A PROCEDURE FOR EVALUATING INSTITUTIONAL READINESS FOR NON-TRADITIONAL EDUCATION

DISSERTATION

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By

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This study is presented in six chapters.

Chapter I, Introduction, identifies the growing awareness in academic circles of Non-Traditional Education (N-TE) during the past quarter century.

The subject of this study was the development of a procedure (referred to as "model") for evaluating readiness of faculty and administrators for the development and implementation of a broad program of N-TE in a small liberal arts college.

The purpose of the study was to establish a methodology for evaluating the receptivity of faculty and administrators to proposals for an on-going program of N-TE. Sub-purposes were (1) identification of criteria for evaluating institutional readiness, (2) field application and test of the criteria, and (3) development of techniques and methodologies for determining the optimum state of readiness a small college should achieve before proceeding with N-TE.

Chapter II, Review of Related Literature, discusses the efforts of the Commission on Non-Traditional Study to clarify the meaning

of the term, "non-traditional education." Six areas of higher education trends which have evolved since 1965 are examined for their impact on N-TE: (1) student trends, (2) structure, (3) finance, (4) governance, (5) curriculum and instruction, and (6) employment. Findings gleaned from the trends study formed the basis for design of the survey instruments and interview guide used in the field work.

Chapter III, Design of the Model, describes the three elements comprising the tentative procedures: (1) selection of institutions and of faculty and administrators; (2) establishment of field procedures, including the use of survey instruments and interview techniques; (3) analysis of findings obtained from field surveys and interviews.

Chapter IV, Field Test of the Model, presents results obtained by use of the tentative model. Institutions selected for study are all located within the Dallas/Fort Worth Urban Area. Three are small, private, liberal arts colleges; the fourth is a large university in which two departments in the college of liberal arts were studied. Application of the procedures set out in Chapter III are described in detail. Faculty/administrators' Declared Acceptability (DA) of twenty-six trends are compared to the Perceived Acceptability of these trends to their co-workers. Mean scores for each trend are compared by college and for the entire group of sixty-three respondents. These scores are also compared with statements obtained in structured

interviews of thirty respondents selected from faculty and administrators at the four colleges.

Institutionally, responses ranged from a high level of readiness at one college to a very conservative acceptance of N-TE at another.

Chapter V, Evaluation and Recommendations, critiques the tentative model based upon the results obtained in the field test. An analysis is presented of the optimum state of institutional readiness. Four measures for evaluating this state of readiness are identified. The collective group of respondents is analyzed for each measure as if representing a single institution. Recommendations are presented for adoption of these measures, for incorporation of several specific changes in forms and procedures, and for further testing in other types of institutions of higher learning.

Chapter VI, The Future of Non-Traditional Education, presents observations relating to the generalizability of the study to other colleges.

Judged by the response by some interviewees, the critical factor in implementing N-TE successfully is a spirit of readiness, zeal, or fervor of faculty and administrators. They want to provide educational services and want to serve people whose needs have not been met previously.

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CHAPTER I

INTRODUCTION

Non-traditional education during the third quarter of the twentieth century has become a matter of increasing interest to institutions of higher learning. This interest is prompted by several circumstances, among which are: the four-fold increase in collegiate non-degree-credit courses during the ten-year period of 1962-72, 2,680 schools reporting (24, p. 517), and the 18.9 per cent increase between 1969 and 1972 in the number of persons participating in adult education programs offered by four year colleges and universities (14, p. 10).

Reflective of the growing interest in non-traditional education, there have been produced within recent years a sizable number of reports, studies, policy statements, and books of particular significance. These have been sponsored or prepared by organizations such as the College Entrance Examination Board, the Educational Testing Service, the Southern Association of Colleges and Schools, the Carnegie Commission on Higher Education and the Commission on Non-Traditional Study. A number of critically-acclaimed authors have made substantial contributions to the growing volume of

literature in the field, among them Hesburgh, Miller, and Wharton; Gould; Houle; Cross, Valley, and Associates; and Meyer.

These contributions have laid the foundations for the more specific studies that now are needed. Among the non-traditional education issues that merit attention are these: selecting faculty, evaluating community readiness, developing and managing programs, counseling of non-traditional students, and designing facilities for optimal learning. There is, however, a fundamental issue that must be resolved before a college can expect to move forward successfully in a program of non-traditional education. That issue is the question of institutional readiness for change. Jack Lindquist called attention to this issue at the 1973 Glens Falls Conference.

> . . . You don't change unless you have need to change. That need can't just be a need in the mind of the president or the financial officer or an innovative young faculty member. The need has to be a felt need among most of the people who can make a decision to change and who are in control of the instruments of change.
>
> In higher education, that means faculty (20, p. 3).

Subject of the Study

The subject of this study was the development of a procedure for evaluating faculty and staff of a small liberal arts college as to their state of readiness to move forward in developing and implementing a program of non-traditional education.

Purposes of the Study

The purpose of the study was to establish a rational methodology for evaluating the receptivity of college faculty and administration to proposals for an on-going program of non-traditional education. Sub-purposes of the study were: (1) to identify the specific criteria appropriate in evaluating an institution's state of readiness to begin a program of non-traditional education, (2) to field test the criteria in small liberal arts colleges, and (3) to develop a model of techniques and methodologies whereby a small liberal arts college may determine the optimum state of readiness it should achieve before proceeding with a program of non-traditional education.

Definitions

Definitions of terms utilized throughout this study are as follows. The order in which the definitions are given is not significant. References to the term "model" are to be construed as meaning a "set of procedures to be followed."

Adult: A person who has come into that stage of life in which he has assumed responsibility for himself and usually for others, and who has concommitantly accepted a functionally productive role in his community (18, p. 29).

Education: The creation and maintenance of instructional situations that provide experiences in which both information and

the control of the appropriate intellectual behavior are systematically and simultaneously acquired (18, p. 31).

Traditional Education: That concept of post-secondary education which may be characterized, for any given institution, as meeting most or all of the following parameters: (1) the campus is the locus of general administrative activities and of a supermajority of all instructional activities; (2) the hours of operation of general administrative and academic offices coincide with the dominant pattern of professional and general business offices of the community in which the institution is located; (3) a vast majority of the students pursue their studies on a full-time basis and maintain continuous enrollment during the regular academic terms of the institution; (4) the academic program is structured so that the student will complete a substantial number of broad-topic, general education courses before admission to specialized courses in declared major and minor fields of study; (5) teaching methods rely heavily upon lectures by instructors with limited class participation, chiefly in the form of answers to direct questions; (6) the courses offered have been designed primarily around the pre-existing expertise of then-teach- faculty members; (7) the evaluation of student performance is based primarily upon the student's written response to questions or statements posed by the instructor; and, (8) the achievement of the student's

academic goal is measured by the passage of courses, the accumulation of credits, and the attainment of an acceptable grade point average.

Non-Traditional Education: That concept of post-secondary education in which the parameters that characterize traditional education are set aside or modified.

Background and Significance

American colleges and universities have experienced dramatic changes in the past seventy-five years. Until World War II these colleges could best be described as the promoters of intellectual elitism, whereas the college posture shifted to one of egalitarianism as the waves of ex-GI's from World War II and the Korean Conflict descended upon the American campus. A second major shift occurred during the 1960's as the Civil Rights Movement gave post-secondary education a new thrust best described as the concept of universal access.

The changing spirit of post-secondary education is reflected in the remarks made ast a University of Arizona Freshman Orientation lecture in 1942 by G. M. Butler, Dean of the College of Engineering, to the entering class of engineering students (1). He spoke of career choices, academic standards, and personal goals. As he drew near the close of his talk he admonished his audience: The records of engineering schools across this country,

including those of Arizona, show that out of every three in-coming engineering students one will transfer to another academic area before graduation, a second will drop out of college entirely, and only the third will complete the requirements for a bachelor's degree in engineering. Then he said, "Look at the person on your left, the one on your right, and now at yourself. You must decide which of these three students you will be!"

The returning veterans of World War II and the Korean Conflict formed successive waves of older, more mature students who, along with wives and children, engulfed the American campus during the 1940-50 era. As these students completed their studies, the faces of the students remaining on the campus began to look more like those of the pre-war years. However, the age composition of the student body was again destined to change during the 1960's. As the pressures of the Vietnam War and the threat of military service impinged upon the nation's young men, many of them sought the sanctuary of the draft-exempt status of "college student." Many of these men, encouraged by the availability of federal grants and research projects, continued their studies into the post-graduate years. This combination of pressure and opportunity served to lengthen the stay of many men on campus, and to raise the average age of college students once more.

Encouraged by the widespread expansion of community colleges during the 1950's and the 1960's, adults of all ages returned to college classrooms. The consequence of this evident desire for more education by these adults has been that, in the 1970's, the average age of students is approximately twenty-seven years at community colleges in the Dallas/Fort Worth metropolitan area and at senior institutions like Florida International University (19, p. 7).

Various factors contribute to change in the composition and the characteristics of college students. Prominent among these are the advances in technology, as in the computer sciences, which have opened the doors to career opportunities non-existent in the 1950's. Another factor of both concern and opportunity is the greater availability of leisure time for the general public. One component of the leisure time factor is the nation-wide increase in number and proportion of retirees in the population. The retirees' generally improved health and longer life spans contribute to making this group a potential source of students. Their unique interests and needs will require adjustments in college curricula, just as colleges have developed curricula to meet the needs of persons seeking careers in gerontology (21, pp. 128). The factor of self-fulfillment has drawn other students to the college campus. Some of these students are striking out on new career paths after rejecting the "company-man" role of earlier years. Other students are

women with grown children, who seek income-producing careers and who need to up-date their skills and knowledge in order to compete successfully in the business world. On a broader scale there are the mature students who want to expand their knowledge and skills in order to upgrade themselves in already successful business or professional careers. Taken together, these factors indicate the need for American colleges and universities to assume a new posture in which the underlying theme is "life-long learning."

In response, the colleges must determine the manner by which they can best satisfy the evolving needs of these new learners. Some, like Empire State College, are already meeting such needs (13). Other institutions, however, are proceeding with much caution. What is the reason for this slow response to apparent and demonstrated needs? Is it due to a lack of adequate information about student desires? Or, do the colleges experience faculty resistance to developing new courses or to establishing new proficiencies in unfamiliar subject areas? Are some institutions encountering resistance due to inertia in people, programs, or processes? Do others lack sufficient controls over the external factors that set the pace for institutional action? In yet other colleges the reason for reluctance may not be so easily defined. In these, is the resistance rooted in a faculty or staff uncertainty about the effects of molding new and traditional programs?

Several organizations have responded in this spectrum of concerns. The CAEL Assembly, numbering more than 160 institutions, has been formed in cooperation with the Educational Testing Service to undertake the Cooperative Assessment of Experiential Learning. Its focus is on the variety of educational, social, and philosophical issues surrounding experiential learning (23). A second group, the Council for the Advancement of Small Colleges, provides a forum for the interchange of information about programs and experiences of smaller colleges throughout the United States (7). A third organization is the Southern Association of Colleges and Schools. Its Commission on Colleges has released two reports of particular value to higher education institutions that are examining the opportunities and demands of non-traditional education. One is the "Standard Nine Study," undertaken as the base for evaluating the developing innovative programs for adult education (9). The second is a study on the future utilization of the continuing education unit (CEU). It deals with the administrative, faculty, and staff concerns and considerations as well as with non-academic utilization of CEU's (10).

Since 1970 there has been a profusion of writings containing either a global concern with or a specific and limited focus on significant issues effecting the field of non-traditional education. These writings range from compilations of factual data, such as the

New York Times Guide to Continuing Education in America (3), to the many studies of the Carnegie Commission on Higher Education (2, 3, 4, 5, 6). In Patterns for Lifelong Learning both philosophical and implementation issues are discussed by Hesburgh, Miller, and Wharton (15). Two companion reports by the Commission on Non-Traditional Study, Diversity by Design (11), and The External Degree (17) deal with the problems faced by institutions of higher learning and their students as they explore together the new frontiers of non-traditional programs. In addition, these studies present guidelines for the development of such new programs. Cross, Valley, and Associates, in Planning Non-Traditional Programs (12) synthesize the background information and material which was used by the Commission in its analysis of problems and issues. Schein (22), in a report for the Carnegie Commission, deals with both present practice and some "new horizons" in the preparation and continuing education of professionals, as opposed to the semi-skilled and unskilled workers.

The critical issue which emerges from all discussions on non-traditional education is that of institutional readiness. The situation is best summarized by referring to a 1972 survey of conditions and attitudes towards non-traditional educational opportunities and programs. Ruyle and Geiselman (12) found in a survey of 2,670 accredited institutions of higher learning that the four most-

commonly cited difficulties or obstacles in the path of non-traditional education were: (1) shortage of funds, (2) difficulty in assessing nonclassroom learning, (3) concern about academic standards, and (4) faculty resistance. It was noted also that these problems were reported more often by universities than by colleges (12, p. 87).

A parallel survey was undertaken, also in 1972, by the Educational Testing Service and Response Analysis Corporation. This survey of adult learners and would-be learners yielded pertinent data on the profile of these respondents, which revealed that

> . . . 77 percent of adult Americans (aged eighteen to sixty) report interest in learning more about some subject or pursuing some skill; a remarkable 31 percent of the population is engaged in some form of adult learning; and 95 percent of the present learners wish to continue their learning (12, p. 15).

Other significant findings included the following: 82 per cent of the learners and would-be learners are in the 25-plus age group; 77 per cent are married and 7 per cent are widowed or divorced; 55 per cent are employed full-time; at least 82 per cent have completed high school; and, 74 per cent live in urban centers.

In summary, these learners and would-be learners are adults, with adult interests and responsibilities to family and community. While these learners and would-be learners seek knowledge and mastery of skills, ideas, and concepts, it is the function of those

providing instruction to give direction to the learning experience so that it comes together as an educational process.

The underlying premises of this study are (1) that adult learners are the prime beneficiaries of non-traditional education, (2) that faculty/staff are the chief actors in developing campus posture regarding such education, (3) that this posture reflects, in part, faculty/staff attitudes toward trends in higher education, and (4) that such attitudes are identifiable and measurable. Therefore, this study is concerned with the development of a model for evaluating the state of faculty/staff readiness to commit itself to an on-going program of non-traditional education, and with the refinement of that model after suitable field testing.

Some Exploratory Questions

When is an institution of higher education ready to commit itself wholeheartedly to moving forward with a program of non-traditional education? That is the underlying question of this study, and it requires a series of evaluations before it can be answered successfully. However, before such evaluation can be made there are many specific questions that require answers. These latter questions lend much of the directon to this study as well as for the development of a model for evaluating institutional readiness. Some of these questions are as follows.

Does non-traditional education pose a threat to the status quo for faculty or administrators? Is this threat real or illusory? If concerns about the status quo are well-grounded, does this mean that colleges and universities need a different kind of faculty or administrators for the successful operation of non-traditional education programs?

How do funding constraints bear upon faculty and administrators' attitudes towards non-traditional education?

What concerns arise regarding the quality of education in non-traditional programs?

Does institutional image suffer ill effects when the institution embarks on a major program of non-traditional education?

Do new class schedules, new office hours for faculty and staff, and new clientele for counselors and advisors, necessitated by a non-traditional program, require setting up new rules for the relationships between students, faculty, and administrators?

How is the prestige of faculty, and of administrators, affected by their supporting or participating in programs of non-traditional education, especially when viewed by participating staff, faculty, students, and alumni?

Limitations and Constraints

Institutions of higher education may vary widely in size, scope of programs, institutional purposes, and the character and extent of

controls exercised by governing boards and related others. These institutions may be broadly classified in a number of ways, among them the following: (1) by size and sex classification of the student body, (2) by an urban/rural locator descriptor, (3) by level of academic offering--junior college, senior college, university, or graduate school, (4) by program area--such as, fine arts, liberal arts, technical, or professional, (5) by legal status as a public or private institution, and (6) by the governing board's extent of autonomy--whether responsible to an electorate, a higher board, a public official, a religious body, or to corporation stockholders.

These six categories yield limitless combinations of institutional profiles when the variances and nuances of structure are considered. This study, however, was not an investigation of the many institutional types that could be so identified. Rather, its primary focus was on the processes and criteria by which institutions of higher education may be evaluated as to their readiness to move into the area of non-traditional education. The application of selected methodologies and techniques to several institutions aids in refining the processes and criteria to be included in the resulting model. Therefore, the choosing of appropriate institutions to serve as field test subjects required that consideration be given to the general applicability of theinstruments and methodologies in a variety of situations. As a guide to the selection of test institutions

the following factors were determined to be the most useful in furthering the aims of this study: That each college be (1) a small, coeducational institution in which the academic program is basically traditional, (2) location in a major metropolitan area in which there are several institutions offering choices of programs to prospective students, (3) a senior institution, in which academic orientation emphasized the teaching of undergraduates rather than emphasizing research or community services, (4) of a liberal arts persuasion, hence less affected in its traditions by community requests for program modifications to suit the needs of business, industry, or government, (5) private, having maximum degree of freedom of operation insofar as state agency jurisdiction may be concerned, and (6) independent in its governance, removed as much as possible from the exercise of external controls. In addition to these criteria there remained the dual requirements of accessibility for field study and of institutional authorization to undertake the study.

This study was designed to establish suitable methodologies and techniques for the evaluation of institutional readiness to proceed with a broad program of non-traditional education. The field study, therefore, focused on the attitudes and philosophies of those persons who hold key positions of influence over day-by-day campus life. Within the sphere of academic administration this includes the chief executive, the senior academic officer, program area

chairpersons, and full-time faculty. Within the area of general administration, in addition to the chief executive, the key officers include those responsible for admissions, registration, student records, alumni support, student services, physical plant, and finance.

Basic Assumptions

The following assumptions were made relative to the conduct and analyses of this study: first, that the subjects participating in the field test would respond honestly to the written and oral questions presented to them; second, that the subjects would be candid and forthright in expressing their attitudes towards non-traditional education and in identifying the needs of their institution if it were to embark upon a program of non-traditional education; and, third, that the opinions expressed by the subjects would be indicative of the positions they would take if the institution were at the point of making a decision to start or expand a program of non-traditional education.

Procedure Overview

This study was organized into four major components. The first is the design of the tentative model for evaluating institutional readiness. This component included the design of the attendant forms and procedures. The second was the field test of the

procedures, including the selection of institutions and participants, and the analysis of information obtained from the respondents. The third component was an evaluation of the tentative procedures, its instruments and techniques. The final component was preparation of a revised model which may then be utilized in evaluating institutional readiness for non-traditional education at other institutions of higher learning.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This study was in the general realm of non-traditional education. Specifically, it focused on the evaluation of institutional readiness for implementation of a broad program of non-traditional education in a small liberal arts college. The evaluation of institutional readiness requires first, an examination of the terms and trends relevant to such study, and second, an examination of the institutional response to the emerging concepts of non-traditional education as reported in the literature of the field.

Terminology

What is "non-traditional education?" In Chapter One the term was defined as the opposite of "traditional education." An examination of the factors that bear upon this definition is set out below.

The Commission on Non-Traditional Study (25) wrestled at length with various definitions. Its statement on the difficulty in dealing with the problem provides insight into the elusiveness of a suitable definition.

> . . . The term non-traditional bothered us; at least one Commission member disapproved of it completely, and others found it irritating. Yet we could not hit upon another term. Unconventional, for example, posed the same difficulties as non-traditional. Anything that suggested we were dealing with forms or means or models or even concepts that were new was also bound to be a misnomer; we were aware from the start that just about everything we were examining was not new at all. If newness existed, it came in the variety and volume of combinations and structure within which these efforts of the past were being placed and, therefore, in the increased options for the individual. Alternative approaches seemed vague and unsatisfactory. Nor did we wish non-traditional to be an all-inclusive synonym for the purely technological approaches to learning as exemplified by television, computers, cassettes, or other devices. Even if we found the right term, what chance was there that we could define it with total inclusiveness or precision (25, p. xiv)?

However, as the Commission noted, the members always seemed to sense the areas of educational practice that serve as the centroid of the concept. They concluded that

> . . . non-traditional study is more an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study. This attitude is not new; it is simply more prevalent than it used to be. It can stimulate exciting and high-quality educational progress; it can also, unless great care is taken to protect the freedom it offers, be the unwitting means to a lessening of academic rigor and even to charlantism (25, p. xv).

The Commission readily admitted that some persons would object to the definition selected by the Commission. The thrust of

the opposition would come in one instance from those who claim that such "concerned attitude has always existed in all of today's institutions. Others will object because it implies a denigration of our traditional educational practices;" they would assert that rapid changes have been made in educational practice and are already too swift. As the Commission observed, however, the objections merely pointed up the difficulty of drawing clear-cut definitive lines between traditional and non-traditional education (25, p. xv).

An alternative to drawing a formal definition for "non-traditional education" is to use examples. These can be selected from the multitude of programs and activities which are commonly recognized as being in contrast to courses and services offered in the traditional mode at the post-secondary level. Typical of these offerings are the following: (1) evening class schedules as broad and complete as daytime schedules; (2) week-end college classes (begin Friday night; end Sunday afternoon); (3) college credit for certain types of life experiences; (4) home-study courses via educational-TV; (5) college administrative offices maintaining regular evening hours (e.g., registrar, admissions office, financial aids); (6) student counseling and guidance services available regularly during evenings and on weekends; (7) highly-flexible programs to permit (even encourage) students to "stop-out" for one or more terms before resuming studies; and (8) credit and non-credit

courses oriented to adult leisure-time interests or to special needs of retirees.

The difficulties inherent in defining non-traditional education can be understood more clearly by attempting to draw a definition or description parallel to that set forth in Chapter I for "traditional education." The definition given there consisted of eight parameters. Accordingly, the characteristics of non-traditional education are explicated as follows.

Non-traditional education is that concept of post-secondary education which may be characterized, for any given institution, as meeting all or nearly all of the following criteria: (1) the campus is the centroid of general administrative activities, with some of these activities maintained year-round or seasonally at other locations so as to be in closer proximity to the public served by the institution; in contrast, the campus may not be the sole locus for a majority of the instructional activities; (2) the hours of operation of general administrative and academic offices overlap the hours of dominant business activity in the community served and overlap the non-working hours of a major part of the work force employed in the dominant business sector; (3) a minority of the students pursue their studies on a full-time basis; the majority of the students may be characterized as perennial part-time enrollees, as stop-in/stop-out enrollees whose attendande in college may or may not be

related to earning a degree, or as delayed starters who have not begun collegiate study till after their high school class would have normally completed the senior year of college; (4) the academic programs provide enough flexibility that the student may schedule first those courses which he perceives as having the most immediate relevance to a job or to the satisfaction of other personal needs; (5) teaching methods center around the concept of the classroom being a place for the development of understanding and for the interchange of ideas brought to the class by the teacher and students based upon information obtained from other sources and upon the life experiences of all class members; (6) courses are designed to serve the needs of students in terms of both academic development and of learning as a continuing endeavor required of every individual to function with maximum satisfaction in daily living; (7) the evaluation of student performance is the result of a collaborative effort by the student and teacher in establishing evaluation criteria and in using these criteria to determine student achievement; (8) the achievement of the student's academic goals is measured against the backdrop of specific objectives for a program of study and investigation which has been jointly established by the student and the institution according to the student's originally perceived and evolving needs.

