55 |
| Total | 110 | 100.00 |

The data in Table IX revealed the reasons for 61 (35.47%) of the 123 adult students enrolled in Community Education courses was to develop new skills, while 48 (27.91%) indicated they enrolled to upgrade existing skills. In addition, 35 (20.35%) stated their decision to enroll in Community Education Courses for the purpose of exploring hobbies and entertainment purposes.

TABLE IX
A DISTRIBUTION OF STUDY RESPONDENTS BY REASON FOR
ENROLLING

| Reason for Enrolling | N=172 | Percent (%) |
|-------------------------|-------|-------------|
| Upgrade Existing Skills | 48 | 27.91 |
| Develop New Skills | 61 | 35.47 |
| Career Change | 4 | 2.33 |
| Safety | 3 | 1.74 |
| Hobbies/Entertainment | 35 | 20.35 |
| Socialization | 12 | 6.98 |
| Other | 9 | 5.22 |
| Total | 172 | 100.00 |

In observing the data in Table X it was found 45 (36.59%) of the 123 total participants indicated their needs and interests were due to the desire for new information, while 38 (30.89%) of the adult students needs or interests were associated with enhancing existing skills. Sixteen (13.01%) indicated their general needs and interests were social, while 9 (7.32%) indicated they wished to develop new skills. In addition 15 (12.19%) of the respondents stated their needs and interests were either health, safety, or other.

TABLE X
A DISTRIBUTION OF STUDY RESPONDENTS BY GENERAL
NEEDS AND INTERESTS

| General Need Or Interest | N=123 | Percent (%) |
|----------------------------|-------|-------------|
| Social | 16 | 13.01 |
| Desire for New Information | 45 | 36.59 |
| Developing New Ideas | 9 | 7.32 |
| Enhance Skills | 38 | 30.89 |
| Health | 5 | 4.07 |
| Safety | 2 | 1.62 |
| Other | 8 | 6.50 |
| Total | 123 | 100.00 |

A distribution of study respondents by specific needs and interests in Table XI revealed that 27 (22.95%) participated in Community Education courses because they enjoyed learning and 26 (21.14%) participated specifically because they need job related skills. Twenty-four (19.51%) of the adult students in the total population specifically needed or were interested in enhancing their quality of life, while 13 (10.57%) desired an increase in income. The data in Table XI further disclosed 10 (8.13%) students had specific needs or interests in family living training and courses that would provide an education/vocational certificates respectively. The remaining 13 (10.57%) respondents indicated a specific need or interest in human relations courses or other training.

TABLE XI
A DISTRIBUTION OF STUDY RESPONDENTS BY SPECIFIC
NEEDS AND INTERESTS

| Specific Need or Interest | N=123 | Percent (%) |
|---------------------------------------|-------|-------------|
| Human Relations | 9 | 7.32 |
| Family Living | 10 | 8.13 |
| Increased Income | 13 | 10.57 |
| Enhance Quality of Life | 24 | 19.51 |
| Enjoy Learning | 27 | 21.95 |
| Job Related Skills | 26 | 21.14 |
| Educational or Vocational Certificate | 10 | 8.13 |
| Other | 4 | 3.25 |
| Total | 123 | 100.00 |

Examination of data in Table XII revealed that 63 (51.22%) out of 123 adult student respondents rated the importance of programs offered by Community Education as very important. While 44 (35.77%) rated Community Education programs as important and 16 (13.01%) rated Community Education programs as somewhat important. Table XII data reflects that the total population response average was 3.38.

TABLE XII

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
IMPORTANCE OF PROGRAMS OFFERED BY JENKS
COMMUNITY EDUCATION

| Perceived Programs Importance | N=123 | Percent (%) |
|-------------------------------|-------|-------------|
| Very Important 4 | 63 | 51.22 |
| Important 3 | 44 | 35.77 |
| Somewhat Important 2 | 16 | 13.01 |
| Not Important 1 | 0 | |
| Total | 123 | 100.00 |
| Mean Score = 3.38 | | |

The breakdown of data in Table XIII revealed that 59 (47.97%) of the adult student population ranked Community Education programs in meeting specific community needs as very important. A close 55 (44.71%) rated community Education programs in meeting specific community needs as important, while 9 (7.32%) indicated they felt the community education program was somewhat important in meeting community needs. Table XIII data reflects that the total population's response average was 3.41.

TABLE XIII

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
IMPORTANCE OF COMMUNITY EDUCATION PROGRAMS IN
MEETING SPECIFIC COMMUNITY NEEDS

| Perceived Importance In Meeting Specific Community Needs | N=123 | Percent (%) |
|---|-------|-------------|
| Very Important 4 | 59 | 47.97 |
| Important 3 | 55 | 44.71 |
| Somewhat Important 2 | 9 | 7.32 |
| Not Important 1 | | |
| Total | 123 | 100.00 |
| Mean Score = 3.41 | | |

In observing the data in Table XIV, it was found that out of the total of 123 adult students participants 61 (49.59%) responded it was very important for Community Education programs to meet specific personal and family needs. Additionally, 45 (36.58%) respondents ranked meeting specific personal and family needs as important and 15 (12.20%) indicated it was somewhat important for Community Education programs to meet personal and family needs. Two (1.63%) indicated by their responses that it is not important for Community Education programs to meet specific personal and family needs. Table XIV data also reflects that the total population had a response average of 3.34.

TABLE XIV

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
IMPORTANCE OF PROGRAMS IN MEETING SPECIFIC
PERSONAL AND FAMILY NEEDS

| Perceived Importance of Programs Meeting Specific Personal/Family Needs | N=123 | Percent (%) |
|--|-------|-------------|
| Very Important 4 | 61 | 49.59 |
| Important 3 | 45 | 36.58 |
| Somewhat Important 2 | 15 | 12.20 |
| Not Important 1 | 2 | 1.63 |
| Total | 123 | 100.00 |
| Mean Score = 3.34 | | |

The distributions in Table XV revealed that 73 (59.35%) of the total population rated the quality of the Jenks Public School Community Education program as excellent. Forty-nine (39.84%) selected a rating of good while 1 (0.81%) rated the quality of the Jenks Community Education program as fair. Table XV data reflects that the total population had a response average of 3.59.

