This brief review of seven documents in the Clearinghouse for Junior College Information collection indicates the growing interest in adult and continuing education on the local, state, and national levels. This related to (1) the improving educational level of the general population, (2) the changing and increasingly complex world, (3) increasing leisure, and (4) the rising standard of living. Junior colleges are in a unique position to meet the diverse demands of a rapidly-changing society. As shown by the abundance of federally supported programs in America's 2-year colleges, a major emphasis in the future will be on the training and retraining of adults. Our technological society is going to demand continuing adult education. Greater involvement with local employers is necessary in planning future adult programs. There is no sound research to suggest that instructors of adults need special attributes or characteristics not common to instructors in other areas. However, there is a problem relating to "credits" for adult education courses and this issue affects the staffing possibilities available to the junior college. If a "credit course" requires an instructor with a master's degree, the adult education program is in real jeopardy. Junior colleges are going to enroll more and more adult students in the future. More viable programs are needed to accommodate this increased number of students. (RM)
ADULT EDUCATION IN THE JUNIOR COLLEGE

One of the functions of the community junior college is the continuing education of adults for which it provides through both daytime and evening classes. Adult programs are well-attended. In fact, California junior colleges enroll more part-time adults than full-time students (ED 011 270).

Employed men and women — and also housewives — attend junior college classes for a variety of reasons. Some are preparing to earn a living; others, to transfer to a senior institution; and others, to advance their general education so that they may live with greater satisfaction. Current junior college adult education programs are giving particular attention to the need for retraining in various occupational fields as automation destroys some positions concurrently with its creation of others.

This issue of Junior College Research Review examines research reports that relate to various aspects of adult education in the two-year college. The studies were selected from documents received and processed at the ERIC Clearinghouse for Junior College Information. All of them included here have been announced and abstracted in Research in Education. Copies of the reports are available from ERIC Document Reproduction Service.

Review

Modesto Junior College (California) conducted a study to determine the effectiveness of its pre-employment program (New Hope Project) for under-educated adults by tabulating the rates of continuing employment for participants in the project (ED 011 387). Data were gathered by the college employment service and the project training staff, using a Post-Training Report. In a majority of cases, this necessitated a personal interview with the trainees at intervals of three, six and twelve months after training was completed.

Of the students who dropped out before completing the New Hope Project, more than half accepted jobs that related directly to their coursework. The rate of continuing employment for the program was from 55 to 60 percent. While student earning power was significantly improved, job retention was low and turnover high.

Specifically the study found that:

1) The majority of trainees in the program entered employment in a field related to their training and they typically continued in that employment on a full-time basis.

2) Earnings for the average trainee ($1.82 per hour) provided a favorable wage when compared to the earnings of the subculture from which the trainees came.

3) The earnings power of persons trained for a given occupation in the New Hope Project were likely to be as high outside that occupation as within it. Low wages in a number of occupations resulted in low trainee retention. Most important, trainees could find higher wages outside the occupation for which they were trained.

4) The present employment placement services were ineffective in that less than ten percent of all persons employed actually secured their jobs through the local employment agency.

The Modesto study recommended that employers be more involved in trainee evaluations and that experimental studies be undertaken to compare the effectiveness of adult programs that emphasize skills with that of programs that develop basic work habits and attitudes.

Another Modesto Junior College research endeavor examined the dropout patterns of the New Hope Project (ED 011 195). Of the 1006 adult referrals from the Department of Employment, 29 percent dropped out before completion of this training project. Of these, six percent accepted employment and 11 percent dropped for unavoidable problems. Therefore, the actual dropout rate was 12 percent, or 121 dropouts that could have been prevented by program improvement. The study indicated that two-thirds of the total dropouts were students with no prevocational training. The report concluded that, with additional services and staff,
A careful examination of the capacity of these institutions to provide the educational services needed by their communities was strongly recommended.