The imperfectness or incompleteness of these definitions, however they may be viewed, illustrates the two points made by the Commission on Non-Traditional Study: (1) the difficulty of ascribing exactitude to the term; and (2) an awareness of a "spirit" that permeates the concept of non-traditional education (25, p. xv). Consequently, the briefer definition used in this study (p. 5) was drawn in order to convey the fluidity and open-ended character of the term as it is being used in the current literature.

An examination of non-traditional education in the senior college requires a like consideration of the functions and activities which may bear upon or be affected by non-traditional education programs. Writers in the field of higher education administration have chosen diverse ways to categorize the functions and activities of institutions of higher learning. One of those ways has been described by Hungate who lists the three classical areas as education of students (or instruction), research, and field services (also called public or community services) (45, pp. 18-21). Viewing the university in terms of institutional organization, Hungate also sees it as divided into three major operating areas, namely, educational services, student personnel services, and business or managerial services (45, p. 82).

Blocker (1), by contrast, groups these activities in a somewhat different manner for the community college. In his recommended line-staff organization, he combined the several functions and areas into a complex of interrelated components which includes instructional services, student services, community services, and business (managerial) services (1, pp. 177-78). As Blocker also noted, research is not normally an activity of the community college as an institution, but is a significant effort of faculty in behalf of the senior institutions (1, p. 143).

Any study of activities at an institution of higher learning must take into account these areas named by Blocker and Hungate. In general, they may be described as adhering to the following characteristics:

Managerial Services: Overall administration and supervision of educational activities, student services, and business affairs.

Instructional Services: The "teaching" function (whether conducted in the laboratory, lectures, seminars, tutorials, or directed reading) including supporting related activities and preparation time; excludes investigation and research not directly related to the teaching function.

Research Activities: Investigation and study conducted independently of classroom teaching; includes time spent in

writing for professional publication, and in institutional research and planning.

Community Services: Services rendered to local areas, to the state or nation, where such services are rendered at the request of the college, with or without charge, or where they provide opportunity for recognition of the college because of the individual's service.

Student Services: Services provided by the institution in the areas of admissions, records, placement, organizational activities, housing, health, financial aids, recreation, counseling, and the like.

Trends in Higher Education

Brake (4) made an analysis of trends in higher education and of their perceived probability and desirability of realization during the 1970's by receiving the views of leaders in various higher education roles in Texas. The study included consideration of a larger number of factors that have had bearing on the evolution of the concepts surrounding non-traditional education. In undertaking his study, however, Brake noted the paucity of commentary on all such trends prior to 1965 (4, p. 20).

A review of the literature in the field of adult and continuing education showed a lack of concentration of relevant and substantial studies published before 1965. A similar dearth was found in studies which deal with the forecasting of trends in the area of non-traditional

education. Critical evaluation of such trends did not gain strength until the establishment of the Commission on Non-Traditional Study in 1971 (25, 26) and the publication of studies and reports supported jointly by the Educational Testing Service and the College Entrance Examination Board (25, 26, 23, 39, 43), and by the Carnegie Commission on Higher Education (50, pp. 6-22).

The groupings of trends established by Brake (4, p. 12) pinpointed the issues, needs, or problems most affecting activities and programs that may be best identified as non-traditional education. These are discussed in the following six sections.

Student Trends

As early as 1965, Wilson (66) declared his belief that the profile of college students would change over the next two decades, producing a greater range in their abilities, their interests, and their socio-economic backgrounds. In a 1969 study by Caffrey (5), there were reported the opinions of representatives of national faculty, administrative, and student organizations. Respondents expected that a majority of high school graduates would attend two years of post-secondary education, and considered that this trend would be desirable.

A study published in 1971 by the Carnegie Commission on Higher Education (11) for the period 1950 to 1970 confirmed the Wilson and Caffrey findings. Of significance to non-traditional

education were the following aspects: (1) access to higher education had become more flexible, allowing more opportunity for students to leave and re-enter college, as attested to by a declining attrition rate for students graduating from college when compared to those entering the freshman class; (2) the socio-economic background of the students had become more diverse; and (3) students had become more pragmatic and specific in terms of their attitudes towards higher education (11, pp. 139-152).

Huckfeldt (44) reported for the Western Interstate Commission on Higher Education in 1972 on a survey of a selected cross-section of persons interested in higher education. Several trends of importance to non-traditional education, in terms of their consequences for students, were noted. One was that respondents saw a high probability of a major increase in the proportion of students in post-secondary vocational programs; and nearly all respondents felt that the proportion should increase. The same response was reported on the prospects for increased accessibility of post-secondary education to the people served. Of special note was the conclusion by respondents that there was a high likelihood that the number of students continuing their education throughout their lifetimes would increase; 99 per cent considered this trend to be desirable. These views supported a 1968 study by Woodring (69) who forecast a smaller decline in college enrollments than many

of his contemporaries, because, he felt, increases in attendance could be expected due to the entry into college of increasingly diverse age groups.

Further, discontinuity of attendance has become steadily more evident in higher education. It is a factor of considerable importance in the design of curriculum, in the scheduling of classes, and in the selection of most suitable instructional methodologies, as has been observed by a number of authors (13, 23 53). These writers generally agreed that it will become increasingly common for students to stop out for varied periods of time during their academic careers. As the Carnegie Commission (13) has noted, there will be more attention given in the future to alternating college attendance and work experience. This trend will be facilitated by few specific degree requirements, by the availability of programs in open universities, by external degree programs, and by increased emphasis on continuing education.

The conclusion may be drawn from the above-noted writings that college students would assume a new profile in the 1970's. Brake summarized their characteristics as "more diverse in age, abilities, socio-economic backgrounds, achievement levels, political views, and in academic and occupational interests . . .

more concern . . . towards job training and economic livelihood." He added that "the new kind of student will be the one who comes to college to live, not just to learn how to live" (4, pp. 62-63).

Structure

The Institute for Humanistic Studies (40) in 1965 hosted a meeting of college and university presidents to identify the emerging trends in higher education basic for further planning by colleges and universities. Among the trends reported was the expectation that most educational instruction would continue with traditional forms of organization in meeting future needs, even though new kinds of programs may be created to meet new kinds of needs.

Twenty trends relating to administrative structures of higher education institutions were identified by Brake (4). Several among these are especially relevant to non-traditional education: (1) the operation of colleges year-round, perhaps on a quarter or trimester basis; (2) the organization of college administrative structures to meet community needs and to link the college closer to the community's industrial and political life; and (3) the modification of structures to give major emphasis to outreach programs. Among the examples of new structures Brake listed "off-campus study, flexible systems for earning credits and degrees, television

classrooms, experimental colleges, cluster colleges, free universities, colleges without walls, industry based education, and external degree programs from non-college organizations" (4, pp. 69-70).

Commenting upon the transition from mass education to universal higher education, Trow (58) stated in 1970 that the establishment of structures to earn not only credits but degrees off-campus would be, in all likelihood, the most important innovation for survival of the colleges in the future, a marked shift from the conventional concepts of higher education (58, p. 40).

Non-traditional education holds potential for providing new areas of services to new publics. Brake (4) noted the concurrence of opinion by many authors that the centers of higher education in the future will be found in the metropolitan areas of the country, that the city itself will likely become the new campus, and that a wide variety of programs will be offered "through the utilization of various resources in the cities, such as museums, industrial laboratories, libraries, and theaters" (4, pp. 71-72).

Finance

Cheit, in a 1971 report for the Carnegie Commission on Higher Education (21) and in an article for the Southern Regional Education Board (24), identified major trends bearing on the future of higher education. Two of these have direct implication for

non-traditional education. One was that colleges would reduce expenditures in the areas of student aids, student services, and cultural activities. The accuracy of this forecast may be readily verified by casual inspection of articles on education contained in the popular press. Another trend was that increased responsibility for raising funds to finance services rendered by the institutions would be placed upon the departments and schools directly providing the service. This would create competion among the units on the same campus. Supporting this free-market concept was the growing interest in an arrangement whereby the student would pay the full cost of his education. In cases of financial hardship such an arrangement could include provision for the student to pay a substantial portion of this cost while earning a regular income after completion of college studies (4, p. 40).

Governance

The American Council on Education (68) reported in 1968 the results of a survey of the presidents of its 1200 member institutions as to their expectations for higher education in the 1970's. In summary, they were as follows: (1) faculty participation in college governance would become widespread practice, according to the predictions of 86 per cent of the respondents; (2) faculty would have as much a part as the trustees in the future selection of college presidents, according to half of the respondents; and (3) faculty,

students, and other publics of American colleges would gain a greater voice in determining collegiate policies, according to a majority of these presidents. One method available to give that voice greater audibility would be through the enlargement of academic and administrative committees by adding students as voting members.

Brake reported a survey by the American Civil Liberties Union which made inquiry of 155 college presidents as to their expectations of student participation in campus governance (4, p. 39). The results of this survey yielded essentially the same results as those reported in 1968 by the American Council on Education (68). The trend toward increasing student participation was further confirmed in a study by the Carnegie Commission on Higher Education (11) covering the period from 1950 to 1970. That study showed increases in the numbers of both faculty and students serving on academic and administrative policy-making committees.

Huckfeldt's study (44) for the Western Interstate Commission on Higher Education, however, presented a contrasting view of future expectations. That study surveyed 385 persons having a variety of interests in higher education. Five out of six respondents believed that faculty participation in decision making should increase, but that such participation would not likely occur in the near future.

Glenny (37) examined the roles and authority of the "anonymous leaders of higher education." In his evaluation he concluded that, internally, the individuals most responsible for the administering of the institutions of higher learning are those persons who (1) are engaged in institutional research, (2) make and manage budgets, (3) pass on admission of new students, and (4) approve allocation of financial aid to students (37, pp. 10-14).

Glenny (34-36, 38) also wrote at length on the issue of balance of power in college governance. He identified the groups competing for power as the students, faculty organizations, administrators, and governing boards, and he indicated that this struggle would be resolved with a probable shift toward unionism and collective bargaining. He concluded that the shift in the control of power will result in a loss of freedom, less change, less adaptability, and less flexibility as negotiations produce contracts that spell out staff and faculty relationships and authority in progressively greater detail (35, pp. 5-9).

These shifts will provide a greater voice to students, faculty, and staff in college administration but they will produce a paradox: "The very change and flexibility which is needed for colleges and universities to survive the demands of the 1970's will certainly be impaired" (4, p. 40).

Curriculum and Instruction

Wilson (66) forecast in 1965 the expansion of evening and part-time programs for students holding regular employment. He also forecast the decline of lock-step courses of degree requirements, and of standards that needlessly restrict a student's academic program. In the same year a group of college and university presidents (40) declared that general education courses would be relegated increasingly to the first two years of college and to the secondary schools. In a 1968 speech at Southwest Minnesota State College, Miller (51) expressed his expectations that the liberal arts programs would continue their decline.

A 1969 article by Caffrey (5) indicated strong support from representatives of faculty, administrator, and student organizations for major revision of the undergraduate curriculum. That article forecast a decrease in the number of required courses accompanied by an increase in the number of elective courses--precursor of the shift to the bachelor of liberal studies programs at a number of colleges, such as the program at the University of Oklahoma (62).

The findings of a 1971 study by the Carnegie Commission on Higher Education (11) are of special interest within the context of non-traditional education. Major businesses and industries were reported as becoming more involved in the setting up of instructional programs designed to meet the specific job-related education needs

of their students; these business and industry centers were also reported as certifying the completion of such programs by their students. There was also evidence, from the data obtained, of an increase in the number of vocational training and work-study programs requiring coordination between colleges and industries as a means of certifying job-related competencies and as a basis for awarding of degrees in selected fields.

Huckfeldt (44), in the study for the Western Interstate Commission on Higher Education mentioned earlier, reported that survey respondents saw a very high probability and an extremely high desirability of the anticipated use of television, computers, and other technological equipment and systems. Of interest in considering the possibilities for non-traditional education is the fact that respondents found little likelihood that emphasis would in the near future be placed on techniques and processes as contrasted to subject matter. However, seven out of ten respondents felt that increased emphasis should be placed on techniques and processes.

The Education Policy Research Center at Syracuse University, as noted by Brake (4, p. 37), forecast that enrollments in proprietary schools, industrial schools, and community colleges would continue to increase in the future, indicating probable demand for shifts in

curriculum as programs are modified to become more relevant to student expectations.

Glenny (34-36) in recent commentaries stated his belief that various changes affecting curriculum will occur in the years ahead, particularly the increased use of video-tape and closed circuit television, expansion of external degree programs, and of universities without walls. All of these changes were seen as a response to increasing demands by students of all age groups for continuing education opportunities. A parallel trend has been the observed shift in emphasis from college liberal arts programs to vocational-occupational training programs. This has reflected the trend of student assessment of the relevance of college programs and of their costs and benefits. Glenny further observed that students will seek more courses in the liberal arts only when liberal arts programs are made relevant, challenging, and exciting.

Summarizing his findings in the area of curriculum and instruction, Brake (4) identified ten categories of trends. Several of these point to the opportunities available to higher education institutions to develop new ways to serve their publics; many of these new ways can be non-traditional in terms of delivery systems. The following categories relate, in particular, to non-traditional education: (1) development of new curricular programs--with the use of independent studies, including such use at the freshman level,

emphasis on in-depth experiences rather than broad survey-type courses, and programs designed around living-learning centers; (2) changes in degree requirements, with more concern about the student functioning effectively in meeting his civic responsibilities, making good use of leisure time, and continuing learning throughout life; (3) establishment of a more flexible curriculum, with a consequent breaking of the conventional lock-step courses, credit requirements, and fixed class schedules; and (4) utilization of advances in technology, making it possible to convert classrooms into seminars inasmuch as computer-assisted instruction can bring all students to the same level of competency according to individual need and response (4, p. 94).

Brake concluded his summarization by stating

> More emphasis will be placed on making education more relevant to lifetime learning or, as it is usually titled, continuing or adult education. The increased emphasis is due to the rate of increase in knowledge, the increasing need for specialization . . . , the emphasis on adult education by the federal government, the sixteen million senior citizens in the United States, who are retiring earlier and living longer, and a shorter work week with increased leisure time . . . (4, p. 102).

Employment

Preparation for employment has emerged during the past decade as an area of specific concern in higher education. Consequently, the implications for non-traditional education programs

must be examined if such programs are to serve the real and perceived needs of tomorrow's students.

Reflecting upon the direction of change and the concerns generated, Wilson (66) drew attention to the rural-urban shift across the United States as it was so dramatically pointed up in the returns for the 1970 federal census. He concluded that the urban universities will carry the main burden for higher education in the future of our nation. Wilson's observations reflected the implications of an earlier survey by the American Council on Education (66, pp. 39-42) which found that 84 per cent of the survey respondents would expect a lowering of higher education's academic standards to the benefit of the economically disadvantaged; a third of the respondents thought that this change would be desirable. This view was later stated as Recommendation 13 by the Carnegie Commission (15, p. 38) in its report dealing with the purposes and performance of higher education.

The Carnegie Commission's (11) evaluation of changes from 1950 to 1970 called attention to a related consideration reinforcing the need for relevancy of programs to students' prospective careers and employment opportunities. As students became more transient during the two decades under study, they became increasingly pragmatic and specific about their wants, needs, and attitudes towards higher education. Glenny (34-36, 38) found that students

seeking help in career preparation have in growing numbers turned for guidance to the proprietary schools, industrial schools, and community colleges; this trend will be a continuing challenge to senior institutions in their planning and operations.

The importance of academic relevance to prospective employment of graduates was discussed, among numerous topics, at a November, 1973 workshop convened in Atlanta by the Society for College and University Planning (46). The workshop theme was "New Approaches to Planning for the Adult Student." As one of the participants, Jana B. Matthews noted the success of proprietary schools in the areas of professional development and business management, such as the Rand Corporation's Ph.D. program and the Arthur D. Little company M.A. program in continuing education. At the same workshop, Frey reported that the Bell and Howell Schools had provided effective degree programs in engineering, and that these degree programs carry the approval of the Engineers Council for Professional Development, the profession's recognized accrediting authority (46, n.p.).

Response and Summation

The terms "non-traditional education," "unconventional," and "alternative approaches" have been discomforting and elusive of definition for many persons. Yet, as observed earlier, the

Commission on Non-Traditional Study found that there was a describable attitude exhibited by all persons who are instrumental in the success of programs called "non-traditional." That attitude, according to the Commission, reflected a consensus of good feeling towards such programs, produced a unique spirit of student and institutional cooperation, and resulted in a different modus operandi, when these programs are compared to the conventional programs in traditional settings (25, p. xv). It is this complexity of attitude, zeal, and commitment to non-traditional education which makes its precise definition so difficult.

In an effort to consider the impact of non-traditional education on various facets of institutional life, the functions and activities of institutions of higher learning have been broadly grouped into five major areas: managerial services, instructional services, research activities, community services, and student services.

Institutional attitudes towards the concept of non-traditional education can be evaluated by studying the attitudes of faculty and staff towards trends in higher education. These have been grouped for convenience of analysis into six categories by Brake. They are as follows: students, structure, finance, governance, curriculum and instruction, and employment (4, p. 12).

An examination of the recent literature in these six areas brings forth evidence of increasing awareness of and concerns about

many of these trends which have direct consequences for future directions of non-traditional education and of efforts given to these areas. Brake (4) compiled a list of 105 trends which he concluded would be relevant for the 1970's. Table I identifies twenty-six of these trends which pertain most directly to the concepts and attitudes affecting non-traditional education.

Response

Institutional reactions to the trend implications have varied widely. Evidence of the diverse reactions can be gleaned from a cursory search of professional journals, education magazines, and the popular press. During the past three years, these publications have consistently carried reports of college activities in the field of non-traditional education. A brief examination of some of these reports will aid in understanding what is possible and where some difficulties may be expected in this emerging field of interest.

Syndicated columnist Josephine Lowman (47, 48) has written several articles describing the opportunities for mature persons to return to college. In one she told of a college that "caters especially to the older individual. The DePaul University's School for New Learning in Chicago gives the adult part-time student high priority" (47, p. 3B).

Similarly, the Harvard Graduate School of Design News (32) cited the career change of one of Harvard's 1936 graduates

TABLE I

SELECTED TRENDS AFFECTING NON-TRADITIONAL EDUCATION DRAWN FROM BRAKE'S STUDY OF HIGHER EDUCATION TRENDS

Line No.	Brake's Trend No.	Scope of Concern	
		Broad Area	Issue
1	8	Student	Attendance flexibility
2	9	Student	Heterogeneity: ability
3	10	Student	Heterogeneity: ages
4	11	Student	Heterogeneity: socio-economic
5	16	Student	Liberal arts decline
6	17	Student	Self-perceived needs
7	28	Structure	Flexibility/diversity
8	29	Structure	Lifetime access
9	53	Finance	Aid to students
10	56	Finance	Accountability
11	57	Finance	Efficiency
12	63	Governance	Setting policy: faculty
13	64	Governance	Setting policy: students
14	69	Governance	Selecting president: faculty
15	70	Governance	Selecting president: students
16	78	C&I*	Diverse paths
17	81	C&I	Technology
18	84	C&I	Interdisciplinary courses
19	85	C&I	General education
20	86	C&I	Wider choice of courses
21	89	C&I	Major/minor emphasis
22	90	C&I	Flexible course lengths
23	91	C&I	Independent study
24	92	C&I	Continuing education growth
25	93	C&I	Cooperative/education growth
26	103	Employment	Relevant preparation

*Curriculum and Instruction

(BA cum laude) who, in 1970, gave up his business career to enroll as a candidate for a professional degree in city planning, the MCP, which he received in 1973.

Recognizing the need to ease the financial burdens falling on older-age persons when they enroll in college, the Virginia legislature, in April, 1974, adopted what was apparently the first law setting up on a tuition-free basis "a comprehensive state-wide plan to involve senior students in (thirty-nine) state-supported colleges and universities" (63, p. 2).

Minnesota Metropolitan State College at Saint Paul, the Community College of Vermont, Empire State College of the State University of New York, and Antioch College's University Without Walls typify external degree programs established during the early part of the 1970's (56). Blomerly (2) noted the early success of the New York Regents' External Degree Program. He reported that 1,225 persons had received the external associate of arts degree prior to August, 1974, although planning for the program did not begin till 1970 and the first 77 associate in arts external degrees were not conferred until September, 1972. Uniquely, "more than 13 per cent of the first 613 graduates earned their degrees solely through various proficiency examination programs" (2, p. 7).

Northwestern State College at Alva, Oklahoma, in the spring of 1973, initiated new methods of evaluating students in a psychology

of learning course (65). In this procedure each student was given the opportunity to be examined three times, but with different examinations each time, over each major content area covered during the semester. Immediately following each examination a student-instructor conference was held and the student was advised on those matters where additional effort should be applied. Significantly (.01) 27 per cent improved their examination scores; 55 per cent improved their course letter grade through the process (65, p. 423).

Alternative programs at the graduate level are exemplified by the alternative master's program of Goddard College and by Nova University's doctoral program in education administration (49, 52).

Credit by examination has shown steady and strong growth. For example, during 1973-74 some 149,000 students took over 300,000 Advanced Placement and College-Level Examination Program tests (41).

Continuing education for public administrators has been a growing concern nationally, as reported by Spector (57). One response to the identified need is the program entitled Master of Arts in Urban-Suburban Administration (MA USA) offered by the University of Bridgeport (Connecticut). To minimize obsolescence of institutionalized knowledge, "the curriculum focuses on helping

students to acquire skills and backgrounds that will enable them to readjust their careers." To facilitate future readjustment the "U.S.A. program offers its students a basic core curriculum devised along interdisciplinary lines" (57, p. 173).

Using a consortium approach, the Midwest Continuing Professional Education for Nurses (MCPEN) (3) organization has developed a program to meet the continuing education needs of the profession in eight states: Illinois, Iowa, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, and South Dakota. The consortium included state nurses' associations, state boards of nursing, junior and senior college nursing programs, and other allied agencies.