TABLE XV

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
QUALITY OF THE COMMUNITY EDUCATION PROGRAM

| Perceived Quality of the Community Education Program | N=123 | Percent (%) |
|---|-------|-------------|
| Excellent 4 | 73 | 59.35 |
| Good 3 | 49 | 39.84 |
| Fair 2 | 1 | 0.81 |
| Poor 1 | 0 | |
| Total | 123 | 100.00 |
| Mean Score = 3.59 | | |

Analysis of the data in Table XVI disclosed that 75 (60.98%) out of 123 adult student respondents rated the quality of the courses offered by Community Education as excellent. Examination of Table XVI also reveals that 44 (35.77%) adult students rated Community Education courses as good and 4 (3.25%) rated the Community Education courses as fair. Table XVI data reflects that the total population had a response average of 3.59.

TABLE XVI

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
QUALITY OF THE COURSES OFFERED BY THE JENKS
COMMUNITY EDUCATION PROGRAM

| Perceived Quality of Courses | N=123 | Percent (%) |
|------------------------------|-------|-------------|
| Excellent 4 | 75 | 60.98 |
| Good 3 | 44 | 35.77 |
| Fair 2 | 4 | 3.25 |
| Poor 1 | 0 | |
| Total | 123 | 100.00 |
| Mean Score = 3.59 | | |

Study of the information in Table XVII, revealed 86 (69.92%) of the adult student total population rated instruction offered by the Jenks Community Education program as excellent. Thirty-six (29.27%) of the adult students rated Community Education program instruction as good, while 1 (0.81%) indicated by their response they felt Community Education instruction was poor. Table XVII data reflects that the total population had response average of 3.68.

TABLE XVII

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
QUALITY OF INSTRUCTION OFFERED BY THE JENKS
COMMUNITY EDUCATION PROGRAM

| Perceived Quality | N=123 | Percent (%) |
|-------------------|-------|-------------|
| Excellent 4 | 86 | 69.20 |
| Good 3 | 36 | 29.27 |
| Fair 2 | 0 | |
| Poor 1 | 1 | 0.81 |
| Total | 123 | 100.00 |
| Mean Score | 3.68 | |

The data shown in Table XVIII revealed that 70 (56.91%) of the 123 respondents rated the Community Education system's effectiveness as excellent, whereas 51 (41.46%) considered the system effectiveness good. Only two (1.63%) of the adult students ranked the Jenks Community Education system effectiveness as fair. The respondents had an average response of 3.55.

TABLE XVIII

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
EFFECTIVENESS OF THE JENKS COMMUNITY EDUCATION SYSTEM

| Perceived Effectiveness of the Community Education System | N=123 | Percent (%) |
|--|-------|-------------|
| Excellent 4 | 70 | 56.91 |
| Good 3 | 51 | 41.46 |
| Fair 2 | 2 | 1.63 |
| Poor 1 | 0 | |
| Total | 123 | 100.00 |
| Mean Score = 3.55 | | |

Examination of the data in Table XIX revealed that 70 (56.91%) out of 123 adult student respondents rated the effectiveness of courses offered by Community Education as excellent. Examination also reveals 49 (39.84%) adult students rated course effectiveness as good and 4 (3.25%) rated Community Education course effectiveness as fair. The average response for the total population of adult participants was 3.54.

TABLE XIX

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
EFFECTIVENESS OF THE COURSES OFFERED BY THE JENKS
COMMUNITY EDUCATION PROGRAM

| Perceived Effectiveness of the Courses | N=123 | Percent (%) |
|--|-------|-------------|
| Excellent 4 | 70 | 56.91 |
| Good 3 | 49 | 39.84 |
| Fair 2 | 4 | 3.25 |
| Poor 1 | 0 | |
| Total | 123 | 100.00 |

Mean Score = 3.54

Examination of data in Table XX revealed that 78 (63.42%) out of 123 adult student respondents rated the effectiveness of instruction offered by the Jenks Community Education program as excellent. Forty-four (35.77%) of the adult students rated Community Education instruction as good and 1 (0.81%) rated Community Education program instruction as fair. While the average effectiveness of instruction response for the adult participants was 3.66.

TABLE XX

A DISTRIBUTION OF STUDY RESPONDENTS BY PERCEIVED
EFFECTIVENESS OF THE INSTRUCTION OFFERED BY THE
JENKS COMMUNITY EDUCATION PROGRAM

| Perceived Effectiveness of the Instruction | N = 123 | Percent (%) |
|--|---------|-------------|
| Excellent 4 | 78 | 63.42 |
| Good 3 | 44 | 35.77 |
| Fair 2 | 1 | 0.81 |
| Poor 1 | 0 | |
| Total | 123 | 100.00 |

Mean Score = 3.66

In observing the database in Table XXI, it was found that a total of 42 (34.15%) of the respondents future need was for skill development and 29 (23.57%) had a future need of updating skills. Ranking third in priority of the total population was 21 (17.1%) adults who had a future need of courses dealing with hobbies and personal interests. Twelve (9.8%) of the respondents selected a future need of preparing for a new career, while 9 (7.32%) selected they would have a future social need. Ten (8.13%) selected a future learning needs of safety, family living, or other.

TABLE XXI

A DISTRIBUTION OF STUDY RESPONDENTS BY FUTURE NEEDS OF
ADULTS IN THE JENKS PUBLIC SCHOOL DISTRICT

| Future Needs of Adults in the Jenks Public School | | |
|---|-------|-------------|
| District | N=123 | Percent (%) |
| Updating | 29 | 23.57 |
| Skill Development | 42 | 34.15 |
| Prepare for a New Career | 12 | 9.76 |
| Social | 9 | 7.32 |
| Hobbies and Special Interests | 21 | 17.07 |
| Safety | 1 | 0.81 |
| Family Living | 6 | 4.88 |
| Other | 3 | 2.44 |
| Total | 123 | 100.00 |

The data in Table XXII revealed 19 (39.58%) of the adults 51 years of age or greater will have a future need of skill development, while 12 (25.00%) of the adults 51 years of age or greater indicated a future need of updating skills. An equal number of adult student participants, seven (14.58%), selected social future needs and hobbies and personal interest respectively. Also observed in Table XXII data is that the respondents 50 years of age or less had 23 (30.67%) respondents who selected skill development as a future need, while 17 (22.67%) selected a future need of updating skills. Of the respondents 50 years of age or less 14 (18.67%) selected a future need of hobbies and personal interests. Ten (13.33%) adults 50 years of age or less selected a future need of prepare for a new career, while 5 (6.67%) indicated they would have a future need of family living.