Regional and national conferences have focused on the role of adult education in the two-year college. At one such meeting (ED 010 624), reports of research indicated that (1) few junior colleges employ adult education administrators and that such positions are relatively new, (2) junior colleges are limited by certain forces that prevent the full realization of their adult education potential, and (3) factors that foster adult education activity include public control, separate organization, statements of guiding principles, clearly identified staff and functions, documentary recognition of the adult education function, budgeting flexibility, administrative and community support, and career identification for the program director. Weaknesses in adult education programs include (1) administrative conflict, (2) reluctance of administrators to be innovative, (3) emphasis on classes for credit, (4) restriction of adult education programs to evening hours, (5) lack of financing, and (6) lack of specially designed, adequate student personnel services.

The perceptions of characteristics of the "good teacher" differ little between adult and younger students. Modesto Junior College obtained written descriptions pertaining to teachers from 85 students, seven instructors, and two administrators (ED 010 677). The study found that the attributes of the effective teacher are derived from a single goal — the ability to help the student to develop and maintain self-confidence. The teacher attributes necessary to attain this goal were identified as understanding, flexibility, patience, practicality, sense of humor, creativity, and preparation. The study recognized that a balance of attributes among members of the staff could be achieved. The findings of this research endeavor were used to design an interview schedule that would assist in screening potential teachers as well as in gaining insight about current faculty members of the adult education staff.

Summary

The growing interest in adult and continuing education on the local, state, and national levels appears related to (1) the improving educational level of the general population, (2) the changing and increasingly complex world, (3) increasing leisure, and (4) the rising standard of living (ED 013 624).

Junior colleges are in a unique position to meet the diverse demands of a rapidly-changing society. As shown by the abundance of federally supported
MDTA programs in America's two-year colleges, a major emphasis in the future will be on the training and retraining of adults. Our technological society is going to demand continuing adult education. Greater involvement with local employers is necessary in planning future adult programs.

There is no sound research to suggest that instructors of adults need special attributes or characteristics that are not common to instructors in other areas. There appears, however, to be a problem relating to "credits" for adult education courses and this issue affects the staffing possibilities available to the junior college. If a "credit course" requires an instructor with a master's degree, the adult education program is in real jeopardy.

Junior colleges are going to enroll more and more adult students in the future. More viable programs are needed to accommodate this increased number of students.

John E. Roueche

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ED 011 195
Dropout Patterns in the New Hope Project, by Frank C. Pearce, Modesto Junior College, Modesto, California, 1966.

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ED 013 110

ED 013 624

ED 104 270

Clearinghouses

Adult Education, Syracuse University, Syracuse, New York 13210.

Counseling and Personnel Services, University of Michigan, Ann Arbor, Michigan 48104.

Disadvantaged Yeshiva University, New York, New York 10033.

Early Childhood Education, University of Illinois, Urbana, Illinois 61801.

Educational Administration, University of Oregon, Eugene, Oregon 97403.

Educational Facilities, University of Wisconsin, Madison, Wisconsin 53703.

Educational Media and Technology, Institute for Communication Research, Stanford University, Stanford, California 94305.

Exceptional Children, National Education Association, Washington, D.C. 20036.

Higher Education

Junior Colleges, University of California at Los Angeles, Los Angeles, California 90024.

Library and Information Sciences, University of Minnesota, Minneapolis, Minnesota 55404.


Reading, Indiana University, Bloomington, Indiana 47401.

Rural Education and Small Schools, Box AP, University Park Branch, New Mexico State University, Las Cruces, New Mexico 88001.

Science Education, Ohio State University, Columbus, Ohio 43212.

Teacher Education

Teaching of English, National Council of Teachers of English, Champaign, Ill. 61820.

Teaching of Foreign Languages, Modern Language Association of America, New York, New York 10011.

Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212.
Abstracts of documents processed in the ERIC system may be found in Research in Education, a publication of the U. S. Department of Health, Education and Welfare. Research in Education may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Single copy, $1.00; annual subscription of 12 issues, $11.00).

All of the documents reviewed are available (in microfiche or hard copy) from the ERIC Document Reproduction Service National Cash Register Company, 4636 Fairmont Avenue, Bethesda, Maryland 20014.

Research in Education is cumulated annually and semi-annually: RIE Semi-Annual Index, January-June, 1968. This index, used in conjunction with the 1967 RIE Annual Indexes, offers the most complete and comprehensive search tool for retrieving reports that have been announced in Research in Education since the first issue was published in November 1968.

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