Weekend colleges have been operating in many places. The goal of these colleges: provide college learning opportunities for adults who are employed full-time Mondays through Fridays (64). Among the colleges offering such programs leading to the baccalaureate degree have been "Mundelein College in Chicago, Texas Southern University in Houston, and three New York colleges: Seton in Yonders, C. W. Post of Long Island University in Greenvale, and Pace in New York City" (64, p. 1B).

DeRolf and Pringle (31) reported on a parallel effort by five Illinois universities that have established the Board of Governors Bachelor of Arts (BOG-BA) degree program. The schools involved drew on the prior experiences of the University of Oklahoma and its

development of the Bachelor of Liberal Studies program, Brigham Young University, Thomas A. Edison College of New Jersey, the Open University of Great Britain, and the University of South Florida. The Illinois universities also benefitted from the prior experiences of two of the colleges that had been among the original twenty participants in the University Without Walls program. To recognize the attracting power of the BOG-BA program, it should be noted that between January 1, 1973, and September 1, 1974, 1,767 students had enrolled at the five colleges and 366 had received baccalaureate degrees (31, p. 219).

Changing Times (33) reported briefly in 1975 on programs at each of forty-one colleges. The article identified how each may be considered non-traditional, and described some of the efforts that have floundered and then collapsed under financial strain. This article presented a follow-up to its earlier coverage (54) on the return of adults of all ages to various types of post-secondary schools. Consumer's Digest (29) furnished another perspective in the fall of 1975 on college offerings tailored to the parents of the colleges' present student bodies.

Texas Wesleyan College, in Fort Worth, has developed a program keyed to the learning experiences and the training of air traffic controllers. The college now awards a Bachelor of Science in Aviation Management upon completion of 126 semester hours of

study, with an allowance of up to sixty hours credit from the controller's record of certification by the Federal Aviation Administration (30).

The University of Mid-America consists of five state institutions: Iowa State University, Kansas State University, University of Kansas, University of Missouri, and University of Nebraska. In an advertisement recruiting an Associate Vice-President for Curriculum Planning and Delivery Coordination, it characterized itself as "a consortium of Mid-Western state universities to provide post-secondary learning opportunities for study at home," and described some duties of such a post as "involvement with and commitment to open learning and development of open learning systems" and stated preference for a candidate having "previous significant administrative responsibilities, especially in non-traditional educational programs (61, p. 12).

Students in the continuing education division program at the University of Arizona were given the opportunity in the fall of 1975 to combine their course enrollments at night with those in the daytime without the necessity of meeting the admission requirements for a full-time student, even though these students might be carrying a standard load. This policy change was designed to permit the application of semester hour credits earned in the non-traditional

evening program toward the baccalaureate degree provided the candidate met all of the regular admission criteria (27).

In the area of instructional changes, Smart (55) has enumerated a representative, but by no means exhaustive, roster of innovations under way on today's campuses, all of which have facilitated the development of non-traditional education.

> Self-paced instruction, individualized study.
> Programmed learning, Personalized System of Instruction, etc.
> Auto-tutorial approaches, open laboratories.
> Expanded use of technology--television, audio-cassettes, computers--in instruction.
> Credit by examination, advanced placement, related independent study.
> Comprehensive/challenge assessments of achievement for the degree major.
> Academic credit for off-campus experiences, experiential learning.
> Peer instruction.
> Interdisciplinary programs, innovation in instructional method and design.
> Linkages between potential employer and student to increase the job "fit."
> Faculty and staff development programs.
> Time-shortened degree programs.
> External degree programs, the open university (55, p. 4).

Summation

There is an abundance of literature relating to non-traditional education and its institutional acceptance as a part of higher education.

The problems associated with defining the very term are not unlike the problems of defining a new life-style--in this instance, a new way of life for the American college and university.

Brake (4) has traced the hundred-plus trends most likely to affect higher education during the 1970's. A fourth of these have been identified according to their importance to non-traditional education (see Table I). As Brake noted, the literature on trends in higher education did not show much strength until the mid-1960's. Since that time more and more attention has been given to the trends by writers of journal articles and books intended primarily for an audience of professional educators. This thrust in the literature has remained strong to the mid-1970's.

Since about 1970, however, an increasing number of articles have been written in magazines serving more diversified audiences, as well as in the popular press. These articles have shown a shift in focus from prognostication to practice, with emphasis on the successes, and sometimes on the failures, of non-traditional programs.

While a great many specific innovations have been reported, the literature scarcely comments on the need for an institution to develop a systematic approach in analyzing its readiness for non-traditional education. Yet such care is an implicit requirement

if a new program is to achieve a reasonable degree of success. Therefore, it is to this gap between prognostication and implementation that attention is directed in this study.

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CHAPTER III

DESIGN OF THE MODEL

The design of the tentative model consisted of three elements: (1) selection of participants, (2) establishment of field procedures, and (3) analysis of findings.

Participant Selection Element

Parameters for the selection of institutional participants have been set forth in Chapter I. In essence, these limited institutional selection to the small, private, coeducational, independently-operated, liberal arts college, located in a major metropolitan area.

Parameters for the selection of individual participants included a limitation to persons holding key administrative offices and full-time faculty appointments, and a restriction, imposed on individuals who are engaged solely in a teaching capacity, to those persons who have had an employee relationship with the college during the preceding academic year.

Field Procedure Element

The field procedures of the tentative model were divided into two phases. Phase One consisted of the administration of two self-completion instruments: a Faculty/Administrators Data Sheet

(Appendices A-I and A-II), and an opinion survey on Trends Affecting Non-Traditional Education (Appendices A-III and A-IV). Phase Two provided for interview with selected respondents from Phase One, utilizing a structured Interview Guide (Appendix A-V) designed to amplify and particularize the views expressed by Phase One respondents.

The survey instruments and the interview guide take into account recommendations made by Brake in a 1974 study of trends in higher education. They are (1) that a questionnaire for a population of persons in leadership positions be very brief and specific, (2) that methods other than a questionnaire be considered and utilized in obtaining data, and (3) that a study of trends be utilized in any plans and decisions of a college or university as to its future actions (2, p. 169).

Survey Instruments and Interview Guide

The information requested on the Faculty/Administrators Data Sheet was of the same type as is frequently requested on job application forms for administrative and professional personnel. The response items included employment history, academic background, professional recognition (licenses, citations, and professional organization memberships), and characteristics of work performed in the respondent's current assignment. The last item called for a breakdown of time estimated to be spent by the respondent using the

reporting style cometimes used by professional societies in applications for membership advancement. These data provided the factual background for use in the interview of each respondent on his or her perception of the issues which must be faced and the decisions which must be made by a college before it establishes or significantly expands its program of offerings in non-traditional education.

The opinion survey on Trends Affecting Non-Traditional Education was designed to elicit two sets of responses relating to the problem of evaluating institutional readiness (2, pp. 173-179). The first set was designed to show how respondents perceive and interpret the attitudes of other faculty and administrators toward the acceptability of certain trends affecting non-traditional education. The second set of responses was concerned with the personal views of the respondents as to their acceptability of each trend. Statistical comparison of these two sets of responses is discussed in a later section. Briefly noted, it was designed to provide a base for subsequent analyses: in the first instance, it would highlight the issues and factors which may merit further exploration in the interview stage; in the second instance, the comparison would reveal how well the respondents perceive the views of others compared to how they collectively assess the importance of each trend.

The trend statements were drawn from the opinionnaire developed by Brake and based upon an in-depth survey of the

literature about higher education (2, p. 12). In that study he identified six major categories of trends for the 1970's: students, structure, financial, governance, curriculum and instruction, and employment. In developing his questionnaire, Brake named twenty to twenty-five apparent trends per category for inclusion in a draft instrument. To establish the representativeness and validity of these trends ten judges were selected to serve on a panel of experts in the field of higher education: John Caffrey, Joseph Cosand, John Folger, Joseph Axelrod, Alvin Eurich, David Henry, Harold Hodgkinson, Clark Kerr, Lewis Mayhew, and Logan Wilson. These judges were asked to determine

> . . . if the trends selected from the literature were representative and significant, if the trends provided a sufficient coverage of the topic, and if they were stated with clarity and understanding. The judges were instructed to respond to each trend by indicating whether it was representative and significant and valid for use in a questionnaire. The judges also had the opportunity to list any additional trends which they felt should be included. If five of the ten judges agreed that a trend was representative and valid, it was included in the questionnaire (2, p. 13).

This review resulted in a questionnaire of 105 trend statements. The trends used were stated as they were in the earlier study, with the following modifications, all made in the interest of brevity or further clarity, and where meaning would not be adversely affected: (1) "colleges and universities" was shortened to "colleges," (2) lists of examples were shortened slightly and placed in parentheses,

and (3) sentence structure was modified in one instance by substituting a gerundial phrase for a subordinate clause.

The trend statements developed by Brake reflect many issues which are of unique concern to public colleges and universities. However, some of the trend statements affect non-traditional education without regard to whether it is offered through public or private institutions of higher learning. Selection of trend statements for the tentative model in this study was based upon each statement satisfying both of the following sets of criteria: first, that it have a broad philosophical connection or a specific direct connection to non-traditional education; and, second, that the statement have universal application to public and non-public institutions alike, or that it reflect concerns which may have potential impact on both public and non-public colleges and universities. In two instances statements of narrow context were eliminated in favor of one or more statements of broader context. Thus, twenty-six trend statements were utilized as indices for the tentative model.

Phase Two consisted of in-depth interviews of administrators and faculty. The Interview Guide in Appendix A-V was designed to draw out respondents on information they would furnish in Phase One (1, p. 170; 3, pp. 133-135). Several areas of inquiry were included such as verification of data previously submitted a review of terminology, familiarity with the concepts of non-traditional education,

the extent of each respondent's prior contact with programs of non-traditional education, the perceived consequences of working in such a program, and the issues involved in and the consequences resulting from the setting up of a broad program of non-traditional education at the respondent's college. The final question was designed to provide closure in the interview, affording the respondent the opportunity to comment further on any aspects of non-traditional education not specifically dealt with in the structured questioning.

The design of Phase Two called for interviews to be recorded on audio-tape to permit later reference and comparison of views expressed by respondents. The Interview Guide was designed as a self-directing instrument in order to insure uniform coverage of topical areas to the maximum extent possible, and to minimize biases in responses due to careless wording of statements and questions. The tentative model specified that notes be made by interviewers during the interviews as a means of maintaining base record information on the critical items discussed during the tapings.

Preserving the anonymity of respondents and their institutions was considered a critical factor in gaining honest responses and a high rate of return of the questionnaires (1, p. 172). The tentative model, therefore, called for this fact to be stressed in the transmittal letter (Appendix B) accompanying the forms in Phase One and

at least twice in the interview procedures in Phase Two. The model also required that the two questionnaires be separated and compiled in separate sets for purposes of data analysis. Coding of the response forms was used, however, to permit cross-tabulations of data by various characteristics of respondents.

The validation of the Phase One survey instruments and their accompanying instructions, as well as of the Phase Two interview guide, was accomplished by a panel of five judges from institutions of higher learning in the North Central Texas region (Appendix C). These persons held faculty or staff appointments equivalent to those of the persons who would be queried in the field test stage. Panel members were asked to evaluate the questions and statements for content and understanding by returning a Survey Forms Validation Report (Appendix D). The following criterion was used for evaluating panelists' reviews. If a majority of the judges determined that a question or statement would be inappropriate, or should be modified, that item would be either eliminated or rewritten. If rewritten, the item would be submitted again to the panel for new approvals, and the process would be repeated, as necessary, until all ambiguities had been eliminated.

In their review of Phase One and Phase Two materials, no two panelists suggested or asked for revisions in the same or topically-related areas. Thus, no follow-up resubmittal was required. Two

panelists approved the materials without qualification. The remaining three posed questions or offered suggestions that were helpful in the preparation of the cover letter subsequently prepared to accompany the Phase One materials, or in the later conduct of interviews during Phase Two.

Data Collection Procedures

Design of the tentative model required that permission be obtained from the chief administrators of the colleges selected for testing its application as a device to evaluate institutional readiness for non-traditional education programs. Where possible, there would be obtained from the administrators lists of all faculty and key staff. These lists would be used as the basis for selection of persons to whom questionnaires (see Appendix A) would be sent. Distribution of personal information sheets and trend statements would be made through conventional campus mailing systems.

The tentative model specified that questionnaires be sent to all full-time faculty and key administrators on campuses having less than thirty instructors and key administrators, and to a random sample of approximately twenty instructors and administrators on those campuses having thirty or more such persons. A cover letter (Appendix B) was required in order to explain the nature of the study, to identify several kinds of non-traditional programs, to cite approval of the study by the chief administrator of the institution,

to assure the preservation of anonymity of individual participants and of the institution, to stress the need for response by each recipient of the materials, and to set forth the return procedures to be observed. The model specified that the questionnaires be accompanied by return envelopes, as appropriate, and by pre-paid postage to encourage prompt reply, if return by United States Mail were required. The tentative model was designed to allow for a seven to twelve-day response time by recipients. Failure of forms to be returned within that time frame would automatically cause a follow-up contact to be made, either in person or by telephone, to stimulate completion of forms and return by non-respondents. A goal of seventy per cent in the return of questionnaires distributed was considered optimal in order to achieve the purposes of the model. When returns would be insufficient to meet this goal after the first follow-up contacts, additional telephone calls and letters, if necessary, would be used to stimulate response.

The tentative model provided that approximately sixty per cent of those persons returning survey forms in Phase One would be scheduled for interviews in Phase Two. The interviews would be expected to require approximately one hour; they would be held on campus or at another location mutually satisfactory to the respondent and interviewer. Interviews would be scheduled at an average rate of three per interview-day in order to maximize the efficiency of

field operations. It should be noted further that, by reason of its design, the Interview Guide could be administered by one or more interviewers after one or two hours of training, and that there should be a high degree of consistency in the question-and-answer process, although not, of course, in the content of the responses themselves.

Data Analysis Element

The tentative model required that Personal Data Sheets be checked for completeness and accuracy; information as may be otherwise available from each respondent's respective college could be used to supplement the information provided. The questionnaires on Trends Affecting Non-Traditional Education would be checked for completeness. Notation would be made of omissions in the data sheets and questionnaires, so that respondents could be asked at time of interview to supply the missing data. These two Phase One instruments would furnish information parallel to that obtained in the Phase Two interview. By design, the analysis of data obtained in either phase could be made independently of the other. However, the analysis of perceived and declared acceptability of the trend statements could be used in a supplementary way during the Phase Two individual interviews to explore differences between perceptions and declared views of the group under study. Upon conclusion of field investigations, comparisons of data from both phases would be made. The intent of this comparison would be

to identify and correlate the significant and critical issues which must be dealt with in consideration of new programs of non-traditional education at a small liberal arts college. In turn, conclusions could be drawn regarding the process used and recommendations could be made for adjustments in the process and instruments utilized.

Personal Data Sheets would be analyzed in terms of academic background and experience of respondents. Insofar as may be feasible, this background information would be compared to that provided by each respondent in the Phase Two interviews regarding prior contact with programs of non-traditional education.

Responses to each of the twenty-six trend statements would be analyzed as follows: (1) by calculating frequency responses for Perceived Acceptability (PA) and Declared Acceptability (DA) and comparing these as basis for further questioning of respondents in Phase Two; (2) by computing and comparing the mean scores for each PA and DA; and, (3) by computing median values for each PA and DA, and by assigning and comparing the resulting rank orders.

Comparison of the pairs of item means for each PA and DA for each trend statement would enable evaluation of the degree to which respondents perceive the opinions of their peers. Where the PA and DA of each trend statement are within a one-half point spread (range: 1-7) the perception would be considered "accurate," within

a one point spread as "acceptable," and for a larger point spread as "inconsistent." These point spreads would then be used for grouping the trend statements for further analysis. Where the Perceived and Declared Acceptabilities of the trends fall in the inconsistent category those trends would be examined further for clues as to the reasons for the discrepancies.

Median values for PA and DA would be calculated for all trends, ranks assigned in each series, and ranks compared. These ranks would be used to characterize respondents' views of the trends.

Interview results would be used to analyze specific problems and issues that must be dealt with by the college in planning its future course of action with respect to non-traditional education. Where feasible from interview responses, frequency tabulations citing such issues and concerns would be prepared, and the results would be compared to the respondents' composite evaluation of trend statements.

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CHAPTER IV

FIELD TEST OF THE MODEL

The purpose of the field study was to test and validate the tentative model as a method of evaluating instituional readiness for non-traditional education. In order to accomplish this purpose, three colleges within the same metropolitan area were chosen for field study. A fourth, and larger instituion, was also used for the field study, but the study was limited to two departments in different academic fields. This was done in order to ascertain whether or not these fields might have some influence upon the form of responses and, hence, upon the validity of the instruments and procedures being used.

Selection of Study Area and Institutions

The Dallas/Fort Worth, Texas, metropolitan area satisfies the general location criteria set forth in Chapter III. Consisting of eleven counties, this is the largest Standard Metropolitan Statistical Area in Texas, and the twelfth largest in the United States as of April, 1973 (8, pp. 171, 175). The urbanized center of this area is served by the community college systems of Tarrant and Dallas Counties, and by twenty-five other institutions of higher education.

Within this urbanized center, hereafter referred to as the Dallas/ Fort Worth Urban Area, there are four branches of University of Texas, and the Texas College of Osteopathic Medicine (8, pp. 66-72). Table II identifies the remaining institutions, of which all but five are church-related. The degree of their independence in governance varies considerably, with certain denominations exercising a great deal of direct control and others very little. Five colleges are listed as "private." The entire group of non-public institutions includes five whose curricula serve students in special occupational programs. The enrollment figures include part-time students.

The selection of colleges for field study was based upon the general criteria set forth in Chapter I: that each college be (1) a small coeducational institution which is basically traditional, (2) located in a major metropolitan area, (3) a senior institution which emphasizes the teaching of undergraduates, (4) of liberal arts persuasion, (5) a private institution, and (6) independent in its governance. All of these factors, except the last, can be relatively easily and quickly evaluated from readily available information published in almanacs, college directories, and yearbooks in education.

The last factor, independence in governance, was dealt with in two ways. First, the catalogs of the several possible institutions were reviewed as to their official statements of policy relative to the

TABLE II

SENIOR NON-PUBLIC COLLEGES AND UNIVERSITIES LOCATED IN THE DALLAS/FORT WORTH URBAN AREA, 1972-73, BY YEAR FOUNDED, AFFILIATION, FACULTY SIZE, AND ENROLLMENT

College or University	Year Founded	Affiliation	Faculty Size	Enrollments	
				Regular Term	Extension
Abilene Christian College	1962	Church of Christ	40	670	. . .
Arlington Baptist College	1965	Baptist	24	424	. . .
Baylor University					
College of Dentistry	1905	Private	151	569	. . .
School of Nursing	1909	Baptist	29	395	. . .
Bishop College	1880	Baptist	99	1,655	. . .
Dallas Baptist College	1897	Southern Baptist	70	1,476	. . .
Dallas Bible College	1940	Private	15	205	1,900
Dallas Christian College	1950	Church of Christ	17	133	. . .
Dallas Theological Seminary	1924	Private	28	543 (male)	. . .
Fort Worth Christian College	1959	Church of Christ	17	64	. . .
Frisco College	1972	Private	19	60	69
Northwood Institute	1959	Private	67	328	. . .
Southern Methodist University	1915	Methodist	726	10,535	. . .
Texas Christian University	1873	Disciples of Christ	474	6,595	. . .
Texas Wesleyan College	1891	Methodist	100	1,766	. . .
University of Dallas	1956	Roman Catholic	130	1,530	. . .
University of Plano	1964	Private	33	206	. . .

Source: Texas Almanac and State Industrial Guide, 1974-75. Dallas: Dallas Morning News, pp. 66-72.

kinds of students they strive to serve, tracing of the historical development of the college, extent of cooperating affiliations with other colleges, and the degree to which governing boards would appear to be limited by a responsibility to institutional groups whose chief mission may not be exclusively devoted to education. The second step in the selection of institutions was through personal contact of faculty at colleges, other than the one being analyzed. Inquiry was made of these faculty as to any known instances of restrictions on academic freedom in classroom teaching or in administration at the college in question. On the basis of this inquiry one potential study college was eliminated. Three were selected for study, and inquiry was made at each campus of a faculty or staff member as to the matter of academic and administrative freedom on his or her campus. This technique appeared at the time to satisfy concerns about potential biases being built into the selection of the three colleges for field test of the model. Results obtained in the use of the model appear to have validated the selection procedure.

A fourth institution was included in the study. Its inclusion made possible a study of the possible biases that might be operating where departments have fairly large numbers of faculty. In such situations the interaction among faculty from a single discipline could act to create a monolithic view of education, on the one hand, or a composite view distinctly different from the rest of the faculty,

on the other hand. In this instance, two departments were selected for field study, one from the social sciences, the other from the natural sciences, representing contrasting interests in and concepts of people and things, processes and products.

Description of the Colleges

The four privately-owned colleges that were selected for study are named here, arbitrarily and to preserve their anonymity, Oak Hill College, Linden College, Charter College, and Dogwood College. Their unique characteristics are described in sections below. However, some of the characteristics they share are to be noted as follows.

All four institutions are coeducational and are in the liberal arts tradition, offering major portions of their programs in the humanities, natural sciences, and social sciences. All have programs, but of varying emphases, in the fine arts and business administration. All four offer course work in education. Three of the institutions are, essentially, undergraduate colleges, although all make graduate studies available, two of them doing so through cooperative programs with other colleges. The fourth institution, also a member of the cooperative program, is a large university offering undergraduate and professional degrees, and graduate degrees through the doctorate.

Entrance procedures for freshmen students are essentially the same, and traditional, at all four institutions, although there are differences in terms of specific requirements. All of the colleges encourage students, particularly freshmen, to take the General Examination of the College Level Examination Program (CLEP), or to seek advance standing, and thereby earn course credits, by challenging either the departmentally-administered examinations or the CLEP subject area examinations.

All four institutions maintain non-administrative relationships with religious groups of various denominational interests. Through their official policies, as declared in their respective catalogs, they encourage students to participate in religious observances of their faith.

Oak Hill College

Oak Hill College was established prior to World War I under the sponsorship of church organizations. Reflecting its emphases on the liberal arts, it provides curricula in four major areas: (1) liberal arts and sciences, (2) teacher education, (3) business administration, and (4) religion. These four areas are further divided into thirty-two fields of study in which the student may enroll. Three degrees are offered by the college: the bachelor of arts, the bachelor of science, and the bachelor of science in education. The college declares that it is "non-sectarian and inter-racial in its selection

of students, faculty, and staff . . . [and, since the beginning] . . . an equal opportunity employer, discriminating against no one on the basis of race, creed, color, national origin, age, or sex" (6, p. 8). In keeping with its liberal arts tradition, the college focuses its program on the needs of

> . . . young men and women (to) develop their potentialities for scholarly achievement, professional competence, and effective participation in the general processes of a democratic society. Its controlling principles are the infinite worth of human personality, the integrity of academic life, (and) high standards of achievement. . . (6, p. 8).