TABLE XXII

A DISTRIBUTION OF STUDY RESPONDENTS 50 YEARS OF AGE OR
LESS AND 51 YEARS OF AGE OR GREATER BY FUTURE NEEDS IN
THE JENKS PUBLIC SCHOOL DISTRICT

| Future Needs of Adults in the Jenks Public School District | Distribution by Group | | | |
|--|------------------------------------|-------------|--|-------------|
| | 50 Years of Age or Less N=75 | Percent (%) | 51 Years of Age or Greater N=48 | Percent (%) |
| Updating | 17 | 22.67 | 12 | 25.00 |
| Skill Development Prepare for a New Career | 23 | 30.67 | 19 | 39.58 |
| Social Hobbies and Special Interests | 10 | 13.33 | 2 | 4.17 |
| | 2 | 2.67 | 7 | 14.58 |
| Safety | 14 | 18.67 | 7 | 14.58 |
| | 1 | 1.32 | 0 | |
| Family Living | 5 | 6.67 | 1 | 2.09 |
| Other | 3 | 4.00 | 0 | |
| Total | 75 | 100.00 | 48 | 100.00 |

The data present in Table XXIII addresses future community needs. The study results indicated 48 (39.02%) of the adult students selected job creation and development. Thirty-five (28.46%) adult students selected enhancing and expanding existing business and industry as a future community need and 32 (26.02%) of the respondents selected development of job training programs. Eight (6.5%) respondents indicated by their responses that they would have other future community needs.

TABLE XXIII
A DISTRIBUTION OF STUDY RESPONDENTS BY FUTURE
COMMUNITY NEEDS

| Future Community Needs | N=123 | Percent (%) |
|--|-------|-------------|
| Job Creation and Development | 48 | 39.02 |
| Enhancing/Expanding Existing Business and Industry | 35 | 28.46 |
| Development of Job Training Programs | 32 | 26.02 |
| Other | 8 | 6.50 |
| Total | 123 | 100.00 |

Table XXIV discloses that adults 51 years of age and greater, 16 (33.33%) and adults 50 years of age or less, 32 (42.67%) indicated job creation and development will be the most important future community need. Fourteen (29.17%) of the adults 51 years of age and greater and 21 (28.00%) of the adults 50 years of age or less selected future community need to enhance and expand existing. The data also reveals 13 (27.08%) of the adults 51 years of age or greater and 19 (25.33%) of the adults 50 years of age and less selected a future community need of development of job training programs. Five (10.42%) of the adults 51 years of age or greater while only 3 (4.00%) of the adults 50 years of age or less selected other future community needs.

TABLE XXIV

A DISTRIBUTION OF STUDY RESPONDENTS BY ADULTS 50 YEARS OF
AGE OR LESS AND ADULTS 51 YEARS OR GREATER FUTURE
COMMUNITY NEEDS

| Future Community Needs | Distribution by Group | | | |
|--|------------------------------------|-------------|--|-------------|
| | 50 Years of Age or Less N=75 | Percent (%) | 51 Years of Age or Greater N=48 | Percent (%) |
| Job Creation and Development | 32 | 42.67 | 16 | 33.33 |
| Enhancing/Expanding Existing Business and Industry | 21 | 28.00 | 14 | 29.17 |
| Development of Job Training Programs | 19 | 25.33 | 13 | 27.08 |
| Other | 3 | 4.00 | 5 | 10.42 |
| Total | 75 | 100.00 | 48 | 100.00 |

The distribution of adult students by future personal and family needs in Table XXV revealed 29 (23.58%) of the total population selected hobbies and interests as the most important future personal and family need. Twenty-three (18.70%) of the respondents selected job related skills as a personal and family future need and 22 (17.89%) selected development of new skills. The data also reflects 11 (8.94%) of the adult students ranked financial security as a future personal and family need, while 10 (8.13%) of the total population of adult participants selected a personal or family need of home-based business.

TABLE XXV
A DISTRIBUTION OF STUDY RESPONDENTS BY FUTURE
PERSONAL AND FAMILY NEEDS

| Future Community Needs | N=123 | Percent (%) |
|-------------------------------|-------|-------------|
| Job Related Skills | 23 | 18.70 |
| Development of New Skills | 22 | 17.89 |
| Home-Based Business | 10 | 8.13 |
| Family Living | 8 | 6.50 |
| Parenting | 6 | 4.88 |
| Financial Security | 11 | 8.94 |
| Family Health and Wellness | 7 | 5.69 |
| Social | 7 | 5.69 |
| Hobbies and Special Interests | 29 | 23.58 |
| Total | 123 | 100.00 |

The data in Table XXVI reflects that half of the adults 51 years of age or greater equally selected two future personal and family needs. Twelve (25.00%) of the adult students 51 years of age or greater selected Development of new skills and 12 (25.00%) of the respondents selected hobbies and special interests. Of the adult students 51 years of age and greater 7 (14.58%) selected a future personal and family need of job related skills. Four (8.33%) respondents indicated a future and family need of home based business training and 4 (8.33%) of the respondents indicated a future personal and family need of social programs respectively. Comparing the adult students 50 years of age or less the data reveals that 17 (22.68%) selected hobbies and special interest as a future need and 16 (21.33%) selected job related skills. Ten (13.33%) of the adults 50 years of age and less selected they would have a future need to development new skills while 7

(9.33%) indicated a future need of financial security. Six (8.00%) of the respondents 50 years of age or less selected a future personal or family need of home based business training, while Six (8.00%) selected a future personal and family need of family living respectively. In addition, 6 (8.00%) of the respondents 50 years of age or less indicated a future and family need of courses concerning family health and wellness.