The educational program is structured around a general education core called the Foundation Courses, which are required of all students, and a specialization area of Concentrated Studies, which are tailored to each student's individual needs. In addition to the normal schedule of course offerings during the regular academic and summer terms, the college offers a limited number of credit and non-credit classes through its adult education program. Oak Hill College does not offer correspondence courses but permits a maximum of twelve hours of such credit from accredited institutions to be applied toward baccalaureate degrees at the college.

Linden College

Linden College is a major institution of higher education established prior to World War I It is church-connected, but operates as a non-sectarian, coeducational college (5). Its program

is strong in the liberal arts. At the same time it maintains recognized and respected specialized programs in professional and graduate studies.

Undergraduate degrees awarded by Linden College include the bachelor of arts, the bachelor of science, the bachelor of business administration, the bachelor of science in education, the bachelor of music, and the bachelor of fine arts. Supplementing its undergraduate and graduate programs, courses for credit and non-credit are offered through the evening division of the college.

Linden College was an early participant in a multi-college cooperative education program. Through this facility the college offers a large number of courses and programs at the graduate level in conjunction with area institutions and industries.

Two departments at the college were selected for inclusion in the field test of the model, one in social sciences, the other in the natural sciences. Both offer course work in undergraduate and graduate programs.

Charter College

Charter College is one of the newer liberal arts, coeducational institutions serving the Dallas/Fort Worth Urban Area. The college offers the bachelor's degree in ten fields, a master's program in the social sciences, and associate degree programs in two fields (3). Charter College students are admitted under one of four

classifications at time of initial entry. These are (1) as freshman students, with applications supported by test scores from nationally-recognized testing organizations, (2) as transfer students from other recognized colleges and universities, (3) as part-time and/or continuing education students, and (4) as special students in freshman courses. The special student category is available to "any person over 21 years of age or any student who has served in the Armed Forces of the United States" without examination (3, pp. 22-23).

Charter College maintains an overseas program in conjunction with other universities. The college also provides special programs in human development and, through its affiliated music academy, an instructional program in fine arts, offering courses in piano, organ, voice and string instruments.

The college has had, in recent years, a somewhat international flavor due to the rather large number of overseas students on its campus and the unusually high proportion of faculty and staff who have traveled extensively abroad, have received degrees from universities in other parts of the world, or have taught in foreign countries, among them France, Hungary, Taiwan, Egypt, East Pakistan, Australia, China, Italy, and Cuba.

Dogwood College

Dogwood College is a coeducational liberal arts institution founded more than fifty years ago under church sponsorship.

Admission procedures encourage the enrollment in the freshman class of "students who have graduated from an accredited high school or its equivalent" (4, p. 13). Conditional admittance is granted to graduates of unaccredited high schools and to applicants over twenty-one years of age. While the college encourages students to take advantage of the CLEP examinations it treats the credits so earned the same as correspondence course credit, and places a maximum of thirty semester hours of credit for all such courses as the allowance toward a baccalaureate degree from Dogwood College (4, p. 17).

The college confers four undergraduate degrees: the bachelor of arts, the bachelor of science, the bachelor of music, and the bachelor of business administration. Courses are offered through seven academic divisions as well as through the multi-college cooperative educational program. As a community service the college has offered a variety of non-credit courses, many of which have been of special interest to persons residing within a few miles of the campus.

Permission from Administrators

The presidents of the three principal colleges to be included in the field study were contacted in person in order to request their agreement to the undertaking of the study on their respective campuses. They were supplied copies of the cover letter, the

instructions, and the two forms to be sent to persons on each campus. Upon review of the materials, all three administrators responded with wholehearted approval. Each stated why he felt the study would be worthwhile, or why he was concerned about non-traditional education and what it could offer to students. One spoke of his prior involvement in programs of a non-traditional nature; another related how he was just finishing the reading of some reports he had received at a national meeting a few days earlier, and how many of those reports dealt with non-traditional education; the third told of his concerns in the context of public and private colleges and their financial needs. These presidents gave direct help to the study by being sure that whatever physical assistance could be provided by the college would be made available. In addition to their verbal support they made appropriate arrangements so that questionnaires could be returned through faculty mail to a central point or mail box.

Permission to make the same study at Linden College was requested through the two affected department heads. In one instance the response was like that of the college presidents. This person concurred in the study, commented on its merits, and participated in the study by giving out the forms at a departmental meeting held a few days after the contact. In the second instance the department head indicated reluctant approval, specifically asking that each member of the department be contacted on an individual basis to determine his

willingness to participate, and then be given the necessary forms. Accordingly, this procedure was followed.

A further indication of interest in the study was noted in the response by faculty and staff who were requested to participate in the field test. Individuals at all four colleges volunteered willingness to assist in any way possible. In consequence a person on each campus assumed responsibility to contact those persons who, within ten days following opinionnaires distribution, had not returned the completed forms, and to urge their early return of the forms. Two of these persons also functioned as messengers, bringing sealed, completed responses to a central point for processing.

Field Test Procedures

Field test of the model was conducted during the late summer of 1975. The president of one college was contacted in June for permission to make the test at his institution. The administrative heads of the other colleges and departments were contacted for such permission between mid-August and Labor Day. Distribution and return of survey forms began at one institution on August 18 and at the others during the second and third weeks in September. Return time for the survey forms required approximately three weeks at each institution. Telephone calls and personal visits were used to encourage rapid completion and return of survey forms.

Opinionnaire Survey

The opinionnaire survey consisted of a cover letter (Appendix B), instructions (Appendices A-I and A-III), and the two following forms to be completed, the Faculty/Administrators Data Sheet (Appendix A-II) and the evaluation form for Trends Affecting Non-Traditional Education (Appendix A-IV). These materials were distributed through faculty mail services at the three principal colleges included in the field test. At the fourth college they were distributed by one department head at a staff meeting, and by hand in the other department where individuals agreed to participate in the study. Selection of opinionnaire recipients was made as follows.

Oak Hill College.--The minimum required size of the sample was twenty persons. The college catalog identifies the administrative officers and lists the faculty in alphabetical sequence. The sample was selected from these two sets of names, omitting from consideration the names of persons on leave from the college and of military personnel on temporary duty assignment to the college. From the resulting list of "active" faculty members, and counting from the first, every fifth name was selected for the sample. From the administrative officers there were selected for possible inclusion in the survey the persons designated as admissions officer, registrar, counseling coordinator, student affairs officer, and librarian. Deleted from each list was the name of one person who had left the

employ of the college during the summer. The combined list of key administrators and faculty met the minimum requirement of not less than twenty names.

Linden College.--The objective, in this instance, was to obtain a representative response from full-time faculty in two disciplines. Only those persons indicating their willingness to participate in the survey were given forms to complete.

Charter College.--This college had fewer than thirty positions of key administrators and full-time faculty. Therefore, all of the persons holding these assignments were included in the sample. One person, however, was deleted from the distribution of forms. This was the librarian, who was in Asia during the beginning of the survey and whose return before the beginning of the school term appeared unlikely.

Dogwood College.--Sample selection at Dogwood College observed the same basic procedures as those used at Oak Hill College, but with the following modifications. First, there was no screening of faculty or staff listings in the catalog in order to delete the names of persons who had recently retired or resigned from the college. Second, the names of all full-time and part-time faculty appear in an alphabetical list in the catalog. In addition, only the names of full-time faculty are given at the beginning of departmental

descriptions of courses. This arrangement permitted the selection of a proportionate sample from full-time faculty positions.

Sample selection consisted of a three-step process. First, a blind choice of a name was made from the center pages of the alphabetical listing. Next, the numeric representation of the current date was reduced to a single integer through the process of successive additions of integers. This number was used as a locator in the alphabetic listing; from the name first picked as a blind choice, there were counted back the number of names of full-time faculty equal to the value of the locator. This name was then found in the departmental listing, where it became the starting point, and other names were obtained by counting from it. Continuing on from department to department, the sample of faculty names was drawn. The sample drawn from the list of administrative officers was chosen arbitrarily. The names of two of the faculty were later deleted when survey forms were returned with the explanation that these persons had resigned earlier. A third faculty member had retired, but was retained in the survey through direct mail and telephone contacts. Thus, the sample contained the required minimum of twenty names.

The samples contained the following percentages of the number of potential participants: Oak Hill College, 20.1 per cent; Linden College, 86 per cent; Charter College, 100 per cent; and Dogwood College, 27.5 per cent. The total number of potential participants

at all four colleges was 225, of whom 202 were faculty, and 23 were administrators; the number of persons to whom survey forms were sent (excluding deletions) was 79, of whom 68 were faculty, and 11 were administrators.

Table III, below, summarizes the distribution pattern of responses to the field surveys. Here, and in all subsequent tabulations, the colleges have been designated by letters that bear no relationship to the pseudonyms used earlier. In this table, the three principal colleges--A, B, and C--are grouped together.

It will be observed from the sub-total that the response from these three colleges well-exceeded the optimal return index of seventy per cent specified in Chapter III. The return of forms from the two departments at College D fell somewhat below the optimal figure; however, one more usable return would have raised the response level from this institution to seventy-five per cent. Notwithstanding this deficiency, the overall return of usable responses from all four colleges was approximately eighty per cent. It should be noted, also, that an additional return was received from College A too late for inclusion in statistical tabulations; its inclusion would have shown a response of more than ninety per cent for College A, and a grand total return of more than eighty-one per cent.

The three refusals reported in Table III, as contrasted to the "no response" group, accounted for nearly four per cent of the

TABLE III

NUMBER OF RESPONDENTS TO SURVEY OF ATTITUDES TOWARD NON-TRADITIONAL EDUCATION BY FACULTY/ ADMINISTRATORS AT FOUR COLLEGES IN THE DALLAS/FORT WORTH URBAN AREA, 1975

College Surveyed	Number of Persons Sent Forms	Responses Refused	No Responses	Usable Responses*	
				Number	Per Cent
College A	22	1	2	19	86.4
College B	20	0	5	15	75.0
College C	25	1	3	21	84.0
Sub-Total	67	2	10	55	82.5
College D	12	1	3	8	66.7
Total	79	3	13	63	79.8

*Personal Data Sheet/Trends Sheet completed and returned; percentages based upon number of persons to whom forms were sent.

seventy-nine persons to whom opinionnaires were sent. One faculty member refused on the grounds that she had never responded to surveys in her many years in teaching, would not respond to this survey, and did not intend to respond to any in the future! A second refusal was given by a department head. He stated that he had received, at the end of the summer, over twenty survey forms of

various sorts, had questioned the value of most of them, had not even examined some of them, and had discarded them all in the waste basket. A third refusal was by a faculty member who had said initially that he would participate, but who, according to his secretary, had discarded his survey forms shortly after they were handed to him.

Several of the "no response" group were queried as to their reasons for lack of reply. In general, the thread of reaction at Colleges B, C, and D, was that the timing of the survey was poor. Staff people were involved in a myriad of tasks connected with the beginning of the fall term, and a substantial number of the non-respondents were involved in academic evaluation and guidance of new students at two colleges. One non-respondent was ill at the time of the survey and was unable to attend to academic duties.

Further information as to academic background, areas of assignment, and other characteristics of respondents, is provided in the final section of this chapter.

Interviews

The selection of interviewees was made after receipt and examination of Personal Data Sheets and Trend opinionnaires. The interviewee selection process was designed to obtain a broad representation of faculty and administrators at the three principal colleges. Insofar as possible, the faculty at these three colleges were selected

so as to provide a diversity of academic views. Likewise, the administrators were chosen so as to obtain a cross-section of decision-maker roles. In contrast, the interviewees at College D were restricted to members of the natural science and social science faculties. The number of interviewees and their assigned areas of responsibility are shown in the following table.

TABLE IV

NUMBER OF INTERVIEWEES, BY COLLEGE AND AREAS OF RESPONSIBILITY, IN STUDY OF ATTITUDES TOWARD AND POTENTIAL IMPACT OF NON-TRADITIONAL EDUCATION AT FOUR COLLEGES IN THE DALLAS/FORT WORTH URBAN AREA, 1975

College	Number of Persons Interviewed	Area of Responsibility as	
		Faculty	Administrators
College A	17	13	4
College B	5	5	0
College C	5	4	1
Sub-Total	27	22	5
College D	3	3	0
Total	30	25	5

Two of the twenty-two faculty interviewees, one at College A and one at College B, also held concurrent administrative assignments. Three of these twenty-two held faculty rank as full professor, six as associate professor, another six as assistant professor, and the remainder as lecturer or instructor. Academic assignments of these faculty members included eleven in the humanities, two in natural science and mathematics, eight in social science, two in business, and three in education; four of these persons teach in two academic areas. Interviewees also included a dean of student services, a dean of fine arts, a director of continuing education, a learning resources center director, a registrar, an admissions officer, a business manager, and an academic program director who eight years earlier had held appointment at another, larger college as business manager/controller.

Interviews were conducted over a thirty-five day period, requiring slightly longer than the original thirty-day target time, and averaging slightly more than two for each of the fourteen interview days. On only six days was it possible to attain the original objective of three interviews per interview-day; by contrast, on four days only one interview each could be scheduled, due to schedule limitations of interviewee or interviewer. Typically, each interview lasted fifty to sixty minutes, while the shortest required approximately forty minutes and the longest ninety minutes.

Time requirements included an allowance, generally, of one half hour between interviews conducted on the same day, plus equal time allowance before the first and after the last interview of the day. This was required for the setting up and dismantling of recording materials, as well as for attendant telephone calls, greeting of interviewees, and review of notes following each interview. One more interview was scheduled at one of the colleges than was reported. This interview had to be cancelled due to a conflict in the schedules of the interviewer and interviewees. On-campus interviews were conducted in private offices, generally, in classrooms, or in a room especially provided by the college.

All interviews were held on the campuses of the interviewee's college, except in two instances. One of these was conducted in a private home, the other at a monastery. In the home session, interruptions required to attend to infant care slightly lengthened the overall interview time, but did not appear to distort responses which, upon cross-checking, were found to correspond closely with comments by other interviewees of the same college. The interview at the monastery required approximately eighty minutes. However, a post-interview tour of art works produced by a fellow priest required another forty-five minutes, a tour providing visual reinforcement of many of the statements regarding non-traditional education made by the respondent during the recorded session.

Two interviewers conducted all interviews, the second of these beginning after completion of the seventeenth interview. This second interviewer had previously had limited interview experience in the field of law enforcement administration. However, in order to assure consistency in the conduct of the interviews, a two-hour training session was provided to orient this second interviewer, utilizing the experience gained in the earlier interviews. The second interviewer conducted a total of eight interviews including two colleges. Interviews were administered with due regard to the advantages and hazards in the use of the technique as cited by Best (1, p. 187) and Borg (2, pp. 221-233). In order to maintain consistency, and to facilitate data collection, the dozen rules for interviewing recommended by Turney and Robb (9, pp. 134-135) were used as guides throughout all interviews and by both interviewers.

Moderately extensive notes were taken during each interview. The recording machines were equipped with tape counters which permitted identification in the notes of all major junctures in the line of questioning, as well as recovery of statements of unusual significance made by respondents. This procedure eliminated the necessity for typing verbatim transcripts of each interview (7, p. 207).

Field Test Data Analysis

The concluding stage in the field test of the tentative model was the analyzing of information from the respondents. The analysis that follows is presented in two parts: a summation of written responses to the Personal Data Sheet and to the opinionnaire on Trends Affecting Non-Traditional Education, and a summation of the data secured during the recorded interviews. These two summations are then drawn together, college by college, for identification of the areas of convergence and divergence as between the oral and written responses, and for consistency in the respondents' evaluation of institutional posture toward non-traditional education.

Written Response--Personal Data Sheet

The Faculty/Administrators Data Sheet (Appendix A-II) required four categories of information from each respondent. They were (1) job time by service area, (2) academic background, (3) business and professional recognition, and (4) prior academic employment for up to ten years. From these data generalized institutional profiles can be drawn. The following four tables report on those items that lend themselves to numerical summarization for each college, and for all colleges combined: Table V, distribution of faculty and staff by assignment areas; Table VI, distribution of faculty and staff by ranks; Table VII, distribution patterns

of highest degrees held; and, Table VIII, patterns of membershps in professional societies.

TABLE V

NUMBER OF FACULTY AND STAFF BY ASSIGNMENT AREAS OF RESPONDENTS IN SURVEY OF ATTITUDES TOWARDS NON-TRADITIONAL EDUCATION

Academic or Staff Area	College A	College B	College C	College D	Total
Humanities	9	5	8	. . .	22
Sciences and Mathematics	2	4	2	4	12
Social Sciences	2	2	2	4	10
Business	1	1	4	. . .	6
Education	1	1	4	. . .	6
Administration	4	2	1	. . .	7
All Areas	19	15	21	8	63

The other information obtained on the Data Sheets did not lend itself to statistical presentation. In some instances the respondents submitted only partial information about the item of inquiry; in other instances the item sought had relevance only in terms of subsequent interviews. Examples of the kinds of information sought in these two categories included data on prior academic employment and on honors and awards received.

Table V records that of the sixty-three respondents to the written survey forms, seven held administrative posts. Twelve of the remainder were assigned to the academic areas of business or education. The remaining forty-four, or eighty per cent, of the faculty held positions most typical of the liberal arts college.

Table VI shows the distribution of faculty ranks among the four colleges. Excluding administration, the ranks for all colleges were: full professor, 17.8 per cent; associate professor, 33.9 per cent; assistant professor, 39.4 per cent; and instructor, 8.9 per cent.

TABLE VI

FACULTY AND STAFF RANKS HELD BY RESPONDENTS IN SURVEY OF ATTITUDES TOWARDS NON-TRADITIONAL EDUCATION

Rank Reported	College A	College B	College C	College D	Total
Professor	2	2	3	3	10
Associate Professor	5	4	8	2	19
Assistant Professor	4	7	8	3	22
Instructor[a]	4	. . .	1	. . .	5
Administrator[b]	4	2	1	. . .	7
All Ranks	19	15	21	8	63

[a]Includes Teaching Assistant

[b]Excludes two persons holding full-time academic appointments

TABLE VII

HIGHEST EARNED DEGREE HELD BY RESPONDENTS IN SURVEY OF ATTITUDES TOWARDS NON-TRADITIONAL EDUCATION

Highest Degree Held	Number of Respondents				Total
	College A	College B	College C	College D	
None	3	. . .	. . .	. . .	3
Bachelor	3	1	1	. . .	5
Master	7[a]	7	11	. . .	25[a]
Doctorate	6	7	9	8	30
All Levels	19	15	21	8	63

[a]Includes 3 doctoral candidates who have completed all but dissertation.

TABLE VIII

MEMBERSHIPS IN PROFESSIONAL SOCIETIES REPORTED BY RESPONDENTS IN SURVEY OF ATTITUDES TOWARDS NON-TRADITIONAL EDUCATION

Professional Society Memberships	Number of Respondents				Total
	College A	College B	College C	College D	
None	8	2	2	. . .	12
One or More	11	13	19	8	51
All Respondents	19	15	21	8	63

As shown in Table VII, fifty-four of the sixty persons who held baccalaureate or advanced degrees had received them from institutions which were identifiable as public or private. The reporting form did not require this form of institutional identification, and the appropriate classification could not be made for some respondents, because only some foreign universities and colleges use the degree titles given in Table VII. Some respondents reported holding multiple degrees at the same level. Thus, the fifty-four persons described above reported having received fifty-seven bachelor degrees: thirty from private institutions, twenty-seven from public colleges. The faculty and administrative staff collectively were receipients of thirty-two graduate or professional degress awarded by private institutions, forty by public institutions. The three non-degree holders consisted of persons employed as administrative staff or teaching assistants. The limited information requested on degrees received by respondents precluded further analysis of this area. However, it is to be noted that four colleges included forty-four persons who have attended college since 1965, during the period in which many of the concepts about non-traditional education have been put into practice on the American campuses. This number is almost evenly divided among all of the colleges in the study: 68.5 per cent at College A; 66.7 per cent at College B; 75.3 per cent at College C; and, 62.5 per cent at College D.

Table VIII presents respondents' reports of memberships in professional societies. Five out of six persons named one or more professional societies in which they held membership. Ten reported that they maintained ties with two or more national organizations whose focus is on parallel fields of study or operation, such as sociology and gerontology. Many of the respondents also reported holding memberships in semi-autonomous regional organizations of a major national society.

Written Response--Trends Opinionnaire

Table IX reports, for each college, the mean scores of co-workers' Perceived Acceptability (PA) of the twenty-six trend statements; Table X reports the same information for respondents' Declared Acceptability (DA) of each trend. A grand mean for each trend has also been reported. However, this grand mean cannot be taken as a reflection of a composite view of faculty and administrators at the four colleges. Just as the means of Perceived Acceptability reported for College D must be limited to the cluster of persons in, or closely related to, two departments of a large university, the PA grand mean for each trend provides, simply, a point of reference for the examination of scores for individual colleges. However, the grand means of Declared Acceptability for each trend should be, for the four colleges taken as a group, a more accurate reflector of attitudes towards the trends.

TABLE IX

MEAN SCORES OF CO-WORKERS' PERCEIVED ACCEPTABILITY OF TWENTY-SIX TRENDS AFFECTING NON-TRADITIONAL EDUCATION

Trend No.	Mean Scores by Colleges				Grand Mean
	A	B	C	D	
n =	19	15	21	8	63
1	5.57	5.50	5.10	4.88	5.19
2	5.68	5.60	4.95	3.62	5.16
3	5.52	5.87	5.38	5.38	5.54
4	5.05	5.73	5.19	5.75	5.35
5	4.47	4.80	4.81	4.12	4.62
6	5.47	5.20	6.05	4.38	5.46
7	5.68	4.40	4.81	4.25	4.90
8	5.63	5.53	5.81	5.88	5.70
9	4.32	4.80	4.67	4.25	4.54
10	4.69	5.53	5.95	4.62	5.30
11	5.10	5.87	5.33	5.12	5.37
12	5.57	5.53	5.71	6.00	5.67
13	4.42	5.13	4.86	4.38	4.73
14	4.26	5.20	4.90	6.25	4.95
15	3.21	4.27	4.29	3.75	3.89
16	5.37	5.47	4.71	4.50	5.06
17	5.42	5.40	5.48	5.25	5.51
18	5.00	5.27	5.33	5.25	5.21
19	4.84	4.40	4.67	4.75	4.67
20	4.69	4.13	5.19	5.00	4.76
21	4.26	3.73	4.76	3.62	4.22
22	4.32	4.27	3.90	3.88	4.11
23	4.26	4.67	3.23	3.25	3.89
24	5.89	5.80	5.33	5.88	5.68
25	5.37	5.60	5.24	4.50	5.27
26	5.57	5.60	5.33	5.38	5.48
All	4.99	5.13	5.04	4.76	5.01

TABLE X

MEAN SCORES OF FACULTY/ADMINISTRATORS' DECLARED ACCEPTABILITY OF TWENTY-SIX TRENDS AFFECTING NON-TRADITIONAL EDUCATION

Trend No.	Mean Scores by Colleges				Grand Mean
	A	B	C	D	
n =	19	15	21	8	63
1	5.57	6.40	5.76	5.50	5.83
2	5.78	6.13	4.67	3.88	5.25
3	6.31	6.33	5.86	6.12	6.14
4	5.21	5.73	5.00	6.38	5.41
5	4.69	5.13	5.10	4.62	4.89
6	5.95	6.33	5.91	4.75	5.88
7	5.42	5.80	5.48	3.75	5.32
8	5.78	5.87	6.00	6.12	5.92
9	4.63	5.00	4.90	4.00	4.73
10	5.84	5.53	5.29	5.12	5.49
11	5.74	5.87	5.33	5.50	5.60
12	5.84	6.07	5.43	5.50	5.71
13	3.84	5.93	4.76	4.12	4.68
14	4.89	5.73	4.81	6.50	5.27
15	3.32	5.27	4.00	3.50	4.03
16	5.21	6.13	4.57	3.62	5.02
17	6.10	5.87	5.05	4.75	5.52
18	5.89	6.33	5.33	5.75	5.79
19	4.79	6.07	4.57	4.12	4.94
20	5.47	5.60	5.43	5.12	5.44
21	4.42	4.93	4.95	3.25	4.57
22	4.52	5.40	4.67	3.62	4.67
23	4.21	5.13	3.04	3.00	3.89
24	6.31	6.40	5.62	5.12	5.95
25	5.63	6.00	5.62	4.38	5.56
26	5.95	6.33	5.86	5.12	5.90
All	5.28	5.82	5.14	4.74	5.35

A column mean for all trends, for each college and for all colleges, is also shown at the bottom of Tables IX and X. As with the grand means for each trend, this information is reported solely as a point of reference. This column mean has been computed on the basis of equal weight for each trend. As such, it may be viewed only as a general indicator of attitudes towards the trends as a group. The importance of trend combinations in analyzing a specific situation or in developing strategy to implement a program of non-traditional education at a given college will vary among institutions according to their long-range goals, according to the parameters which impinge upon institutional services and processes, and according to the limitations extant in the human skills and resources of faculty and staff.

Table XI reports the differences in mean scores for each trend, by college and for all colleges. A positive value indicates that the DA mean score is greater than the PA mean score. Based upon the criteria set forth in Chapter III, positive or negative differences of 0.50 or less were to be considered "accurate," those between 0.51 and 1.00 "acceptable," and those greater than 1.00 as "inconsistent." An inspection of Table XI reveals that twenty-seven negative differentials were recorded in comparing trends among the four colleges. Further, five of these exceeded 0.50, and none exceeded 1.00. On this basis, the PA scores larger than the

TABLE XI

DIFFERENTIAL IN MEAN SCORES OF FACULTY/ ADMINISTRATORS' DECLARED AND PERCEIVED ACCEPTABILITIES OF TWENTY-SIX TRENDS*

Trend No.	Score Differentials by Colleges				All Colleges
	A	B	C	D	
1	0.00	0.90	0.66	0.62	0.64
2	0.10	0.53	-0.28	0.26	0.09
3	0.79	0.46	0.48	0.74	0.60
4	0.16	0.00	-0.19	0.63	0.06
5	0.22	0.33	0.29	0.40	0.27
6	0.52	1.13	-0.14	0.37	0.19
7	-0.26	1.40	0.67	-0.50	0.42
8	0.15	0.34	0.19	0.24	0.22
9	0.31	0.20	0.23	-0.25	0.19
10	0.15	0.00	-0.66	0.50	0.19
11	0.64	0.00	0.00	0.38	0.23
12	0.27	0.54	-0.28	-0.50	0.04
13	-0.58	0.80	-0.10	-0.26	-0.05
14	0.63	0.53	-0.09	0.25	0.32
15	0.11	1.00	-0.29	-0.25	0.14
16	-0.16	0.66	-0.14	-0.88	-0.04
17	0.68	0.47	-0.43	-0.50	0.01
18	0.89	1.06	0.00	0.50	0.58
19	-0.05	1.67	-0.10	-0.63	0.27
20	0.78	1.47	0.24	0.12	0.68
21	0.16	1.20	0.19	-0.37	0.35
22	0.20	1.13	0.77	-0.26	0.58
23	-0.05	0.46	-0.19	-0.25	0.00
24	0.42	0.60	0.29	-0.66	0.27
25	0.26	0.40	0.38	-0.12	0.29
26	0.38	0.73	0.53	-0.26	0.42
All	0.29	0.69	0.10	-0.02	0.34

*See Tables IX and X.

corresponding DA scores, as a group, showed no significant differential. Moreover, both negative and positive value differentials for all colleges, as well as for Colleges A, C, and D, were within the 0.00 to 1.00 range. However, seven of the trends for College B had differentials exceeding 1.00.

Table XII presents the median scores of the PA's and DA's for each trend. These median scores were placed in rank order, as reported in Table XIII. The purpose of the rank assignments was to provide another method for comparing the PA's and DA's of the trends to one another. However, some tie scores of ranks occurred so often as to permit only generalizable evaluations of ranks (see College B).

Personal Interview Response

The Interview Guide, Appendix A-V, produced consistent levels of response from interviewees. Neither interviewer experienced difficulty in administering the sessions in terms of content, sequence of questions, or time required. Recording of interviews did not appear to hinder respondents in answering questions, although several sought assurance before, during, or after the interview that what was said would be held in the strictest confidence. One such interviewee, an experienced researcher, stated afterwards that he had been slightly apprehensive when the interview appointment was made, and that he had been on guard when the interview began.

TABLE XII

MEDIAN ACCEPTABILITY SCORES FOR TWENTY-SIX TRENDS AFFECTING NON-TRADITIONAL EDUCATION BY FACULTY/ADMINISTRATORS FOR FOUR COLLEGES IN THE DALLAS/FORT WORTH URBAN AREA, 1975

Trend No.	Median Scores by College							
	College A (n = 19)		College B (n = 15)		College C (n = 21)		College D (n = 8)	
	PA*	DA*	PA	DA	PA	DA	PA	DA
1	5.77	5.91	5.12	6.67	5.08	5.85	4.50	5.50
2	6.06	5.95	5.83	6.40	5.06	4.42	3.17	4.00
3	5.80	6.07	6.00	6.56	5.81	5.97	5.50	6.50
4	5.20	5.25	6.00	6.12	5.37	5.82	5.90	6.30
5	4.60	4.67	4.75	5.33	5.00	5.26	4.00	5.17
6	5.60	6.14	5.33	6.56	5.89	6.26	4.17	5.00
7	5.75	5.58	4.40	6.67	5.06	5.69	4.00	4.00
8	5.95	6.14	5.87	6.56	5.95	6.29	5.00	6.17
9	4.25	4.75	4.14	5.60	4.28	4.67	4.75	4.50
10	4.87	6.00	5.60	6.38	5.93	5.57	4.50	5.75
11	5.57	5.91	5.92	6.00	5.72	5.62	5.25	5.83
12	5.81	6.00	5.75	6.75	5.60	5.44	6.10	5.83
13	4.41	4.00	5.12	6.56	4.71	4.44	4.50	4.83
14	5.00	4.75	5.20	6.67	4.85	4.75	6.50	6.83
15	3.33	3.33	4.12	6.40	4.06	3.92	3.50	3.50
16	5.40	5.40	5.37	6.56	4.85	4.92	4.50	4.00
17	5.71	6.18	6.06	6.00	5.68	5.80	5.50	5.00
18	5.25	6.06	5.60	6.67	5.14	5.38	5.50	5.83
19	4.87	4.62	4.14	6.05	4.93	4.80	5.00	4.00
20	4.42	5.77	4.12	5.40	5.33	5.79	5.50	5.50
21	4.18	4.33	3.62	5.25	4.81	5.00	3.83	3.17
22	4.08	4.62	4.20	5.91	3.81	4.67	3.83	3.83
23	4.58	4.60	4.38	5.00	3.14	3.08	3.00	2.50
24	6.08	6.55	5.92	6.67	5.40	5.82	5.90	5.50
25	5.56	5.88	6.00	6.33	5.40	5.75	4.17	4.25
26	5.85	6.20	5.75	6.81	5.20	6.00	5.83	5.00

*PA--Perceived Acceptability; DA--Declared Acceptability

TABLE XIII

RANKS OF MEDIAN SCORES OF FACULTY/ADMINISTRATORS' ACCEPTABILITY OF TWENTY-SIX TRENDS AFFECTING NON-TRADITIONAL EDUCATION, FOR FOUR COLLEGES IN THE DALLAS/FORT WORTH URBAN AREA, 1975

Trend No.	Ranks of Median Scores by College							
	College A (n=19)		College B (n=15)		College C (n=21)		College D (n=8)	
	PA*	DA*	PA	DA	PA	DA	PA	DA
1	7	11.5	16.5	5.5	14	5	15.5	10
2	2	10	8	13.5	15.5	24	25	20.5
3	6	6	3	10	4	4	7.5	2
4	15	17	3	17	10	6.5	3.5	3
5	19	20	18	24	17	16	20.5	12
6	10	4.5	14	10	3	2	18.5	14
7	8	15	19	5	15.5	11	20.5	20.5
8	3	4.5	7	10	1	1	11.5	4
9	23	18.5	22.5	22	23	21.5	13	17
10	17.5	8.5	11.5	15	2	13	15.5	8
11	11	11.5	5.5	19.5	5	12	10	6
12	5	8.5	9.5	2	7	14	2	6
13	22	25	16.5	10	22	23	15.5	16
14	16	18.5	15	5	19.5	20	1	1
15	26	26	24.5	13.5	24	25	24	24
16	13	16	13	10	19.5	18	15.5	20.5
17	9	3	1	19.5	6	8	7.5	14
18	14	7	11.5	5	13	15	7.5	6
19	17.5	21.5	22.5	18	18	19	11.5	20.5
20	21	14	24.5	23	11	9	7.5	10
21	24	24	26	25	21	17	22.5	25
22	25	21.5	21	21	25	21.5	22.5	23
23	20	23	20	26	26	26	26	26
24	1	1	5.5	5	8.5	6.5	3.5	10
25	12	13	3	16	8.5	10	18.5	18
26	4	2	9.5	1	12	3	5	14

*PA--Perceived Acceptability; DA--Declared Acceptability

When the session was completed, however, he admitted that the interview went so smoothly that he had let his guard drop, and had said more than he had intended. A half dozen other persons made similar unsolicited appraisals. Three people at one college commented that the interviews had stimulated their analyses of college needs and goals, and had been an educational experience for them.

The following observations reflect the general nature of response gained in the thirty interviews.

Change of entry.-- Only two persons changed information submitted on the Personal Data Sheet or Trends Opinionnaire, in both instances to fill in information which had been omitted.

Definition of terms.--A few questions were asked, usually about another type of non-traditional education activity. "Does that come within the concept of non-traditional education?"

Prior contact with non-traditional education.--Twenty faculty or staff had had some prior contact with or involvement in non-traditional courses or programs.

Like/not like about non-traditional education.--Usually two or three were named by each interviewee; the following reflecting the tone of the responses at all four colleges. Advantages listed centered on the gains that do occur and should be expected in the areas of affective domain, faculty-student relationships, self-fulfillment of teachers and students, positive emphasis on learning by the student,

greater opportunities for creative teaching, and a concomitant demand that the teacher be creative, flexible, and imaginative.

Problems listed centered on the difficulties some traditionalists experience in trying to convert to new teaching styles; on the need for administration to adjust hours of business offices and counseling services to fit work schedules of students; on the threat, real or imagined, of courses being diluted in quality; and on a potential looseness in grading and in the upholding of other academic standards. Also, one respondent stated that tenured faculty tends to be negative toward non-traditional education, while non-tenured faculty tends to be positive.

Benefits to students.--Respondents were asked to evaluate the benefits of non-traditional education to six classes of potential students. Their views focused on the following. (1) Young persons most recently graduated from high school--low potential, as these students need counseling and guidance; many tend to be immature in development of study skills; but, non-traditional programs can challenge the superior student. (2) Adults just starting careers--education tends to have low priority, except for short-term courses meeting avocational interests. (3) Newly married persons--generally too occupied with their new status in setting up a home; best are the short, non-credit courses relating to family life, personal relationships, and home care. (4) "Empty nesters," both men and women--

whose children have all left home--non-traditional education offers a high potential, though some persons experience a brief period of difficulty in adjusting to new types of teaching/learning situations compared to their childhood schooling; especially valuable for women needing to adjust to the void created by the departure of the last child from home. (5) Retirees--an effective avenue for redirecting energies upon retirement; but, like empty nesters, experience adjustment pains in adapting to new learning/teaching styles, valuable resource persons in class. (6) Career changers--a boon to this person; but the availability of courses may be too tempting, encouraging career change activity when job counseling should come first.

Personal consequences.--The impact on personal lives and the consequences of working in a program of non-traditional education were explored in a series of four questions. Interviewees overwhelmingly voiced their desire to work in such a program. While one-third said they would face problems in areas of personal or family life, most of these persons gave assurances that the problems would be more a matter of adjustment than of conflict. Nearly all interviewees believed that persons employed in non-traditional education should be paid the same, or on a "comparable basis," as those employed in conventional programs. Some respondents suggested that faculty should be expected to give

more time to student counseling and to the development of special materials for non-traditional classes; in turn, lighter-than-normal teaching loads should be planned for in the implementing of such programs. Interviewees expressed mixed feelings on the question of learning-expectations in non-traditional classes. Four persons were uncertain, and three said they would expect some decline in learning, at least initially as both teachers and students adjust to new ways of teaching and learning. Yet more than half of the remainder expected some improved learning in non-traditional classes, and several suggested that this could be the result of increased motivation of students and of better preparation by faculty.

Consequences for college services.--The remaining four questions focused on the potential effects of instituting a broad program of non-traditional education at the college of each interviewee. One question dealt with the impact of such a program change on five categories of institutional services at the college. While views varied widely according to local situations, the following pattern evolved in the responses. (1) Managerial services would require an overhaul in terms of attitudes, leadership, scheduling of office hours, redirection of staff services, and assumptions about fee structures. (2) Instructional services would need to focus on student learning needs, in different learning situations, and on a redisign of instructional delivery systems, as well as deliberately developing ways to

strengthen student-teacher relationships. (3) Research services generally would not experience much change, except that faculty research work in the laboratory sciences may suffer by the scheduling of classes off-campus. Other people, though, saw an opportunity for new research in preparing learning materials for mature adults who possess a rich reservoir of life experiences. (4) Community services were seen as having a great significance and as an opportunity to provide an array of bona fide educational service to neighbors in the college's service area. (5) Student services would require redirection, and would give opportunity for creative effort by administrators, counselors, and faculty; changes in student body composition should be expected, compared to its composition in conventional programs; there would likely be a substantial decline in many of the traditional student services, to be replaced by yet unidentified services.

Institutional problems.--Several institutional issues and problems were cited at all four colleges. The most commonly named were in the area of management and administrative policies and practices, money management, and the disposition of financial problems. Nearly a fourth of all interviewees specified a need for adequate facilities, equipment, and materials in non-traditional programs. A lesser number of persons voiced their concerns in the

area of program planning, faculty recruitment, and community relations.

Key people.--Interviewees, in the concluding questions, were asked to name by title or person the individuals who would have the greatest influence in deciding upon and in implementing a broad program of non-traditional education at the college. The key decision-makers in this issue were most often identified as presidents, senior administrators, vice-presidents, deans, and development officers. Those persons named most often as critical to the success or failure of such a program were, most typically, heads of program areas, student services deans, business managers, chief academic officers, and faculty who are held in uniquely high regard by other faculty and students.

College Profiles

The following commentaries present an evaluation of the responses by faculty and staff at each of the four colleges studied to the question of institutional readiness to proceed with a broad program of non-traditional education. These evaluations took into account the written responses to the Data Sheet and Trends questionnaires, as well as the comments offered during interviews. Certain information requrested in the Personal Data Sheet did not lend itself to tabulation, but it didd establish a basis for the

questioning of interviewees. In particular, this questioning drew out interviewees' prior contact with, or work experience in non-traditional education. This questioning also permitted specific investigation of interviewees' perspectives of the impact of non-traditional education programs on their colleges.

Survey respondents were asked to respond to the Trends opinionnaire by using a rating scale of one through seven (Appendix A-IV). The values and descriptive terms for each were as follows: 1, highly unacceptable; 2, generally unacceptable; 3, somewhat unacceptable; 4, equally balanced; 5, somewhat acceptable; 6, generally acceptable; and 7, highly acceptable. These terms have been used wherever possible in the following narratives. In only a few instances did the mean score and median value computations yield whole numbers. Therefore, each of the seven descriptive categories was assumed to span a numerical range of 1.00, with the whole-number value at the mid-point of the range. For example, the "somewhat acceptable" category of response included computed scores that range from 4.50 to 5.49.

The narrative for each college begins with a description of its respondents and interviewees. A composite summarization of these characteristics has been previously reported in Tables III through VIII. This characterization is followed by an analysis of responses to the trends opinionnaire (Tables IX through XIII). A summary

evaluation of institutional readiness for programs embracing non-traditional education concludes the commentary for each college.

College A

All but two of the twenty-two faculty and staff eligible for inclusion in the field study of College A returned survey forms. (One of the twenty replies received returned too late for inclusion in the statistical tabulations.) Nine of the fifteen responding faculty members reported their teaching area to be in the humanities, two each in natural sciences and the social sciences. Four persons were employed in administrative roles. Two others have held full-time academic appointments but have also held administrative responsibilities. Two of the faculty held the rank of full professor, with the balance evenly distributed among three lower faculty ranks. Three persons did not report holding the baccalaureate. Two of these were in administrative positions; one was in an assistant instructor's post. On the other end of the spectrum six faculty members held earned doctorates. Seven held the master's as the highest earned degree, of whom three have completed all requirements for the doctorate except dissertation. College A, compared to the other colleges, reported the lowest participation by respondents in professional societies: only eleven of nineteen persons indicated such memberships.

The combined mean score of 5.28 for the Declared Acceptability of the twenty-six trend statements is the second highest of the four colleges studied (Table X). An examination of Table XI will reveal that the Perceived Acceptability mean scores for five of the trends were higher than the Declared Acceptability mean scores at this school. Furthermore, in seventeen instances the differential between the twenty-six paired means did not exceed 0.50; and the mean differential for all paired means was 0.29. In no instance was the differential greater than 0.89. Thus, it may be observed that the respondents rather accurately perceived the attitudes of their fellow workers toward the acceptability of these trends.

Respondents to the opinionnaire rated thirteen trends as generally acceptable. Most of these trends related to continuing education in terms of: college attendance being spread over an increasingly wider span of years, coupled with the concept of life-time access to higher education (Trends 1, 8); an increasing interest in and focus on interdisciplinary courses (Trend 18); greater heterogeneity of students as to abilities and ages (Trends 2, 3); a shift in college programs to meet students' self-perceived needs and job preparation requirements (Trends 6, 26); and, increasing use of technology and new learning resources (Trend 17). Other trends that received high ratings were related to governance--that is, to

operational efficiency of the institution, and to student and faculty participation in policy-development and decision-making by the college (Trends 10, 11, 12). However, respondents looked with some disfavor on the trend toward students gaining a greater voice in the selection of college presidents and other administrative officers (Trend 15).

During the interviews, twelve of the nineteen persons reported that they had previously participated, either as a student or teacher, in some type of non-traditional education activity. The comments about non-traditional education, made by the interviewees from College A, are indicative of the reactions expressed at other colleges in the survey. Among the attributes of non-traditional education which they reported liking were the following: the smaller-than-usual size of classes, with more attention to each student; the increase in number of students returning to college over a longer time-span, with a consequent sharing of life-experiences to contribute to the learning experiences of others; the relevancy of course work; the age mixture, "from eighteen to eighty;" learning for its own sake, and for the self-fulfillment of learners; the opportunity to use a wide variety of media and innovative learning techniques; and the positive emphasis on learning that contributes to an immediately-useful store of knowledge.

Interviewees at College A identified a number of hazards or limitations associated with non-traditional education programs: leniency in grading in some courses; difficulty in assessing experiential learning; limited personnel and guidance assistance, especially for older students; business offices and student services not being open other than during the normal business day; the threat of non-traditional programs being diluted in quality solely to gain students at the institution; difficulty in adapting courses that require laboratory equipment to off-campus locations; hindrances to the conducting of on-going laboratory research by faculty when their classes may be meeting in remote locations far distant from the main campus; schedules of classes for the non-traditional program student often failing to recognize the collateral problems of mature adults, especially those with major family or job commitments.

The following statements pertain specifically to College A. Respondents from the college cited a number of management and governance-related issues which interviewees identified as critical in any consideration of College A going forward with a broad program of non-traditional education. In seven instances, the financial base of the college was discussed; five persons directly identified problems associated with management policies; a third of the respondents said that non-traditional education programs must be "legitimized" to the entire faculty and staff and, especially, to the surrounding

community; unique to College A, when compared to the others, were faculty concerns with accreditation, especially as this would relate to the non-traditional programs.

Should College A proceed with a broad program of non-traditional education? The key persons in deciding this question, according to interviewees, would be the president, chief academic officer, business manager, director of continuing education, admissions officer, and several key faculty who are held in high regard by their peers. Who would be the key persons in influencing the program's success or failure if it were implemented? This group is composed chiefly of faculty, program area heads, the registrar, the admissions officer, and the business manager. In several cases, respondents named individuals on the faculty who should be considered as very negative towards any program not adhering to conventional methods, hours, and meeting places.

College A respondents observed that their college has had a substantial number of strengths that would place the college in a favorable position in developing programs in non-traditional education. Most often cited were the location of the college in a growing part of the Dallas/Fort Worth Urban Area and the fact that the people living in this adjacent area generally appreciate the availability of educational opportunities. Nearly as often, respondents pointed to the quality of the faculty, both as contributors to their fields of

knowledge and as teachers of front rank. Several persons cited the openness of the president to new ideas as a potential for institutional greatness. One faculty member identified an asset he considered to be of paramount importance at College A, as it should be at other small colleges. He said, "Older people don't want to be lost in a large public institution. These adults are looking for a personal relationship to faculty--for warmth and an encouraging atmosphere." (Emphasis was interviewee's.) Other persons said that the philosophical base of the school and the encouragement given to faculty to be original and to develop its responsibility to itself were distinctive strengths.