TABLE XXVI

A DISTRIBUTION OF STUDY RESPONDENTS BY ADULTS 50 YEARS OF AGE OR LESS AND ADULTS 51 YEARS OR GREATER FUTURE PERSONAL AND FAMILY NEEDS

| Future Community Needs | Distribution by Group | | | |
|-------------------------------|---------------------------------|-------------|------------------------------------|-------------|
| | 50 Years of Age or Less N=75 | | 51 Years of Age or Greater N=48 | |
| | | Percent (%) | | Percent (%) |
| Job Related Skills | 16 | 21.33 | 7 | 14.58 |
| Development of New Skills | 10 | 13.33 | 12 | 25.00 |
| Home-Based Business | 6 | 8.00 | 4 | 8.33 |
| Family Living | 6 | 8.00 | 2 | 4.18 |
| Parenting | 6 | 8.00 | 0 | |
| Financial Security | 7 | 9.33 | 4 | 8.33 |
| Family Health and Wellness | 4 | 5.33 | 3 | 6.25 |
| Social | 3 | 4.00 | 4 | 8.33 |
| Hobbies and Special Interests | 17 | 22.68 | 12 | 25.00 |
| Total | 75 | 100.00 | 48 | 100.00 |

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter was to present a summary of the study. This study was conducted primarily to determine selected demographics, the perceived needs of program participants, the importance, quality, and effectiveness of programming, the future community education needs, and, to compare respondents fifty years of age or less to respondents 51 years of age or greater. Findings, conclusions, and recommendations in this chapter were based upon the analysis of this data.

Purpose of the Study

The purpose of the study was to assess current needs, importance, quality, effectiveness and future needs of community-based adult education programs as perceived by program participants in the Jenks Public School District.

Objectives of the Study

To accomplish the purpose of this study it was necessary to:

1. Determine selected demographics of study participants.
2. Determine perceived needs of program participants.

3. Determine perceived importance of the programs being offered.
4. Determine perceived quality of the programs being offered.
5. Determine perceived effectiveness of the programs being offered.
6. Determine perceived future needs for community educational programs in the Jenks Public School system.
7. Compare the future needs of respondents fifty years of age and less with those fifty-one years of age or greater.

Study Population

The population for the researcher's study was defined as all the adult students enrolled during the Jenks Public School District community-based adult education courses in the Spring 2001 Semester.

Design of the Instrument

A 21-item survey instrument was developed by the researcher to acquire responses to record from the study population. After the objectives of the study were stated, it was necessary to select questions for the survey instrument that would answer the research question or fulfill the specific objectives. The ultimate development of the instrument was through recommendations of the researcher's advisory committee and information gathered through the review of literature. After a final revision, the questionnaire was given to all adults attending Jenks Public Schools Community Education Classes. The major emphasis of the questionnaire followed the specific

objectives and included demographic information, perceived importance, quality, and effectiveness, along with future educational interests of adult students.

Specifically, Part I of the survey instrument included six items addressing selected demographics of the population using an interval type scale to assertion data. Part II items addressed the perceived needs and interests using an interval type scale. In regards to perceived importance of programs, Part III, the author selected three items utilizing a four point "Likert-type" scale with categories of importance including "Very Important," "Important," "Somewhat Important," and "Not Important." Concerning perceived quality, Part IV, the author included three questions utilizing a four point "Likert-type" scale with quality indicators of "Excellent," "Good," "Fair," and "Poor." In Part V three items also addressed program effectiveness utilizing a four point "Likert-type" scale to assertion participant responses with categories with effectiveness indicating "Excellent," "Good," "Fair," and "Poor." Part VI addressing future needs in community education, included three items utilizing a modified interval scale.

The study questionnaire form was field-tested among six education professionals and the researcher's advisory committee. Three of the nine reviewing the survey instrument suggested only minor revisions. The changes were made and the instrument was resubmitted to the individuals suggesting the changes. The revised survey instrument was found satisfactory for the purpose and objectives of this study.

Presentation of Data

The following section of this chapter summarized the findings of Chapter IV and based the conclusions drawn and recommendations upon the interpretation of those

findings. The responses of the study population were based upon a demographic and assessment survey instrument developed by the author.

Analysis of Data

Descriptive statistics were used in describing the results and findings of this study. Arithmetic means, weighted means, frequency distributions, percentages, ranges and overall rankings were used to report results of this study.

Major Findings of the Study

Objective One: Demographics of Study Respondents

A total of 123 adult students participated in this study. Sixty-five percent were female and 35 percent were male

The estimated average age of the respondents was 42 years.

Only a little over one percent of the study participants were Hispanic, while slightly over 77 percent were Caucasian. Over 10 percent of the study population was Native American, while Black adults made up almost six percent. Asian adult students made up just under five percent of the total population.

Of the total population, over 17 percent had not completed high school and slightly more than 34 percent had between a high school education to some college. There were slightly more than 47 percent of the respondents that reported having between an Associate and Doctorate Degree.

Slightly over 57 percent of the study population had lived in the Jenks Public School district for 10 or less years. Of the remaining respondents, over 28 percent had

resided in the Jenks School district 11 or more years. A little over 13 percent of the adult student respondents outside of the Jenks Public School district. The estimated average for district residence of the total population was over 8.6 years.

Objective Two: Perceived Needs

Community Education Courses Previously Taken. Slightly over 11 percent of the adults in the total population had previously taken a special interest course, while 10 percent had taken a Tulsa Technology courses. Slightly over nine percent of the respondents had taken a Home and Garden course and over nine percent had previously taken an adult education/literacy/GED course.

Reason for Enrolling. Of the total population over 35 percent enrolled in Jenks Community courses to develop new skills, while over 27 percent enrolled to upgrade their existing skills. Over 20 percent of the respondents enrolled in Community Education courses to learn new hobbies and/or for entertainment purposes and over six percent had enrolled for socialization purposes.

General Needs and Interests. Over 36 percent of the respondents indicated they had a desire for new information, while over 30 percent of the respondents indicated a general need or interest to enhance current skills. These two categories made up over 66 percent of the total population. Additionally, over 13 percent needed or were interested in socialization and slightly over seven percent had a general need or interest to develop new skills.

Specific Needs or Interests. Almost two-thirds of the total population selected one of three specific needs or interests. Over 21 percent of the total respondents indicated they specifically enjoyed learning, whereas over 21 percent selected a specific need or interest to learn job related skills. Additionally, over 19 percent of the adult students indicated a specific need or interest to enhance their quality of life and over 8 percent had specific family living needs.

Objective Three: Perceived Importance

Perceived Importance of Programs Offered. Over 51 percent of the total population respondents indicated programs offered by Community Education were important. The mean response score of the total population was over three.

Perceived Importance of Programs in Meeting Specific Community Needs. Of the total population, over 47 percent rated Community Education programs important in meeting specific community needs. The study respondents had a mean response score of over three.