In summation, the faculty and staff appear to be sincerely interested in non-traditional education, to recognize its attendant problems and the opportunities it presents, and to know that it is practical at College A only if present problems of institutional management can be resolved as a part of the process of moving forward in a new venture.

College B

Fifteen out of twenty persons to whom survey forms were sent returned completed responses. The respondents included five faculty from the humanities, four from the natural sciences and mathematics, four from three other fields, and two administrators. Two of the respondents held faculty rank as full professors, four as

associate professors, and seven as assistant professors. In terms of highest earned degree, seven persons held the doctorate; seven held the master's degree; and one held the baccalaureate degree. Of the persons responding to the survey, thirteen are members of professional societies.

The combined mean score of 5.82 for the Declared Acceptability of all trends is the highest of the four colleges (Table X). Also, the differential between the combined mean scores for Declared Acceptability and Perceived Acceptability is the largest for all four colleges, at 0.69 (Table XI). The mean scores for Declared Acceptability indicate a widespread and generally favorable attitude toward most of the trends that are related to non-traditional education programs. These trends include expectations of: increasing heterogeneity of student bodies in terms of abilities, ages, and socio-economic backgrounds (Trends 1, 2, 3, 4); increasing flexibility in terms of student attendance, and in terms of the institution meeting needs, adjusting structures, and serving people for their entire lives (Trends 6, 7, 8); modifying curriculum and instruction to make better use of available resources and diversifying programs so as to help students meet their goals (Trends 16, 17, 18, 19, 20). Supporting expression of these views were the respondents' high ratings, 6.00 to 6.40, of the trends relating to the expansion of continuing education and cooperative education, and the adaptation of

academic programs by students to aid them getting jobs and starting their careers (Trends 24, 25, 26). However, Trend 21, stated as a de-emphasis of majors and minors, received the lowest mean score at 4.93, a rating of "somewhat acceptable." Ranking slightly lower in mean score than the highest group were three trends relating to institutional governance--increasing emphasis on operating efficiency, and faculty and student participation in college policy-setting and decision-making processes (Trends 11, 12, 13).

While respondents' rating of trends was generally high, there was another aspect of their responses which stands in sharp contrast. This was the mean score ratings for the Perceived Acceptability of trends by their colleagues. An examination of information contained in Table XI will reveal that seven trends exceeded the 1.00 difference in mean scores. This is an indication, reported in numerical form, of a condition that appears to prevail in many quarters on the campus, and which was verbalized several times by respondents to the opinionnaire as "I just don't really know how the others feel." Further evidence of this contrast is found by computing the differential in median scores for Trends 1, 7, 9, 15, 19, and 22, as reported in Table XII, and comparing these with the mean score differentials given in Table XI.

The issues to be resolved at College B, according to interviewees, centered on the problems of establishing proper procedures,

of providing staff and faculty orientation, and of discussing what non-traditional education means to students, faculty, staff, and community. Interviewees stated their endorsement of non-traditional education, thus supporting findings from the opinionnaire returns. However, several persons acknowledged problems of requiring adjustments in teaching strategies, materials required, and space arrangements for classes, both on and off campus. As to how well they thought students would learn, all but one interviewee expected slightly better learning because students would be more motivated.

Interviewees saw the president, academic dean, financial officer, business manager, and several faculty members as key people in the decision-making process as to whether or not College B would go forward with non-traditional education programs. The success or failure of such efforts, interviewees said, would be found in the degree of support given the program by the deans, department heads, business manager, and several faculty who have attained some degree of eminence on campus, including the librarian.

Summary evaluation: College B is positively interested in non-traditional education, from the president to the lowest ranking faculty member. Some of the key administrators are, as one person observed, "old school," and they must first be convinced of the wisdom of non-traditional education programs. As revealed in the

trends analysis, respondents do not know very well the views of their colleagues, not even of those people with whom they come in close contact. Several recognize the opportunities to develop a community service program. Through their prior participation in teaching off-campus courses for college neighbors, some of the faculty have established a personal rationale for a program to benefit these people who live in a less affluent economic sector of the Dallas/Fort Worth Urban Area.

If the college chooses to move toward a broad program of non-traditional education, a major advance planning effort will be needed. Such an effort should include activities in the areas of program development, curriculum planning, and strategies to gain maximum return for the human and financial resources expended. Most importantly, this advance planning effort must involve all of the faculty and staff, including those who are less-than-enthusiastic about non-traditional education.

College C

Twenty-five persons at College C were sent survey forms; twenty-one were completed and returned. The participants at College C included one administrator in both the written response and the interview groups. Of the twenty faculty survey respondents, eight reported a teaching area in the humanities. This was matched by an equal number from the combined fields of business and

education; two each reported their teaching areas in the social sciences and the natural sciences. Three of the twenty faculty participating in the opinionnaire survey held rank as full professor, eight each as associate or assistant professor, and one as instructor. Eleven held master's or professional degrees as the highest earned degree. Six of these have taken course work at the doctoral level, one to the ABD (all but dissertation) stage. Nine of the faculty held earned doctorates, and two reported periods of post-doctoral study. All but two reported memberships in professional societies.

The combined mean score of 5.14 for the Declared Acceptability was the third highest of the four colleges (Table X). Mean scores on the trends opinionnaire showed a maximum differential of 0.77 (Trend 22) between Perceived Acceptability and Declared Acceptability. These differentials were more or less evenly split between shifts downward and upward. Notably, only Trend 23 was received negatively by respondents. This trend is concerned with the movement toward offering a majority of the formal liberal arts curriculum through individual study. This view stands in contrast to the respondents' views on Trends 17 through 22 which deal with a variety of projected changes in other aspects of curriculum and instruction, and all of which were looked upon with some favor. The trends which relate to probable future characteristics of the college student population were generally favored by survey respondents.

Among these four trends, the two that received the highest ratings, at 5.76 and 5.86, respectively, were, first the trend toward increased flexibility of attendance, with students on campus over a wider span of years, and second, the increasing heterogeneity of the student body in terms of age composition (Trends 1, 3). The other two trends reflected expectations of College A respondents for increased heterogeneity in terms of student abilities and socio-economic backgrounds (Trends 2, 4).

The second group of trends relates to the purpose of the institution and to students' reasons for attending college. Genuine concerns about the relating of College C to the needs of people in one of the less affluent sectors of the Dallas/Fort Worth Urban Area were stated by some interviewees. These concerns were further reflected in the high scores (5.62 to 6.00) posted for trends relating to colleges meeting students' self-perceived needs, to the concept of life-long learning for all persons, to the future growth of continuing education and cooperative education programs, and to academic preparation becoming a significant factor in students' planning for prospective employment (Trends 6, 8, 24, 25, 26).

On the question of institutional readiness to move forward with a broad program of non-traditional education at College C, the reaction on the opinionnaires and in the interviews was somewhat favorable. However, as one person remarked, "old-line faculty"

tend to resent non-traditional education. Another pointed out that most of the faculty at the college pay lip service to non-traditional education, but they do not really embrace the concept in what they do. Notwithstanding these attitudes, the five interviewees were generally receptive to being a part of a carefully designed non-traditional program. They would enjoy working in it, would anticipate no personal problems in doing so, and would have high expectations for the learning experience. Interviewees recognized certain common problems with non-traditional education programs: finances, development of supportive attitudes throughout the faculty and staff, and the need for appropriate materials and facilities. All of the interviewees saw the administrative officers--the president, academic dean, registrar, and the business manager, especially--as the key figures in future college deliberations on the question of whether or not to proceed with a program of non-traditional education at College C. Once the program has been initiated, however, the key figures in its successful operation would be the registrar, admissions officer, the academic dean, division and department heads, and certain influential faculty members.

The overview for College C may be summarized as follows. The college is operating from a position of tradition and conservatism. Its faculty is divided in attitudes towards non-traditional education, but there is recognition that the college must become

more student-centered if it is to provide viable educational experiences for its students. The potential for moving forward appears to be present. However, this cannot be transformed into a meaningful program unless a substantial amount of time is taken for orientation and for, apparently, some in-depth evaluation of attendant problems and issues by faculty and staff. One interviewee, commenting upon these problems, suggested that many of the administrative issues could be dealt with best by creating a separate division to administer non-traditional programs.

College D

Eight of the twelve persons sent survey forms at College D returned completed responses. Faculty participants came from two departments only, one in the natural sciences and the other in the social sciences. Thus, the comments that follow are limited by the population studied. Three of these faculty had attained the rank of full professor, and one participant was a department head. All eight respondents held doctorates, and all reported memberships in professional societies.

The combined mean score of 4.74 for the Declared Acceptability of the twenty-six trend statements is the lowest of the colleges studied (Table X). Mean scores on both sets of trend responses were somewhat lower than for the other colleges, and the "all trends" means for Perceived Acceptability and Declared Acceptability were

4.76 and 4.74 respectively for a mean score differential of -0.02. The most extreme disparity was in Trend 16, with a mean scored differential of -0.88 (Table XI). In fourteen instances the faculty recorded scores which indicated belief that their co-workers were slightly more receptive to the trends than were the respondents themselves (Table XI). Trend 14, relating to the selection of presidents and administrators, received the highest score of Declared Acceptability, at 6.50, for all colleges surveyed. This score stands in contrast to that for Trend 15, relating to student involvement in this same process, which received the next-to-lowest score at College D, 3.40, and the third lowest of mean scores at all colleges. In general, the trend of increasing heterogeneity of student population showed strong general acceptance to this faculty, as did the concept of lifetime access to higher education by all people in all places (Trends 3, 4, 8). Respondents found somewhat unacceptable, however, the offering of a majority of formal liberal arts curriculum through independent studies, and the projected decline in emphasis on majors and minors (Trends 23, 21). Trends in opening new and diverse ways by which students may accomplish their educational goals, and in the variable time required to complete courses, were viewed slightly less than favorably, as was the trend toward external degree and university without walls programs (Trends 16, 22, 7). Concerning curriculum development and instructional methodologies,

the response to the expected increase in inter-disciplinary courses was generally acceptable, while the use of technological advances was somewhat acceptable (Trends 18, 17). Five of the remaining trends (2, 9, 13, 19, 25) evoked no strong sentiments, for or against, and the balance, or thirteen trends, were rated by the faculty as somewhat acceptable.

The interview group consisted of three persons. It is to be noted, however, that their comments generally match the trend opinionnaire responses at College D, but with greater specificity of response. Concern was voiced that non-traditional education would be "watered down" education, and that the inclusion of non-traditional education would be desirable if it were to constitute a peripheral offering rather than the main thrust of the institution. One person observed that resistance to change may be due to the fact that the conventional setting is "routinized, and too comfortable." Another person was concerned that non-traditional education was too much job-skills centered, and that private colleges, because of tuition costs, cannot compete and should not compete with public institutions.

In summary, these two departments at College D reflect a willingness to accept changes, but only those than can be accommodated comfortably within present institutional structures. They also evidence a resistance to some changes which might be dealt

with better in public colleges. A few faculty apparently would be willing to venture into uncharted areas with hopes for improving upon a generally good performance record as measured by the quality of its former graduates. Overall: a conservative and safe approach.

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CHAPTER V

EVALUATION AND RECOMMENDATIONS

The purpose of this study was stated in Chapter I: to establish a rational methodology for evaluating the receptivity of faculty and administrators to proposals for programs of non-traditional education. Evaluation of the model developed for this purpose is presented in five major sections: procedures, forms analysis, operational conclusions, institutional readiness, and recommendations.

General Procedures

For the most part, the general procedures set out in the model have been validated by the field investigations. The same general procedures were followed at all four of the colleges studied. They are as follows: (1) contact with the chief administrator for permission to undertake the study on the campus, (2) selection of the survey sample population, (3) distribution and return of survey forms via campus mail, (4) selection of prospective interviewees, (5) scheduling and completion of interviews, (6) statistical analyses of data obtained, (7) evaluation of interviewees' comments, and (8) evaluation of institutional readiness for non-traditional education.

The model was limited solely to the process of evaluating institutional readiness. It does not attempt to delineate implementation strategies, but it does lay the groundwork for such study. Furthermore, the model is designed for intra-institutional rather than inter-institutional application. The model has been judged on this basis rather than on the basis of any implied or theoretical relationships among the four colleges included in the field study. This procedural evaluation focuses on each of the eight areas listed in the preceding paragraph. For convenience, these are grouped under the following three headings: (1) survey procedures, (2) interview procedures, and (3) analytical procedures.

Survey Procedures

Administrator's authorization.--Was initial contact with the chief administrator productive and satisfactory in obtaining permission and administrative support for the survey and interviews? Could this contact have been more productive in other areas?

The meetings with the three presidents and the department heads provided insights which did not surface directly during the field surveys and interviews, although respondents touched upon many of the items discussed in more detail by these administrators. Thus, the perspective of the presidents was helpful in setting the stage for the field studies. In two instances a longer appointment

could have yielded more relevant information. One college president, for example, provided a most detailed overview of his philosophy of education and the implications, as he saw them, for non-traditional education.

Based upon these observations and the specific comments reported in Chapter IV, it is concluded that the appointment with the chief administrator should be designed to accomplish the following purposes: (1) to solicit his permission and endorsement for the study, and (2) to obtain his off-the-record comments on non-traditional education and on the potential for developing and implementing programs at the college.

Survey sample selection.--Was the sample selection fairly representative of the institutional population of faculty and key administrators? The following is a two-part response to this question dealing first, with the field survey phase and second, with the interview phase.

One method to evaluate sample representativeness was by faculty-staff distribution. At all four colleges the total number of potential participants was 225 persons, of whom ten per cent were administrators, and the balance were faculty. The number of persons to whom survey forms were sent (excluding deletions) was 79, of whom fourteen per cent were administrators. The number of

responses received was 63, of whom eleven per cent were administrators. Based upon this measure, the sample population closely matched the actual distribution pattern of potential participants, and was judged to be acceptable.

A second method to evaluate sample representativeness was by work areas of the respondents. An examination of Table V, Chapter IV, reveals that the number of respondents working in the area of the humanities at each principal college was generally in the same proportion as the total number of respondents at each principal college. The same table reveals that total number of faculty in the natural sciences and social sciences was skewed due to the built-in biases created by the selection criteria utilized for College D. Considered from the standpoint of sample selection, an account must be taken also of the fact that one college included all potential participants in the survey. In another, the forms distribution was stratified by the number of faculty in each department. In a third, the sample was based upon the selection of every fifth name from an alphabetic listing of faculty and staff. In the fourth instance, the constraints imposed upon selection limited the sample participant to all persons in two departments only.

On the basis of the processes used for sample selection, and on the basis of the distribution patterns of the returns in the humanities, natural sciences, and social sciences, the match between the

samples drawn and the potential population of the colleges studied was considered to be adequate, even though there were individual deviations.

Table VI, Chapter IV, contains another set of data by which sample selection was evaluated. In that table there are reported fifty-six persons who responded as faculty members. Ten, or 17.8 per cent, were full professors; nineteen, or 34.0 per cent, were associate professors; twenty-two, or 39.4 per cent, were assistant professors; and three, or 5.4 per cent, were instructors. It will be observed that this distribution was in the shape of an upright pyramid in the ranks above that of instructor. This pattern is common, as can be determined by examination of catalogs of many similar institutions.

Clear and definitive information for the other measures, i.e. highest earned degree and professional society memberships, as reported in Tables VII and VIII, could not be obtained to make an adequate judgement for the balance of the potential participants. Therefore, no evaluation was made on these measures.

Taking into account the measures presented here, it is concluded that the sample selection for the field survey was representative of the population of the four colleges surveyed.

The second aspect of sample selection and composition concerns interviewees. Was the selection of interviewees representative

of the potential participants? The distribution of interviewees was reported earlier in Table IV, Chapter IV. On the basis of that distribution, initial reply to this question could have been interpreted as negative: number of administrative interviewees constituted 16.7 per cent of all interviewees compared to 10 per cent so classified in the list of 225 potential participants. However, because of the diverse interests and responsibilities of the administrative group, this discrepancy in proportion does not appear to distort the patterns of information obtained. To the contrary, there was a high frequency of instances in which administrators were named as key persons in making decisions about a college's initiating or expanding a program of non-traditional education.

What would be the consequences if the views of these administrators were not adequately obtained? One consequence would likely be a failure to integrate successfully the administrative and academic operations of non-traditional programs. The result would be the creation of negative feelings toward such programs by students, faculty, administrators, and the general public served by the college. A second consequence would likely be the failure of the college to meet the genuine needs of present and prospective students.

It is concluded, therefore, that the inclusion of key administrators in a proportion greater than one in ten appears to be both

justified and desirable if the attitudes of this group of persons are to be adequately adduced and interpreted.

Survey mechanics.--Did the procedures used for the distribution and return of survey forms produce the desired results? In the three principal colleges, campus mail was used for distribution and return of forms. The return destination at one college was an assigned faculty mail box. At the other two principal colleges the return destination was a central administrative office. To insure privacy of information submitted, all recipients received a sealable envelope for return of forms.

An incidental handling problem caused some confusion at the recipients' offices. Sometimes, it was learned, the transmittal letter was torn off or deliberately removed prior to the intended recipient receiving the forms. The source of this problem remained unidentified. However, this factor apparently accounted for some delays in completion of forms, and possibly for some non-returns. The fact that the transmittal letter was not printed on college letterhead, except at one institution, may have accounted for part of this problem.

Respondent apprehensions about the pre-coding of forms may have been the cause for some non-returns, i.e. several persons asked about the tracing of their personal data and assessment of trends. There was no firm evidence, however, to indicate hard

resistance to the survey, once adequate assurances were given that respondent's anonymity would be preserved. One factor that appeared to work in favor of return of forms was that only persons not directly connected with the college would be processing the forms, preparing tabulations, and evaluating written and oral responses.

Timing of the survey, as reported in Chapter IV, developed into a critical problem at two of the colleges. Several factors bore on this problem. One was the flurry of activities of some faculty and staff associated with student advisement and registration prior to the beginning of classes. A second factor especially affected the registrar and admissions officer. This was the heavy volume of records posting and related paper work during the first two weeks of classes; this difficulty appeared to be quite severe at one of the colleges. A third factor resulted in sharp curtailment of the time available for answering questionnaires by faculty in the English and several other departments at one college. This was the burden imposed on these departments in evaluating records of in-coming students and in scoring placement tests in various subjects.

Presidents of these colleges did not express concern that these factors would create a particular hazard in sample selection or in meeting proposed timetables for survey and interview. This may have not been such a critical problem if the transmittal letter had

been printed on college stationery and had carried the signature of the college president.

In summation, it is concluded that the procedures set out in the model for the distribution and return of forms via campus mail provided the best possible handling mechanism for securing optimal response, subject to the following provisos: (1) that the cover letter be printed on college letterhead and be signed or countersigned by the president, (2) that the cover letter state clearly that all replies will be held in strictest confidence, and that this will be accomplished by having all forms processed, and data tabulated and analyzed by persons not connected with the institution, and (3) that the results of the study would be presented to the appropriate institutional committee or office in the form of statistical tabulations or narrative summaries containing no information to reveal individual identities.

Interview Procedures

Interviewee selection.--It was noted in Chapter IV that the selection of interviewees was made after the receipt and examination of the personal data sheets and trend opinionnaires. Where possible, interviewees were selected in such a way as to provide a diversity of academic views; administrators were selected in such a way as to provide a cross-section of decision-maker roles among respondents. In effect, the responses were broadly stratified among the numerous

interests on each of the three principal campuses. At the fourth campus the interviewees were stratified by academic rank and by length of service to the college.

It is concluded that the selection process provided ample opportunity for identification and statement of opposing views among both faculty and administrative groups.

Scheduling and completing of interviews.--The steps taken in the scheduling and completing of interviews were discussed in detail in Chapter IV. Some of these were as follows: (1) interview frequency and time requirements, (2) location of interview stations, (3) training of second interviewer, (4) adherence to rules recommended for effective interviewing, and (5) note taking and audio-tape recording of sessions. In all of these areas, save the first, the procedures proved to be workable and satisfactory. The greatest difficulty in scheduling of interviews was that of setting mutually satisfactory times for interviewee and interviewer.

At all colleges, the interview conditions would have been better if a central location convenient to the faculty, and a second one convenient to the administrators, could have been made available. If this study were being conducted under the sanction of a college, a special place for conducting interviews would materially aid in completing the field operations in timely fashion, and such place should be provided by the college.

Acknowledging these limitations, it is concluded that the scheduling and completing of interviews was accomplished at a more than satisfactory level.

Analytical Procedures

Statistical analyses.--The Personal Data Sheet provided a limited amount of information suitable for statistical analysis. However, it met the intended objectives of providing background data to be used as a base for establishing the characteristics of the respondent population at Colleges A, B, C, and D.

The opinionnaire on Trends Affecting Non-Traditional Education yielded considerable data suitable for the statistical analysis. Several methods of analysis were employed and produced varying qualities of results. One method of analysis required the computation of mean scores for Declared Acceptability (DA) and Perceived Acceptability (PA) of the trends. The DA scores proved to be the most satisfactory indicators of the respondents' attitudes towards the issues affecting non-traditional education. Their co-workers' PA scores for these same trends provided a useful cross-check on the first measure. This comparison also demonstrated, quite successfully, that faculty and administrators at College B did not know very well how the rest of their co-workers felt about these trends. Comparing the DA and the PA scores thus gave some measure of the communications gap prevailing on the campus of College B. The

reasons for this gap were not intended to be dealt with in this study as these relate primarily to problems of implementation strategy.

Analysis of interview data.--The section of Chapter IV dealing with interview responses listed several areas where replies were adaptable to simple frequency tabulations. These were as follows: (1) characteristics that were liked/not liked about non-traditional education, (2) impact of non-traditional education on personal lives of faculty and administrators, (3) pay differentials appropriate for persons working in non-traditional programs as compared to persons employed in conventional programs, and (4) institutional problems associated with non-traditional education programs. All of these areas drew forth responses with a decidedly qualitative character rather than a solely quantitative one. Hence, some explanation of the responses, beyond simple numerical totals, was necessary in describing respondents' views.

Summary evaluation of colleges.--The concluding analysis consisted of (1) an overall appraisal of each college, and (2) a synthesis of quantitative and qualitative data, along with the personal observations of interviewers. The discussion of each college recalled and compared data reported throughout Chapter IV.

Upon completion of the set of interviews and statistical computations for each college, an analysis of the institutional

readiness of each for non-traditional education would have been possible. However, it was found that a gestation period provided a beneficial prelude to the preparation of this final analysis. It was during this gestation period that interviewers' observations, faculty and staff concerns, and the nuances of the implications of non-traditional programs became more clear for each college. As a result, the analysis for each college took sharper focus than would have been possible otherwise.

Analysis of Forms

The data collection instruments contribute the working tools for obtaining information leading to the analysis of institutional readiness for non-traditional education. In this study, three types of forms were used to gain responses from the selected population faculty and staff. The first form, with its accompanying instructions, was the Personal Data Sheet in Appendix A-I and A-II; the second form, also with instructions, was the Trends Affecting Non-Traditional Education in Appendix A-III and A-IV; and the third was the self-directing Interview Guide in Appendix A-V.

The mechanics of the forms had to be considered in the evaluation of each form. The entire set of forms was prepared as a single design package. Particular attention was given to the type

styles, and a different type face was used each time to signal the reader to a change of thought pattern or frame of reference. For example, bold-face Gothic was used for instructions and section headings, italics for definitions and warnings, i.e. ideas requiring special attention, and light-face Gothic for the trend statements and questions to which responses were expected. No formal analysis has been made of the effectiveness of this differentiation. Its success in conveying the proper message may be considered achieved inasmuch as several respondents used this type-style differentiation when making comments about an item in the forms.

The comments below present a review of each of the forms, of respondents' reactions to them, and of the apparent effectiveness of the forms during their use in the four-college test. Evaluation of the forms and instructions in each instance seeks answers to the overriding question of what items should be dropped, modified, or added, in order to insure better information with maximum efficiency in response and processing time.

Personal Data Sheet

This first form called for information to be reported in four areas: characteristics of services rendered, academic background, business and professional activities, and prior academic employment. In addition, the form sought identification of the respondent by name and title. The accompanying instructions contained three requests.

They were as follows: (1) that responses be printed, (2) that attention be given to certain abbreviations and date entry, and (3) that respondent observe the five definitions in allocating his work time. Employment status as a full-time or part-time employee was referenced to the end of the prior spring term and was given as "May, 1975." In future use, this should be changed to "current status" or its equivalent. On the instructions, the definitions apparently caused no difficulties of interpretation for respondents. There also appeared in the instructions a reference on the bottom line to a later interview; this reference should be deleted.

The data sheet reporting form caused some slight difficulty for a few respondents. The section at the top calling for personal identification presented a problem for some respondents due to the following: (1) the telephone entry left no separate space for home telephone and office telephone numbers, and (2) there was no provision for departmental identification.

The major section on Characteristics of Services caused difficulties for some faculty, primarily those in the performing arts, in trying to allocate their time correctly. For example, faculty employed in the teaching of the performing arts viewed their participation in civic opera, symphony, and ballet, as a necessary extension of their craft beyond the boundaries of the campus. Without such participation, they felt their skills would become rusty; if those

skills become rusty then the faculty member would no longer be meeting the responsibilities of a teacher to the students. Whether paid as an entertainer or not, these faculty members saw themselves as representing the college, and colleges do cite such experience in describing the qualifications of its performing arts faculty. The instructions need to remove doubt about the credits of time given to these outside activities.

The section asking for academic background caused little difficulty with respect to "Colleges Attended," but the reference to "Degree" should be enlarged to include "degree status." The reference to "Academic Honors" appeared to confuse some respondents. The request for "Name of Honorary Society of Which a Member" would have yielded clearer answers.

The section on Business and Professional recognition caused the most difficulty in responses. The request for information on "Licenses and Certificates Held" was misread by some persons as an all-inclusive request, rather than as one concerned only with the professional or academic field of the respondent. A similar problem was encountered with respect to the category of "Awards and Citations." The entry space for "Current Organizational Memberships" resulted in the submittal of many abbreviations which could not be decoded by the readers of the forms. Interpretation problems

would have been minimized by requesting respondents to avoid the use of abbreviations and Greek letters in this entry.

The section on Prior Academic Employment failed to call for information on current academic employment, and the omission of such data resulted in some momentary difficulty in processing forms. This omission can be corrected by adjusting the wording.

Trends Affecting Non-Traditional Education

Selection of the twenty-six trends was discussed in Chapter II and III. The following comments deal with those problems arising from individuals' responses to the second form and instructions. The instruction sheet requested that the left-hand column on the trends opinionnaire be completed first, then the right-hand column. A few respondents said that they had not noticed this instruction, or had failed to follow it, completing the left-hand and right-hand blanks successively for each question. However, these persons emphasized that, upon discovering their error, they had reviewed their ratings to be sure that each correctly reflected their evaluations of each trend.

Several respondents asked for clarification of the differences between entries requested in the left-hand blanks and those in the right-hand blanks. The confusion apparently arose from improper reading of the instructions. Reorganization of the instructions is indicated as the appropriate solution.

The opinionnaire on Trends Affecting Non-Traditional Education caused no evident difficulty in terms of statement content. However, based upon markings and corrections on two sets of forms, respondents appeared to have some slight difficulty with the mechanics of placing scores on the proper lines. There might have been two sources of this difficulty. The first would be the positioning of entry lines on both left and right sides below the bottom of the text for each trend. The second, and related to the first, would be in the gap at Trends 10 and 22, both of which required three lines for text. A related matter is the tabulating of these entries; the inclusion of numbers for each trend on both the left and right sides of the form would facilitate data transcription.

Have the trend statements focused adequately on the issues surrounding the question of institutional readiness for non-traditional education? Each trend statement was again reviewed for its relevance to attitudes of faculty and key administrators toward non-traditional education. Only Trend 9 is tangentially related to the concept in that it deals with transfer of federal financial help from the classification of categorical aid to colleges to the classification of direct aid to students. Trend 10 is related to the question of institutional readiness only in terms of the large scene of all colleges and universities. This trend is concerned with accounting and operating efficiencies in public colleges and universities. These

two trends exhibited no unusual scoring patterns among the four colleges. Grand means for Declared Acceptability were 4.73 and 5.49, respectively, both within the "somewhat acceptable" category. The Perceived Acceptability values were 0.19 points lower than the Declared Acceptability value in each instance. Therefore, it is concluded that the two trends can be omitted without detriment to the study of trends affecting non-traditional education.

Interview Guide

The Interview Guide (Appendix A-V) constitutes the third form used in the field test of the model. The following comments identify those points at which the Guide should be modified in order for it to be a more usable working tool. In addition, there are several general observations that apply to the original Guide.

First, the Guide was written within the context of using this instrument as part of a dissertation. References to such purpose need to be eliminated, of course, for the use of the Guide in other situations.

Second, questions were not numbered in the original Guide. This lack of numbers handicapped interviewers during the writing of summary responses to comments offered by interviewees. Insertion of question numbers would eliminate this difficulty in the future use of the Guide.

Third, type-face differentiation between instructions, statements, and questions proved to be a desirable feature which should be retained.

Certain specific items also merit attention. The first of these is at the bottom of page one of the Guide. This question asks for verification of the interviewee's employment status, full time or part time. While the question seemed to help put interviewees at ease, it provided no useful or additional information. Therefore, the question should be eliminated.

The second from the last question on page two, dealing with other persons' reactions to non-traditional education programs, yielded no substantive information. The frequent response was "No comment," or elaboration of an answer to a prior question. Hence, this inquiry could be dropped.

The last question on page two, regarding appeal of non-traditional education to specific groups, did not consistently generate responses that identified how the interviewee's college might attract propsective students from these six groups. Furthermore, respondents often saw different pairs of groups as being essentially the same. For example, "adults beginning careers" and "newly married" were frequently viewed in the same light, and were cited by some as equivalent groups. A similar situation developed with the last three groups, "empty nesters," "retirees," and "career

changers." Rephrasing of the question so as to orient responses to the local college service population, plus shortening of the list of groups, would yield more positively useful data.

The third question on page three is concerned with the pay of people employed in non-traditional education programs--a point of concern in the design of a program, as well as in meeting its staffing requirements. In order to carry the investigation on this issue to its logical conclusion, a related question is suggested for insertion in the form: "What, if any, special provisions or compensations, other than salary, should be received by faculty or staff working in a broad program of non-traditional education?" Following this question, a transition statement by the interviewer should be added in order to help the interviewee shift orientation from faculty/staff work implications to student learning implications.

The balance of the Interview Guide posed no difficulties in its administration or in responses by interviewees. However, it should be noted that some slight refinement of wording might facilitate quicker response during the interviews.

Operational Conclusions

An examination of the model yielded operational conclusions which are presented in the following sub-sections: (1) selection of participants, (2) field procedures, and (3) analysis of findings.

Selection of Participants

Two issues were involved in the selection process: on the one hand the selection of institutions for field test and, on the other, the selection of individuals for inclusion in the sample survey and for personal interview.

With respect to the institutions chosen for study, the following two conclusions were reached:

1. The three principal colleges chosen for study adequately met the selection parameters set out for small liberal arts colleges.

2. The two departments in the major university among the four institutions selected were also representative of a middle-size or large institution of higher learning.

With respect to the persons included in the field surveys and interviews, the following two additional conclusions were deduced as follows:

3. The differently selected samples for each of the three principal colleges produced information which permitted delineation of an accurate and adequate profile of institutional attitudes towards non-traditional education.

4. The persons selected for interviews reflected the diversity of opinions likely to be found on each campus, as was noted when these opinions were compared with statistical tabulations of the responses to the trends questionnaire.

Field Procedures

Two activities were included in the field procedures. They were the distribution and return of field survey forms and the conduct of interviews.

With respect to the distribution and return of field survey forms the findings were as follows:

1. The field survey procedures require the full support and publicly-stated backing of the college president and his senior staff if maximum and timely response by faculty and staff is to be secured.

2. The field survey should be scheduled at a time that will cause the least conflict with other major college activities.

3. Field survey response time should be limited, with clear-cut deadlines set, and with prompt active follow-up on those instances of non-return of forms.

4. Field survey forms should be distributed to all full-time faculty, to all administrators, and to all persons having supervisory responsibilities because of their positions of potential influence over the attitudes of large numbers of subordinates who interface with faculty, staff, students, and other administrative personnel.

With respect to the interview methodology, the findings were as follows:

5. The allocation of ninety minutes for preparation time and interview was adequate.

6. Interviews scheduled in blocks of two or three produced the maximum efficiency of interviewer time.

7. Two blocks of interviews could be efficiently scheduled during a day, provided that a rest period of an hour is allowed between the blocks and that the number of interviews not exceed five per day.

8. A room selected for privacy and for comfort as to seating facilities, quiet, temperature, and lighting provided the most conducive atmosphere for the conduct of the interviews.

9. A period of three to ten minutes for informal conversation helped establish a rapport between interviewer and interviewee, and produced a more open atmosphere during the recorded interview session.

10. The Interview Guide achieved the intended purpose of providing a smooth flow of information and opinion with a minimum threat or discomfort to interviewees.

With respect to the forms used for field survey and interviews, the findings were as follows:

11. The Personal Data Sheet provided a satisfactory vehicle for obtaining adequate information to portray academic/staff responsibilities of the respondents.

12. The trends questionnaire provided an apparently accurate index of faculty/administrator attitudes towards non-traditional education.

13. The trends questionnaire successfully discriminated between respondents' perceptions of the acceptability of trends to their co-workers and the declared acceptability of the trends to the respondents themselves.

14. The trends questionnaire successfully discerned communications gaps among faculty and administrators in areas of major importance in developing programs of non-traditional education.

15. The trends questionnaire identified topical areas of concern to which special attention should be given as a foundation for strategy development, if the college desires to establish or expand a program of non-traditional education.

16. The trends questionnaire provided a satisfactory basis for comparing faculty/administrator attitudes towards non-traditional education at small, privately operated liberal arts colleges in metropolitan centers.

Analysis of Findings

The data obtained from respondents and for each college were evaluated quantitatively and qualitatively, and from these evaluations the following conclusions are stated:

1. The analysis of means yielded a useful measure by which perceptions and declarations of attitudes towards the acceptability of trends affecting non-traditional education could be established for each college.

2. Median scores on acceptability of trends closely matched corresponding mean scores, but no data of significance was obtained when the trends were arrayed in rank order by these median scores.

3. The frequency tabulations of means for the trend ratings established institutional profiles of attitudes towards non-traditional education, and these profiles reflected the opinions expressed by a smaller number of interviewees during the in-depth interviews.

The comments on the several issues discussed during the interviews, when related to statistical analyses, would provide a firm basis for planning future institutional strategy for the implementation of a program of non-traditional education.

The preceding comments highlight the multi-dimensional facets of the model and its effectiveness. The following conclusions are drawn from these comments and from the earlier stated analyses of Chapters III and IV.

1. The model provides an efficient method for obtaining a global view of the attitudes of faculty and administrators towards the issues and trends affecting non-traditional education.

2. The model provides an effective method for obtaining a detailed response from interviewed faculty and staff as to their evaluations of (a) the concepts relating to non-traditional education, (b) the implications for working in such a program, and (c) the potential for non-traditional education programs at respondents' colleges.

3. The model provided an effective vehicle for obtaining data necessary to the future design of an on-campus information program to acquaint faculty, staff, and students with the facts about higher education trends affecting non-traditional education, and with an appraisal of their significance for that college.

4. The model facilitated the gathering of information needed for developing strategy to bring about changes in college policies and posture so as to create an operational environment more conducive to a program of non-traditional education.

5. The model discriminated among the colleges as to their state of readiness to develop and implement broad programs of non-traditional education. The distinguishing characteristics for the colleges were as follows:

a. One college, by reason of a broad cross-section of interest and support, was found to be ready to proceed with development of strategy and implementation programs.

b. One college, despite broadly scattered support and interest among faculty and staff, was found to be not ready to move forward on a major scale due to lack of internal communications sufficient to generate wide-spread support for such programs.

c. One college, by reason of its traditions, was found to need a broad information program about the concepts and implications of non-traditional education before it could consider departing in any substantial way from its present offerings and activities.

d. At the major university among the four institutions the resolving of the issue of institutional readiness could not be established due to the limited size of the sample and its restriction to two departments.

6. The forms used and the procedures followed could be applied with a high degree of confidence that the results obtained at a larger university would accurately portray attitudes of faculty and administrators towards non-traditional education, provided that such study were accomplished utilizing a proportionate sample of personnel by work units.

7. The model demonstrated that the procedures used in any study of institutional readiness for non-traditional education, if that study is to develop reliable data, must guarantee complete anonymity

to all participants; and safeguards must be provided in the structuring of the study to insure that such guarantees will be honored during and after the study.

Optimum State of Institutional Readiness

Twenty-six trends in higher education were identified in Chapter II as pertaining most directly to the concepts associated with non-traditional education. These trends were also used as the measuring stick for evaluating institutional attitudes about non-traditional education at each of the four colleges included in the study. Tables IX, X, and XI present data on the mean scores on the perceived and declared acceptability of each trend by survey repondents at each college. From these data, profiles of individual colleges were constructed incorporating supporting information obtained in personal interviews of selected faculty and administrators. Consequently, these interpretations were rendered in light of the physical, financial, social, and political considerations prevailing on each campus.

An additional aspect concerning the use of the trends data requires attention. How does the investigator determine optimum state of readiness that a college should achieve before it proceeds with a program of non-traditional education?

Part of the answer may be found by determining whether or not the respondents recognize the significance of the trends to the field of

higher education. Another part of the answer may be found in the respondents' declared preferences for or opposition to the trends. Together, these may be viewed both as a measure of individual and collective institutional readiness. For the present, the ratings on the trends are examined as a total group without reference to the respondents' respective institutional affiliations.

Recognition of the significance of the trends by respondents was verified in two ways. First, the survey forms on trends were checked for completeness, and respondents were given the opportunity to question the investigator about the trend statements. In only one instance out of the sixty-three responses did a question arise regarding the trends. This question was directed to the relevance of any or all of the twenty-six trends to the practices on the respondent's campus. Second, the thirty interviewees were asked to review their previously-submitted evaluation of trends. They were then asked if they had any question about the trends statements. In no instance was there a question raised. Moreover, at least three persons volunteered comments that they felt that the statements directed attention to the critical issues surrounding non-traditional education. This latter view was borne out indirectly by nearly all interviewees' willingness to respond extensively on various aspects of these issues during the interviews.

On the basis of these reactions, the respondents were considered to have a high degree of recognition of the trends and of their relevancy to non-traditional education.

Preference for each of the twenty-six trends was measured directly in terms of their acceptability to the respondents. Ratings of acceptability, on a range of "1 = highly undesirable" to "7 = highly desirable," were recorded directly by respondents according to their judgement on the meaning of the words used to describe the several degrees of acceptability. In no case was there a question asked as to the meaning of these descriptors used to characterize the several degrees of acceptability. Nor did any respondent, or interviewee, suggest that a change in the rating scale be made. Consequently, the measures used to evaluate the respondents' preferences for each trend were considered satisfactory and appropriate to the study.

However, the question remains, How does a college determine its optimum state of readiness before it may be judged ready to proceed with a program of non-traditional education? Institutional readiness can be measured by utilizing the values derived from scores on acceptability of trends. Within the following general parameters several observations are noted as the basis for determining an optimum state of readiness for non-traditional education. The trend statements were identified in Table I (p. 45) according to

their broad areas of concern. Two of the trends, 9 and 10, both within the area of finance, are excluded from consideration here as they were deleted in the forms recommended for future use. The twenty-four statements remaining may be grouped into three general areas of concern. Six relate to students and their needs, eleven to curriculum and instruction and to preparation for employment, and the balance, or seven, to administrative issues. While each college would be expected to place more importance on one area than another in determining whether or not to proceed with a program of non-traditional education, the following observations must be considered in attempting to assess an optimum state of readiness for such a program.

First, there should be a reasonable level of support for each trend considered individually. This level was suggested as 5.00, the "somewhat acceptable" score value used in the rating scale.

Second, there should be a reasonable level of support in each of the general areas of concern noted above. This level of support was suggested as an average of 5.33 for the trends in each of these three areas. This value lies between the "somewhat acceptable" and the "generally acceptable" score values.

Third, there should be a reasonable level of support for all trends. This level was suggested as an average of 5.67 for all twenty-four trends evaluated.

Scores on both the declared acceptability of trends to respondents and their perceptions of others' acceptability of the trends play a significant role in determining the character and scope of future strategies to expand or initiate new programs in non-traditional education. Hence, the differential between declared and perceived acceptability must be considered as a potential handicap to program change if the differential is very large. In Chapter IV the differential was declared as "inconsistent" when the value of the difference in scores exceeds 1.00 (see Table XI). Therefore, a fourth measure for each trend was recommended--that the differential between scores for declared and perceived acceptability of each trend not exceed 1.00.

The following evaluation of the total group of respondents utilizes the data presented in Tables IX, X, and XI. Trends 9 and 10 were excluded from this analysis. The observations considered earlier in attempting to assess an optimum state of institutional readiness yielded the following questions and answers.

Question 1. Is there a reasonable level of support for each trend considered individually?

All but seven of the twenty-four trends exceeded the "somewhat acceptable" value of 5.00. The ones that did not were number 5, relating to students; 13 and 15, relating to administration; and 19, 21, 22, and 23, relating to curriculum and instruction.

Question 2. Is there a reasonable level of support for each of the general areas of concern?

As to the six trends relating to students, the means averaged 5.40, or slightly above the index value of 5.33. As to the trends relating to administration, the means averaged 5.30, or barely below the 5.33 index value. The means of the ten trends relating to curriculum and instruction averaged 5.13, or somewhat below the index of 5.33.

Question 3. Is there a reasonable level of support for all twenty-four trends taken as a group?

The mean score for all trends was 5.37. This value fell 0.30 points below the recommended index value of 5.67, and may be interpreted as a weak general acceptance of the trends relating to non-traditional education.

Question 4. Is the differential between declared and perceived acceptability of trends within an acceptable range of consistency?

All trends were within the consistency range of 1.00, with nineteen of the twenty-four trends having differentials of less than 0.50.

Looking at each of the responses to the four sets of questions, the total group was judged to be mildly receptive to the concepts of and implications associated with programs of non-traditional

education. However, the following provisos should be noted in conjunction with a consideration of the scores:

(a) In terms of individual trends relative to students, Trend 5, pertaining to the decline of the liberal arts, was the principal source of concern to respondents. However, this runs contrary to the same respondents' expressed support for expansion of cooperative education programs (Trend 25). In terms of administration, Trends 13 and 15 both pertain to student involvement in two areas of governance--setting of policy and selection of a college president. As noted in the literature, Chapter II, these two issues will likely be resolved in settling the conflicts in the power struggle between students, administrators, governing boards, and legislature. In terms of curriculum and instruction, the four trends falling below the 5.00 index value dealt with issues critical to the day-by-day operation of non-traditional programs--relevance of general education courses, balance between major and minor course distributions, the concept of flexibility in course length and the classroom being occupied by a certain number of warm bodies for a specified time, and the opportunity for students to learn on their own through independent study rather than in structured classes.

(b) In terms of support for each of the general areas of concern, the combined means for each area tended to reflect the patterns discussed above. The first two areas generally met the index value

prescribed while the third fell sufficiently below as to require further discussion among faculty and administrators before a program of non-traditional education involving these respondents could likely be implemented with sufficient understanding and support.

(c) In terms of general support for all twenty-four trends, this rating should be considered as requiring the most care in the development of the content of a proposed program of non-traditional education, as well as in the procedures and requirements contained in manuals describing how the program is to be implemented, who will be involved, and what is expected of each responsible party.

(d) In terms of the differentials between declared and perceived acceptability of trends, this group evidences no severe communications problems. They appear to be knowledgeable of the attitudes of their peers with respect to the issues involved. However, a more careful scrutiny of Table XI will reveal that within several institutions, as previously described in Chapter IV, there are some marked differences in understanding among faculty and administrators.

In summary, these provisos are significant only to the extent that the total population in this group of respondents needs to become more knowledgeable and better informed about non-traditional education, particularly in those areas where the score values fell short of the critical index values.

Recommendations

The following recommendations on the model are drawn from the conclusions reached and stated in the preceding sections.

1. It is recommended that the model be applied to several large institutions, utilizing appropriate controls to assure representativeness of participants in both field surveys and interviews.

2. It is recommended that the model be tested in several specialized institutions of higher learning, such as technical schools or colleges for the performing arts, in order to determine its effectiveness under academic and administrative constraints unique to such institutions.

3. It is recommended that the conclusions reached in the preceding sections regarding the administration of the model be observed in its application to any other institution of higher learning.

4. It is recommended that the four criteria set forth for the evaluating of the optimum state of institutional readiness for non-traditional education be utilized in future investigations of institutions described in the preceding recommendations.