Perceived Importance of Programs in Meeting Specific Personal and Family Needs. The study respondents indicated it was important for Community Education programs to meet specific personal and family needs. The entire population of respondents had a mean score of over three.

TABLE XXVII
MEAN RESPONSE OF IMPORTANCE

| Importance Of | N=123 |
|---|-------|
| Programs Offered | 3.38 |
| Meeting Specific Community Need | 3.41 |
| Meeting Specific Personal and Family Need | 3.34 |
| Total | 10.13 |

Objective Four: Perceived Quality

Perceived Quality of the Jenks Community Education Program. The study respondents indicated the quality of the Jenks Public School Community Education program was excellent. The total population of respondents had a mean score of over three.

Perceived Quality of Courses Offered by Jenks Community Education. The quality of courses offered by Community Education, according to respondents, was as excellent. The total population had a mean score of over three.

Perceived Quality of Instruction Offered. The total population of the adult students indicated the instruction offered by the Jenks Community Education program was excellent. The total population had a mean score of over three.

TABLE XXVIII
MEAN RESPONSE OF QUALITY

| Quality Of | N=123 |
|-----------------------------|-------|
| Community Education Program | 3.59 |
| Courses Offered | 3.59 |
| Instruction Offered | 3.68 |
| Total | 10.86 |

Objective Five: Perceived Effectiveness

Perceived Effectiveness of the Jenks Community Education System. The adult respondents indicated the Community Education systems' effectiveness was good. The mean score for the total population was over three.

Perceived Effectiveness of the Courses Offered. Adult student respondents indicated the effectiveness of courses offered by Community Education was excellent. The mean score for course effectiveness was over three.

Perceived Effectiveness of the Instruction Offered. The respondents rated the effectiveness of instruction offered by the Jenks Community Education program as excellent. The mean score for the total population was over three.

Perceived Effectiveness of the Jenks Community Education Program. The total population of the adult students indicated the effectiveness of the Jenks Community Education program was excellent. The total population had a mean score of over three.

TABLE XXIX
MEAN RESPONSE OF EFFECTIVENESS

| Effectiveness Of | N=123 |
|----------------------------|-------|
| Community Education System | 3.55 |
| Courses Offered | 3.54 |
| Instruction Offered | 3.66 |
| Total | 10.75 |

Objective Six: Future Needs

Future Needs of Adults. Adult respondents indicated they had a primary future need to develop skills. Respondents also indicated they would have a future need to update current skills and to study special interests and hobbies. Also, selected high by the total population was a future need of preparing for a new career.

Future Community Needs. Adult respondents indicated job creation and development would be the most important future community need. Respondents also identified enhancing and expanding existing business and industry, as well as, the development of job training programs would be future Jenks community needs.

Future Personal and Family Needs. Of the total population, hobbies and interests was indicated as the most important future personal and family need. Respondents also indicated learning job related skills and developing of new skills would be future personal and family needs.

Objective Seven: Compare Future Needs of Age Groups

Adults 50 Years of Age or Less and Adults 51 Years of Age or Greater Future Needs. The greatest future needs of adult respondents 51 years of age or greater, as well as, adults 50 years of age or less was the need for skill development. Adults 51 years of age or greater also ranked updating skills a high future need, while the adults 50 years of age or less had a future need of studying hobbies and other personal interests.

Adults 50 Years of Age or Less and Adults 51 Years of Age or Greater Future Community Needs. Adults 51 years of age and greater and adults 50 years of age or less indicated job creation and development would be the most important future community need. Adults 51 years of age or greater and adults 50 years of age or less indicated enhancing and expanding existing business would also be a future community need.

Adults 50 Years of Age or Less and Adults 51 Years and Greater Future Personal and Family Needs. Adults 51 years of age or greater equally selected one of two future personal and family needs, the need to develop new skills and the need to study hobbies and special interests. Students 50 years of age or less also indicated they would have a future need to study hobbies and special interests. Respondents 50 years of age or less indicated they have a future need to learn job related skills.

Conclusions

The interpretation and inspection of the major findings prompted the following conclusions.

1. Based on the major findings of the study, the student respondents were primarily female and early middle aged. Furthermore, the adult respondents in this study had earned a bachelors degree, were Caucasian, and had resided in the Jenks Public School district just under a decade.
2. It was apparent from the major findings of the study, that the most common courses previously taken by the respondents were primarily special interest courses. The Respondent's primary reason for enrolling in Community Education courses was to develop new skills.
3. Based on the major findings of the study, the respondents general needs and interests primarily concerned their desire for new information.
4. It was clear based on the major findings of the study, that the respondents believed the programs offered by the Jenks Community Education Program were "important" and had the ability to meet specific community needs.
5. It was apparent form the major findings of the study, the Jenks Community Education programs were important in meeting specific personal and family needs.
6. Based on the major findings of the study, the respondents perceived the quality of the Jenks Community Education program, courses and instruction to be "Excellent."

7. It was apparent from the major findings of the study, that the respondents believed the effectiveness of the Jenks Community Education system, courses and instruction were "Excellent."
8. It was apparent from the findings that the respondents believed the most important future need in the Jenks Community Education program will be skill development, while the most important future community need will be job creation and development. Findings also showed that the respondents most important future personal and family needs will be hobbies and special interests.
9. Based on the major findings of the study, respondents 50 years of age or less and respondents 51 years of age or greater will have future personal and family needs to study hobbies and special interests topics. The respondents 51 years of age or greater identified an additional future need to development of new skills, while respondents 50 years of age or less will have an additional future need to develop job related skills.

Recommendations

The following recommendations are judgments based on the major findings and conclusions resulting from this study.

1. Based on the study findings, it is recommended the Jenks Community Education program expand special interest, literacy, and computer course offerings.

2. To assist Community Education faculty in making appropriate instructional changes, it is recommended the Jenks Community Education program conduct adult education "best practices" staff development for instructors. It is further recommended that the Community Education program continue to improve the quality and effectiveness of courses and instruction.
3. It is recommended that the Jenks Community Education programs should continue to meet community, family, and personal needs of the members of the Jenks Public School district.
4. Based on the study findings, it is recommended to the Jenks Public Schools' Board of Education, Superintendent of schools, and Director of Community Education programs that skill development be the overriding priority for all future Jenks Community Education course offerings.
5. It is recommended to the Jenks Public Schools' Board of Education, Superintendent of schools, and Director of Community Education programs to work with community leaders in an effort to enhance job development opportunities.

Recommendations for Further Study

1. It is recommended learning style studies be conducted with adult learners participating in Jenks Community Education programs to improve instructional delivery and increase student learning.

2. It is further recommended additional research be conducted to compare the demographic characteristics of the Jenks Public School district residents to the demographic characteristics of the Jenks Community Education Enrollment to better access program and student needs.
3. Further study should be directed toward identifying what specifically the skills are that Community Education participants will require in the future.

REFERENCES

- A profile of older Americans. (1987). Statistical abstract of the United States. (107th ed.). The Administration on Aging and the American Association of Retired persons.
- Abbott, John. (1997). *Synthesis*. Washington, DC: 21st Century Learning Initiative.
- Adult Education Association of the U.S.A. Membership Application. (1991). Washington, D.C.
- Bergevin, P.A. (1967). A philosophy for adult education. New York, NY: The Seabury Press.
- Brewin, C. & Parker, J.K. (1968). Final report of the study of post high school educational needs in Bucks County 1968-1980. Philadelphia, PA: Pennsylvania University.
- Brinkerhoff, R.O. (1987). Achieving results from training. San Francisco, CA: Jossey-Bass Publishers.
- Cahoon, B. (1998) Adult Learning and the Internet. San Francisco, CA: Josey-Bass Publishers.
- Calhoun, C & Finch, A.V. (1976). Vocational and career education: concepts and operations. Belmont, CA: Wadsworth Publishing Co.

- Deshler, D. (1984). Evaluation for program improvement. San Francisco, CA: Jossey-Bass Publishers.
- Glaser, E.M., Abelson, H.H., & Garrison, K. N. (1983). Putting knowledge to use. San Francisco, CA: Jossey-Bass Publishers.
- Grotelueschen, A. B. (1980). Program evaluation. In A.B. Knox and Associates (Ed.), Developing, administering, and educating adult education. San Francisco, CA: Jossey-Bass Publishers.
- Harris, D. & Bell, C. (1986). Assessment and evaluation for learning. New York, NY: Nichols.
- Imel, Susan. (May 22, 2001). Guidelines for Working with Adult Learners. ERIC Digest No. 154. <http://ericir.syr.edu/plweb-cgi/obtain.pl>.
- Knowles, M. (1971). The modern practice of adult education. New York, NY: Association Press.
- Knowles, M. (1990). The adult learner: a neglected species. Houston, TX: Gulf Publishing Co.
- Knox, A. B. (1969). Continuous program evaluation. National Association for Public School Adult Education.
- Marchese, Theodore J. (2001) The Adult Learner. Seattle, WA: New Horizons Press.
- Merriam, S. B., and Caffarella, R. S. (1999) Learning in Adulthood: A Comprehensive Guide. 2d ed. San Francisco, CA: Jossey-Bass Publishers.
- Merriam, S. B. & Cunningham, P. M. (1989). Handbook of adults and continuing education. San Francisco, CA: Jossey-Bass Publishers.

Nolfi, G.L. (1976, September). Social needs and social benefits of recurrent education: the case for state action and recommendation for policy. Leadership Development, pp. 2-4.

Quigley, B. Allen. (1997). Rethinking Literacy Education: The Critical Need for Practice-Based Change. San Francisco, CA: Jossey-Bass Publishers.

Rachal, J. R. (1989). The social context of adult and continuing education. In S. B. Merriam & P. M. Cunningham (Eds.), Handbook of adult and continuing education. San Francisco, CA: Jossey-Bass Publishers.

Rae, L. (1986). How to measure training effectiveness. New York, NY: Nichols.

Rivera, W. M. (1987). Planning adult learning. New Hampshire: Croom Helm.

Spence, R. B. (1977, May). Education for our third century: are we ready? Adult Leadership, pp. 258-260.

Steel, S. M. (1989). The evaluation of adult and continuing education. In S. B. Merriam & P. M. Cunningham (Eds.), Handbook of adults and continuing education. San Francisco, CA: Jossey-Bass Publishers.

Swanson, R. A. & Gradous, D. B. (1988). Forecasting financial benefits of human resource departments. San Francisco, CA: Jossey-Bass Publishers.

Technology and the human economy. (1966). In Educational implications of technological change, (pp. 67-68). Washington, DC: National Commission on Technology, Automation and Economic Progress.

Thiele, J. W. (1975, October 7-10). National efforts for meeting needs of special populations--adult education. Speech given at Region VI Conference Inservice Training for Vocational-Technical Personnel. Arlington, TX.

Toffler, A. (1970). Future shock. New York, NY: Random House.

Trends in adult education. (1990). The Center for Educational Statistics.

Wheelwright, P. E. (1981). Heraclitus. Westport, CN.: Greenwood Press

APPENDIXES

APPENDIX A
INSTITUTIONAL REVIEW BOARD

Oklahoma State University
Institutional Review Board

Protocol Expires 2/4/02

Date Monday February 05 2001

IRB Application No AQ0174

Proposal Title: THE PERCEIVED EFFECTIVENESS, AND NEED OF THE JENKS COMMUNITY
EDUCATION PROGRAM

Principal
Investigator(s)

Roger C Wright
1310 West 18th South
Stillwater, OK 74067

James D White
445 Ag Hall
Stillwater, OK 74078

Reviewed and
Processed as Exempt

Approval Status Recommended by Reviewer(s) Approved

This is the old IRB application. Please do not use these in the future. New ones can be
downloaded from www.vpr@okstate.edu/irb

Signature



Carol Olson Director of University Research Compliance

Monday, February 05 2001

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B
COMMUNITY EDUCATION SURVEY
SPRING 2001

Community Education Survey
Spring 2001



Roger C. Wright, Director
Jenks Community Education

COMMUNITY EDUCATION SURVEY Spring Session 2001

I. Demographic Characteristics

Please mark ("X") only one response concerning each statement.

1. Gender:

Female Male

2. Age:

| | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> 20 or less | <input type="checkbox"/> 46 - 50 |
| <input type="checkbox"/> 21 - 25 | <input type="checkbox"/> 51 - 55 |
| <input type="checkbox"/> 26 - 30 | <input type="checkbox"/> 56 - 60 |
| <input type="checkbox"/> 31 - 35 | <input type="checkbox"/> 61 - 65 |
| <input type="checkbox"/> 36 - 40 | <input type="checkbox"/> 66+ |
| <input type="checkbox"/> 41 - 45 | |

3. Ethnicity

| | |
|--|--------------------------------|
| <input type="checkbox"/> Caucasian | |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Black |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian |

4. Highest level of formal education:

Less than high school graduation
 High school graduate
 Vocational certificate
 Some college
 Associates degree
 Bachelors degree
 Masters degree
 Doctorate
 Other (specify) _____

5. Length of time you have lived in the Jenks Public School District:

Less than 12 months
 1 - 5 years
 6 - 10 years
 11 - 15 years
 16 - 20 years
 21 years or more years

6. Community Education courses you have previously taken (check all that apply):

Parenting Education
 Special Interest
 Languages
 Arts & Crafts
 Tours
 Health & Safety
 St. Francis Health System
 Business Finance & Investment
 Children & Youth
 Home & Garden
 Sports & Fitness
 Tulsa Technology
 Adult Education & Literacy/GED
 English As A Second Language

II. Your Perceived Needs and Interests

Please mark ("X") only one response concerning each statement.

1. Primary reason for enrolling in Community Education courses (check all that apply):

Upgrade existing skills
 Develop new skills
 Career change
 Safety
 Hobbies/entertainment
 Socialization
 Other (specify) _____

2. General needs and interests:
- Social
 - Desire for new information
 - Developing new ideas
 - Enhance skills
 - Health
 - Safety
 - Other (specify) _____

3. Specific needs and interests:
- Human relations
 - Family living
 - Increase income
 - Enhance quality of life
 - Enjoy learning
 - Job related skills
 - Educational or vocational certificate/diploma
 - Other (specify) _____

III. Perceived Importance
Please mark ("X") only one response concerning each statement.

1. Importance of the programs offered by the Jenks Community Education system:
- Very important
 - Important
 - Somewhat important
 - Not important
2. Importance of the programs in meeting specific community needs:
- Very important
 - Important
 - Somewhat important
 - Not important

3. Importance of the programs in meeting specific personal and family needs:
- Very important
 - Important
 - Somewhat important
 - Not important

IV. Perceived Quality
Please mark ("X") only one response concerning the following statement.

1. Quality of the Jenks Community Education system:
- Excellent
 - Good
 - Fair
 - Poor
2. Quality of the courses being offered by the Jenks Community Education system:
- Excellent
 - Good
 - Fair
 - Poor
3. Quality of the instruction being offered by the Jenks Community Education system:
- Excellent
 - Good
 - Fair
 - Poor

V. Perceived Effectiveness

Please mark ("X") only one response concerning each statement.

1. Effectiveness of the Jenks Community Education system:

- Excellent
- Good
- Fair
- Poor

2. Effectiveness of the courses being offered by the Jenks Community Education system:

- Excellent
- Good
- Fair
- Poor

3. Effectiveness of the instruction being offered by the Jenks Community Education system:

- Excellent
- Good
- Fair
- Poor

VI. Future Needs

Please mark ("X") only one response concerning each statement

1. Future needs of adults in Jenks Public School District:

- Updating
- Skill development
- Prepare for new career
- Social
- Hobbies/interests
- Safety
- Family living
- Other (specify) _____

2. Future community needs:

- Job creation and development
- Enhancing/expanding existing business and industry
- Development of job training programs
- Other (specify) _____

3. Future personal/family needs:

- Job related skills
- Development of new skills
- Home-based business
- Family living
- Parenting
- Financial security
- Family health/wellness
- Social
- Hobbies/interests

Jenks Public Schools
COMMUNITY EDUCATION



The information which you provide will prove to be invaluable. The completed survey from each Community Education student will assist in portraying a positive image as well as providing ideas about how to best serve the clientele of the Jenks Community Education system.

Thank you,

Roger C. Wright
Community Education Director, Jenks Public Schools
Graduate Student, Oklahoma State University

APPENDIX C
SPRING 2001 ADULT CLASSES

| Adult Courses | | ARE YOU INTERESTED IN IMPROVING YOUR COMPUTER SKILLS | |
|----------------------|-------|---|-------------------|
| FEB | M/W/F | RISE & SHINE SWIM | 5:00 - 6:00 AM |
| 2/1 - 3/22 | TH | COOPERATIVE PARENTING & DIVORCE | 7:00 - 9:00 PM |
| 2/5 - 4/16 | M | INTRO TO SEWING | 6:00 - 9:00 PM |
| 2/6 - 2/27 | TU | INTRO TO SCUBA DIVING | 6:30 - 9:30 PM |
| 2/6 - 3/13 | TU | WINDOWS 95 | 6:00 - 9:00 PM |
| 2/6 - 3/6 | TU/TH | ADULT POTTERY /WHEEL THROWING | 6:30 - 9:00 PM |
| 2/6 - 4/10 | TU | SIGN LANGUAGE 1 | 6:30 - 7:30 PM |
| 2/6 - 4/24 | TU | SPANISH FOR BEGINNERS | 5:45 - 7:15 PM |
| 2/6 - 4/24 | TU | INTERMEDIATE SPANISH | 7:30 - 9:00 PM |
| 2/6 - 5/10 | TU/TH | BASIC MASSAGE THERAPY | 7:00 - 9:00 PM |
| 2/6 - 5/15 | TU | BLACK & WHITE PHOTOGRAPHY | 6:00 - 9:00 PM |
| 2/8 - 3/1 | TH | BASIC LANDSCAPE DESIGN | 6:00 - 9:00 PM |
| 2/8 - 4/26 | TH | MICROSOFT OFFICE PRO | 6:00 - 9:00 PM |
| 2/11 - 5/13 | SUN | ADVANCED MASSAGE THERAPY | 1:30 - 5:00 PM |
| 2/13 | TU | ADULT CPR | 5:30 - 9:30 PM |
| 2/15 | TH | CREATIVE MEMORIES BEGINNERS CLASS | 6:30 - 9:00 PM |
| 2/22 - 3/6 | TU/TH | INTRODUCTION TO MACINTOSH | 6:00 - 9:00 PM |
| 2/22 - 3/1 | TH | FENG SHUI - CHINESE ART OF PLACEMENT | 7:00 - 8:30 PM |
| 2/27 - 4/10 | TU | ACTIVE PARENTING | 7:00 - 9:00 PM |
| | | | |
| MARCH | M/W/F | RISE & SHINE SWIM | 5:00 - 6:00 AM |
| 3/1 | TH | 5 MOST EXPEN. MISTAKES WOMEN MAKE | 7:00 - 9:00 PM |
| 3/3 | SAT | SHOP TONTOWN/EAT AMISH | 8:00 AM - 8:30 PM |
| 3/6 - 3/16 | TU | WILLS, TRUSTS, PROBATE - THE BASIC | 6:00 - 8:00 PM |
| 3/6 - 4/5 | TU/TH | MODELING & ETIQUETTE - TOUCH OF CLASS | 4:00 - 6:00 PM |
| 3/10 | SAT | 55 ALIVE | 9 AM - 5:00 PM |
| 3/13 | TU | GROWING HERBS IN OKLAHOMA | 6:30 - 8:30 PM |
| 3/13 - 3/22 | TU/TH | ADULT POTTERY CLASS: HANDBUILDING | 6:30 - 9:00 PM |
| 3/13 - 3/22 | TU/TH | INTRODUCTION TO CLARISWORKS | 6:00 - 9:00 PM |
| 3/13 - 4/24 | TU | BALLROOM DANCING | 7:00 - 8:00 PM |
| 3/13 - 4/24 | TU | JITTER-BUG SWING | 8:00 - 9:00 PM |
| 3/15 - 4/26 | TH | WEST COAST SWING | 7:00 - 8:00 PM |
| 3/15 - 4/26 | TH | COUNTRY TWO STEP | 8:00 - 9:00 PM |
| 3/20 | TU | KNOW YOUR CAR | 6:00 - 9:00 PM |
| 3/20 | TU | PLANT A VICTORIAN COTTAGE GARDEN | 6:30 - 8:30 PM |
| 3/20 - 3/22 | TU/TH | BABYSITTING TRAINING | 4:00 - 8:00 PM |
| 3/20 - 4/10 | TU | BEGINNING QUICKBOOKS | 7:00 - 9:00 PM |
| 3/22 - 3/29 | TH | PIANO IN A DAY OR TWO | 7:00 - 9:00 PM |
| | | | |
| APRIL | M/W/F | RISE & SHINE SWIM | 5:00 - 6:00 AM |
| 4/2 - 4/30 | M | WINDOWS 95 | 6:00 - 9:00 PM |
| 4/3 | TU | CONTAINER GROWING OF HERBS | 6:30 - 8:30 PM |
| 4/3 - 4/26 | TU/TH | ADULT POTTERY /WHEEL THROWING | 6:30 - 9:00 PM |
| 4/3 - 4/5 | TU/TH | INTRODUCTION TO INTERNET | 6:00 - 9:00 PM |
| 4/3 - 5/1 | TU | BEGINNER - GOLF | 6:00 - 7:00 PM |
| 4/3 - 5/1 | TU | INTERMEDIATE - GOLF | 6:00 - 7:00 PM |
| 4/3 - 5/1 | TU | ADVANCED - GOLF | 6:00 - 7:00 PM |
| 4/4 - 4/25 | W | TENNIS FOR BEGINNERS -ADULTS | 8:45 - 9:45 AM |
| 4/4 - 4/25 | W | TENNIS FOR INTERMEDIATE -ADULTS | 9:45 - 10:45 AM |
| 4/5 - 4/26 | TH | COTTAGE GARDENING | 6:00 - 9:00 PM |
| 4/10 | TU | SCENTED GERANIUM-WONDERS OF PELAGONIU | 6:30 - 8:30 PM |
| 4/10 - 4/24 | TU | INTRO TO SCUBE DIVING | 6:30 - 9:30 PM |
| 4/12 | TH | INFANT & CHILD CPR | 5:00 - 9:30 PM |
| 4/17 | TU | HEIRLOOM PLANTS - YESTERDAY'S SWEETHEAR | 6:30 - 8:30 PM |
| 4/17 - 5/1 | TU | ADVANCED QUICKBOOKS | 7:00 - 9:00 PM |
| | | | |
| MAY | M/W/F | RISE & SHINE SWIM | 5:00 - 6:00 AM |
| 5/1 - 5/10 | TU/TH | ADULT POTTERY CLASS: COILING | 6:30 - 9:00 PM |
| 5/1 | TU | PERFECT MONTH FOR CORSAGE MAKING | 6:30 - 9:00 PM |
| 5/5 | SAT | 55 ALIVE | 9 AM - 4:30 PM |
| 5/5 | SAT | WAR EAGLE ARTS & CRAFTS SPRING EXCURSION | 6:30 AM - 9:00 PM |

VITA

Roger C. Wright

Candidate for the Degree of

Master of Science

Thesis: AN ASSESSMENT OF COMMUNITY ADULT EDUCATION PROGRAMS IN
THE JENKS PUBLIC SCHOOL DISTRICT

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Miami Baptist Hospital, Miami, Oklahoma November 12, 1959, the son of Jackie D. and Verda L. Wright.

Education: Graduated from Miami High School, Miami, Oklahoma May 1978; received a Associate of Science degree from Northeastern Oklahoma A&M in May 1982; received a Bachelor of Science degree from Oklahoma State University, December 1986 with a major in Agriculture Education; completed requirements for the Master of Science Degree in Agricultural Education at Oklahoma State University August 2001.

Professional Experience: B.F. Goodrich Company, Miami, Oklahoma; Benjamin Quapaw Children's Home, Quapaw, Oklahoma; Jim Woods Oil Company, Miami, Oklahoma; MCW Enterprises, Stillwater, Oklahoma; BJK Enterprises, Stillwater, Oklahoma; Oklahoma Department of Fish and Wildlife Management, Stillwater, Oklahoma; Brown's 4B Dairy, Ripley, Oklahoma; U.S. Department of Interior, Fish and Wildlife Division, Stillwater, Oklahoma; Mercury Marine, Stillwater, Oklahoma; and Jenks Public Schools, Jenks, Oklahoma.

Professional Organizations: National FFA Alumni Association; Oklahoma FFA Alumni Association; Jenks FFA Alumni Association; National Association of School Administrators; Oklahoma Association of School Administrators; National Community Education Association; Oklahoma Community Education Association; Oklahoma Coalition for School-Age Care; National Association for the Education of Young Children; Oklahoma Family Resource Coalition; Parent Education Network; and Oklahoma Adult Educators Association.