5. It is recommended that the forms used in the model be revised as shown on the following pages, and that these forms be used in any subsequent testing or application of the model. The recommended forms are presented in the following order, with appendix reference to the original noted in paretheses after each:

a. Sample Cover Letter (Appendix B)

b. Faculty/Administrators Personal Data Sheet--Instructions (Appendix A-1)

c. Faculty/Administrators Personal Data Sheet--response form (Appendix A-II)

d. Trends Affecting Non-Traditional Education--Instructions (Appendix A-III)

e. Trends Affecting Non-Traditional Education--response form (Appendix A-IV)

f. Interview Guide Re: Non-Traditional Education (Appendix A-V).

SAMPLE COVER LETTER

(date)

Dear Colleague

Several of our senior faculty and administrators have suggested that we examine the potential for our college to commit itself to establishing a broad program of what is called 'non-traditional education.' The term itself defies precise definition. However, the following examples are typical of what some colleges cite to show that their programs are non-traditional.

++ evening class schedules as broad and complete as in the daytime
++ weekend classes: Friday afternoon through Sunday evening
++ granting of college credit learning through life experiences
++ home-study courses provided via educational-TV
++ major administrative offices open weekends and evenings
++ weekend and evening hours for student counseling and guidance
++ programs permitting students to 'stop-out' periodically
++ non-credit leisure learning courses to meet special adult needs

In order for us to make a realistic assessment of the potential of non-traditional education on our campus--and of its opportunities and limitations--I have authorized an intensive study of faculty and staff insights into and attitudes towards this matter. The study will be accomplished in two phases.

Phase I begins with this letter. I am requesting each recipient to fill out and return quickly the two forms enclosed. The first is a Personal Data Sheet, from which we can easily tabulate pertinent information about our faculty and staff. The second is an opinionnaire on some two dozen trends in higher education, all having a bearing on non-traditional programs and activities.

Phase II will begin after receipt of your responses to the Phase I instruments. This second phase will consist of follow-up interviews of a randomly selected and proportionate sample of faculty in each of our academic units and of administrative staffs in the non-academic units.

A self-study of this sort requires a great amount of candor on the part of all participants. Because this study probes a large number of issues relating to non-traditional education and your attitude towards them, it is essential that complete anonymity be assured to all of you.

In order to guarantee this anonymity to all respondents to the survey and to all interviewees, the following precautions have been taken.

1. Survey forms are to be returned in the pre-addressed special envelope enclosed herein. The return address has been assigned solely for the purpose of this study.
2. An outside consultant--who is in no way associated with this institution in any other capacity--has been retained to conduct the study and to be the sole reviewer of your responses.
3. The consultant has been instructed to permit no other person to have access to your responses.
4. The consultant has been instructed to prepare his report in the form of statistical tabulations and screened summaries of your responses, and to eliminate all material which might identify you as to person or title.
5. The consultant's report will be made available to all deans and senior administrators, and additional copies will be placed in all departmental offices and will be available for your review and supplemental comment.

Thank you for your participation. I know that I will have your full cooperation in the accomplishing of this important self-study. Please return the Phase I forms by Friday of this coming week.

Cordially

President

FACULTY/ADMINISTRATORS PERSONAL DATA SHEET

INSTRUCTIONS

This questionnaire asks for basic background information about you and your general areas of responsibility. Before answering the questions, would you please review the following items.

1. Print all information requested, or use a typewriter.

2. Apply all questions or items as of the current academic year.

3. Please note the following abbreviations, and use where appropriate.

   PT = Part Time

   FT = Full Time

4. Review the following definitions before completing the section on "Characteristics of Services Rendered." Services are of five types.

   Managerial: *Overall administration and supervision of educational activities, student services, and business affairs.*

   Instructional: *The "teaching" function (whether conducted in the laboratory, lectures, seminars, tutorials, or directed reading) including supporting related activities and preparation time. Investigation and research NOT directly related to the teaching function should be accounted for under "Research."*

   Research: *Investigation and study conducted independently of classroom teaching; includes time spent in writing for professional publications, and in institutional research and planning.*

   Community: *Services rendered to local areas, to the state or nation, where such services are rendered at the request of the college, with or without charge, or where they provide opportunity for recognition of the college because of the individual's services.*

   Student: *Services provided by the institution in the areas of admissions, records, placement, organizational activities, job placement, housing, health, financial aids, recreation, counseling, and the like.*

NOTE: Your cooperation in checking responses for completeness will be appreciated.

FACULTY/ADMINISTRATORS PERSONAL DATA SHEET

Name _____ Date _____

Title _____ Circle: FT PT

Department/Office _____ Phone _____

CHARACTERISTICS OF SERVICES RENDERED TO COLLEGE

Show usual or average per cent of time spent in each Service Area. Categories should sum to 100% if you are a full-time employee, proportionately less if you are a part-time employee. Check definitions before completing this section.

% of Time	Type of Service
_____	Managerial
_____	Instructional
_____	Research
_____	Community
_____	Student
_____	TOTAL

ACADEMIC BACKGROUND

College(s) Attended	Degree Status	Dates	Major Field
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PROFESSIONAL RECOGNITION AND ACTIVITIES

Full name of honorary societies of which a member _____

_____

Professional certifications and awards _____

_____

Current memberships in academic/professional societies _____

_____

ACADEMIC EMPLOYMENT (Maximum of ten years)

Dates	College	Position Held	FT--PT
_____	*THIS COLLEGE*	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Survey Code No. _____

TRENDS AFFECTING NON-TRADITIONAL EDUCATION

INSTRUCTIONS

College faculty and administrative staffs hold unique positions from which to judge trends in higher education. You are one of the people holding such unique position. Therefore, this survey seeks your opinions on a selected group of statements about trends relating to Non-Traditional Education.

Please note that the survey form seeks two responses from you on each of 24 statements. One response calls for your best judgement of the attitude of your co-workers toward each of the trend statements. By co-workers is meant the faculty and staff with whom you have fairly frequent contact, the people whose opinions you hear or sense. The second response calls for you to identify how you feel personally about each of the statements. Of course, how you think others feel and how you feel about a given statement may differ considerably or be very much the same. This survey is designed to draw out those differences or similarities.

SCORING SCALE

The degree of acceptability of each trend is to be expressed using a number ranging from 1 to 7. The values of the numbers are as follows.

VALUE	DESCRIPTIVE TERM or MEANING
7	Highly Acceptable
6	Generally Acceptable
5	Somewhat Acceptable
4	Equally Balanced
3	Somewhat Unacceptable
2	Generally Unacceptable
1	Highly Unacceptable

LEFT HAND BLANKS

Do all of these FIRST! Using the scale above, record your expectations of the degree of acceptability of each trend to your co-workers.

RIGHT HAND BLANKS

Complete all of these LAST! Using the same scale, record your feelings about the degree of acceptability of each trend to you personally.

Thank you for your help. Have you filled in all the blanks? Please check! BUT, do not change your answers. Your first answer is best.

TRENDS AFFECTING NON-TRADITIONAL EDUCATION

Survey Code No. _____

Co-Workers' Views			Personal Views
____	1	There will be increased flexibility of attendance, with students attending college over a wider time-span.	1 ____
____	2	College student population will be more heterogeneous in terms of students' abilities.	2 ____
____	3	College student population will be more heterogeneous in terms of students' ages.	3 ____
____	4	College student population will be more heterogeneous in terms of students' socio-economic backgrounds.	4 ____
____	5	The acceptance of the traditional liberal arts program by college students will lessen.	5 ____
____	6	Young people will turn more to colleges whose programs are more responsive to their self-perceived needs.	6 ____
____	7	There will be increased emphasis on more flexible structures like external degrees and off-campus study.	7 ____
____	8	Higher education will become more accessible throughout life, regardless of income, race, or geography.	8 ____
____	9	There will be increased emphasis on efficiency of operations and services to offset cost increases.	9 ____
____	10	There will be more faculty participation in policy- and decision-making at colleges and universities.	10 ____
____	11	There will be more student participation in policy- and decision-making at colleges and universities.	11 ____
____	12	Faculty will gain greater voice in the selection of college presidents and other administrators.	12 ____
____	13	Students will gain greater voice in the selection of college presidents and other administrators.	13 ____
____	14	Colleges will provide as many paths for students to achieve goals as students' talents and interests seek.	14 ____
____	15	There will be increasing use of technology to assist instruction (e.g., TV, computers, video tapes).	15 ____
____	16	There will be increasing interest and focus on interdisciplinary courses in the curriculum.	16 ____
____	17	Students will have more flexibility in terms of fewer general education requirements for a degree.	17 ____
____	18	Students will have more flexibility in terms of wider choice of courses.	18 ____
____	19	There will be less emphasis on the concept of majors and minors in the curriculum.	19 ____
____	20	Student fulfillment of course objectives will determine course length, rather than semester or class hours.	20 ____
____	21	A majority of the formal liberal arts curriculum will be offered through independent study.	21 ____
____	22	Continuing education programs will continue to develop and grow at a rapid rate.	22 ____
____	23	The widespread growth of cooperative education (classroom instruction combined with employment) will continue.	23 ____
____	24	College students will seek academic preparation relevant to their entering the labor market.	24 ____

INTERVIEW GUIDE Re: NON-TRADITIONAL EDUCATION

NB: Have recorder set up ahead of time, if possible.

Thank you for your time. This series of interviews is the final portion of a field study being made of factors affecting non-traditional education at this college. You have already responded to the written survey; of course, the same rules apply here regarding the preserving of the anonymity of all respondents as applied to written responses.

As you know, your president has authorized me to study the attitudes of faculty and administrators on this campus towards non-traditional educational programs and activities. The forms you have already returned hold valuable information for this study. I have them here so that you might review them, if you wish. Then I will ask you some follow-up questions to expand on your views about non-traditional education in general, and as the concepts might apply at this college.

PRELIMINARY INFORMATION

To assist in maintaining the accuracy of your response, and to save interview time, I would like to use a tape recorder. If that is agreeable with you I will turn it on and let it run.

MAY I USE THE RECORDER?

NB: Turn on recorder -- Note time of start -- Punch counter for "zero"

This is *(full date)*, a *(day of week)*. I am *(my name)* and I am at *(name of college)* to interview *(interviewee's name)* who is *(title/rank)* in the *(department)*.

Good morning (afternoon) Dr., Mr., Ms. *(name of interviewee)*. Before we proceed I will repeat what I have just said to you: that the data and information obtained in this interview will be used in such a way as to preserve your anonymity.

The purpose of this interview is to expand on your views on Non-Traditional Education as you have already stated them in the survey forms I have here. Let us start with those forms you returned

1. DO YOU WISH TO ADD TO OR CHANGE ANY OF THE ENTRIES ON THE PERSONAL DATA SHEET OR ON YOUR RATINGS OF THE TRENDS AFFECTING NON-TRADITIONAL EDUCATION?

NB: Hand interviewee each form separately.
Be sure interviewee examines each form for completeness.

CONCEPTS OF NON-TRADITIONAL EDUCATION

The letter you received with the survey forms listed several examples of programs considered by many persons to be non-traditional. Here is a copy of that letter. I would like for you to reflect on those examples while I turn off the recorder for a few moments.

NB: Machine off -- Hand letter to interviewee.

NB: Machine on.

You may want to keep that copy of the letter in front of you while you consider your answers to the following questions.

2. ARE THE EXAMPLES CLEAR? DO YOU WISH TO ADD ANY OF YOUR OWN?

NB: Discuss interviewee's examples as necessary for clarification.

Let us now proceed. Drawing on your college-related experiences or on your personal observations, you may have developed some special insights into non-traditional education. These I would now like to explore.

3. WHAT KIND OF CONTACT, INCLUDING HERE AT THIS COLLEGE, HAVE YOU HAD WITH NON-TRADITIONAL EDUCATION AT THE COLLEGE OR UNIVERSITY LEVEL?

NB:

4. OUT OF YOUR EXPERIENCES OR OBSERVATIONS, OR FROM WHAT YOU MAY HAVE HEARD FROM OTHERS, WHAT DO YOU LIKE OR NOT LIKE ABOUT PROGRAMS OF NON-TRADITIONAL EDUCATION?

NB:

Non-traditional education programs may hold or lack special appeal for various segments of the population. In your answering of the following question about such population groups, please consider where this college is located, its present student composition, and the characteristics of the community in which the college is recruiting future students.

5. WHAT DO YOU FEEL IS THE STRONGEST APPEAL, PRESENTLY OR POTENTIALLY, OF NON-TRADITIONAL EDUCATION FOR EACH OF THE FOLLOWING GROUPS?

   A. Adults just beginning their careers
   B. Career changers (those wanting to start new careers)
   C. "Empty nesters" (adults whose children have left home)
   D. Retirees

NB: Ask follow-up questions to delineate differences between groups, and to identify attitudes towards existing programs of the college.

WORKING IN NON-TRADITIONAL PROGRAMS

Programs of non-traditional education can take many forms. They can involve unusual schedules of time; they can be held at countless numbers of places other than on a campus; they can focus on areas not dealt with in the conventional college program; and they may recognize a wide variety of degree and non-degree plans, as well as awarding credit for experiential learning and on-the-job training.

6. IF YOU HAD THE OPPORTUNITY TO DO SO, WHAT WOULD BE YOUR REACTION TO WORKING IN A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION?

NB:

7. WHAT WOULD BE THE IMPLICATIONS FOR YOUR PERSONAL LIFE?

NB:

8. CONSIDERING ONLY SALARIES, SHOULD PEOPLE WORKING IN SUCH A PROGRAM BE PAID LESS THAN, THE SAME AS, OR MORE THAN THEIR COUNTERPARTS WHO ARE DOING THE SAME WORK FOR THE SAME NUMBER OF HOURS IN A CONVENTIONAL PROGRAM?

NB:

9. WHAT, IF ANY, SPECIAL PROVISIONS OR COMPENSATIONS, OTHER THAN SALARY, SHOULD BE RECEIVED BY FACULTY OR STAFF WORKING A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION?

NB:

These past four questions have dealt with the implications of a broad program of non-traditional education as it might affect your personal life. In the next question, please consider the effects of such a program as it might affect students who participate in it.

10. ASSUME THAT ADMINISTRATIVE POLICIES AND PRACTICES, THE AVAILABILITY OF DESIRED EQUIPMENT AND SUPPLIES, AND THE ACCESSIBILITY OF SUPPORT SERVICES WOULD BE THE SAME, OR EQUIVALENT, FOR BOTH NON-TRADITIONAL AND CONVENTIONAL PROGRAMS IN THE SAME COLLEGE. GIVEN THIS CONTROL, WOULD YOU EXPECT THE STUDENTS IN THE NON-TRADITIONAL PROGRAM TO LEARN LESS WELL THAN, AS WELL AS, OR BETTER THAN THE STUDENTS IN THE CONVENTIONAL PROGRAM?

NB:

NON-TRADITIONAL PROGRAMS AT THIS COLLEGE

Let us now consider how a broad program of non-traditional education might affect this college. To begin, please review the definitions of the five institutional service areas listed on this instruction sheet.

NB: Machine off -- Hand Personal Data Sheet instructions to interviewee.

NB: Machine on.

11. ARE THE DEFINITIONS CLEAR? IF NOT, WE WILL REVIEW THEM NOW.

NB: Discuss definitions as necessary.

12. IN YOUR OPINION, HOW WOULD EACH OF THESE SERVICE AREAS BE AFFECTED BY SETTING UP A NON-TRADITIONAL EDUCATION PROGRAM ON THIS CAMPUS?

NB: Obtain response for each of the five areas.

13. WHAT ISSUES OR PROBLEMS MUST BE RESOLVED BEFORE THE COLLEGE COULD MAKE A FULL-FLEDGED COMMITMENT TO NON-TRADITIONAL EDUCATION?

NB:

14. WHAT DO YOU CONSIDER TO BE THE GREATEST STRENGTHS OF THIS COLLEGE AS THOSE STRENGTHS RELATE TO NON-TRADITIONAL EDUCATION?

NB: Suggest that interviewee cite up to four.

Some faculty or staff could be particularly influential in making key decisions relative to a program of non-traditional education at this college. As you answer the following questions, please comment freely.

15. PLEASE IDENTIFY UP TO FIVE PERSONS WHOM YOU CONSIDER TO BE THE MOST INFLUENTIAL IN THE PROCESS OF DECIDING WHETHER OR NOT THE COLLEGE SHOULD INITIATE A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION.

NB: Obtain name and title, if possible.

16. CONVERSELY, IF SUCH A PROGRAM HAD BEEN APPROVED BY COLLEGE TRUSTEES AND PLACED INTO OPERATION, WHO WOULD BE THE MOST INFLUENTIAL IN ITS OPERATING SUCCESS OR FAILURE?

NB: Suggest that interviewee name up to five persons, or give titles.

17. DO YOU WISH TO OFFER ANY OTHER COMMENTS ON NON-TRADITIONAL EDUCATION?

NB: After answer, thank respondent for the time given to study.
Machine off -- Record counter number, time, and date on notes.

CHAPTER VI

SOME IMPLICATIONS FOR NON-TRADITIONAL EDUCATION

The primary focus of this study was the development and validation of an evaluative analytical model to determine the state of institutional readiness for non-traditional education. The model was field-tested in the Dallas/Fort Worth Urban Area at three institutions, referred to as principal colleges, more specifically, small, privately-operated liberal arts colleges. Further field testing was done in two departments of a large private university located within the same geographic region.

Information obtained from field surveys, interviews, and personal observations provided the data base for analyzing the model, as reported in Chapter V. In addition, this information permitted conclusions to be drawn regarding prospective non-traditional education programs at colleges similar to those participating in this study. Further, these conclusions facilitated an analysis of the broader implications for non-traditional education programs which may be established and generalized to other types of institutions of higher learning.

The data compiled for each college in the study yielded information leading to the observations reported below. It is believed that any study of similar institutions will replicate the interpretations and conclusions stated here.

1. The presidents of all three principal colleges showed positive interest in non-traditonal education. However, they appeared to base their interest on the opportunity to serve publics having unmet educational needs, rather than on the opportunity for financial amelioration of the colleges.

2. At each principal college at least one person interviewed declared that he or she had considered at length how non-traditional education might be implemented on that campus.

3. At all four institutions, administrators and administrative processes were viewed by both faculty and administrators as actual or potential barriers to the implementation of non-traditional education programs.

4. Faculty in the physical sciences generally resisted the innovations implicit in non-traditional education.

5. Faculty and administrators who had attended college after 1965 appeared, regardless of their ages, to be most receptive to the concepts of non-traditional education. (The exceptions to this observation occurred most often among the physical science faculty.)

6. Chronological age of faculty did not appear to correlate with attitude towards institutional involvement in programs of non-traditional education.

7. Among both faculty and administrators, the youngest interviewees generally were the ones most in favor of experimenting personally with new programs.

8. In all interviews, faculty who had experimented with some non-traditional education activities in their own teaching situations were highly interested in further application of these to their own teaching mode and environment. Further, the respondents expressed a desire for their respective institutions to adopt non-traditional education activities.

9. Faculty and administrators who showed the most concern for the affective development of students generally demonstrated a higher positive interest in non-traditional education than those respondents whose concerns centered strongly on the cognitive development of the student.

10. Those persons who could be the most influential in deciding whether or not a college should initiate or expand a program of non-traditional education, and those persons who would be the most influential in carrying out such a program, were identified readily by interviewees at all four institutions.

11. Any decision to proceed with a broad program of non-traditional education must have strong support from leaders on the campus in the areas both of general administration and academic administration.

12. The initiation of a broad program of non-traditional education at a college stands little chance of success unless persons from all institutional service areas (management, instruction, student services, research activities, and community services) are actively involved both in designing the program and in recommending necessary implementation actions.

13. The potential success of a college proposing to implement a program of non-traditional education can be measured, in part, by the interviewees' responses to the questions on the strengths and weaknesses of the college with respect to the following factors: (a) faculty quality, (b) staff capability, (c) adequacy of facilities, (d) institutional philosophy, and (e) geographic location of the college and area to be served.

"Non-traditional education" is not easily defined. Those who doubt that the expression has any reference to a particular kind of education say that it is not an organization, not a structure per se, but simply another way of doing what educational leaders have advocated in one way or another for many years--identifying weaknesses,

experimenting with new techniques to overcome those weaknesses, and modifying practice to improve the quality of education.

If the meaning of "non-traditional education" were limited to the above, its supporters could return to the classroom and office and get back to work on identifying, experimenting, and refining. However, "non-traditional education" can be more accurately defined as a movement that seeks to bring new life into post-secondary education. It is not so much the use of new types of equipment and facilities, nor the presence of new kinds of students and uncommon hours of operations as an attitude associated with the implementing of a whole new delivery system for post-secondary education. Attention was drawn to this view by more than half of the interviewees who saw the need to restructure and refocus institutional service areas if non-traditional education is to offer desirable alternatives to conventional programs.

That new delivery system might be compared to the role of the long-range jet aircraft in the field of commercial aviation. During the past two decades commercial aviation has moved from the piston-engine and jet-prop craft as the mainstays of its fleet to the jet and, now, the supersonic jet plane. Just as these craft have reached out to new horizons of air-travel opportunity, non-traditional education reaches out to new horizons of educational opportunity. Like the jet,

it strives to serve publics (customers) who, in the past, have been poorly served or not at all by the conventional delivery systems.

However, the cost of converting an educational program to non-traditional education presents real problems that must be considered carefully. Non-traditional education, as seen by a few participants in the study, cannot be viewed as an economic panacea for an otherwise financially-troubled institution. In fact, initial costs to implement such new programs may be considerable in terms of manpower and budget when all institutional services are included. These expenditures may be more than some colleges would care to assume.

Successful operation of the long-range jets requires an active and viable system of short-haul jet and piston-engine craft serving a different set of markets. In like manner, non-traditional education, while pushing out to serve new frontiers of educational opportunity, must recognize its dependence upon conventional programs to serve segments of the student population who find traditional approaches more personally satisfying, and more rewarding as learning experiences. The importance of the relationship between conventional and non-traditional education was stressed in the various reports of the Commission on Non-Traditional Study, cited in earlier chapters. As noted in the survey by all of those faculty in the physical sciences, there is a place for adhering to conventional lecture/laboratory learning modes, and that is found in the preparation programs for students

choosing specific careers in science. What, then, may be said of non-traditional education and of its prospects in the future of American educational enterprise?

Advocates can cite countless examples in support of the view that non-traditional education holds great promise for the future of post-secondary education. Not only the youngest interviewees at the four institutions were most interested in non-traditional education, but faculty who had personally experimented with non-traditional education activities and techniques in previous courses were convinced of the potential of such innovations to improve the quality of education throughout their colleges. These same interviewees emphasized that innovation not be regarded as a means to dilute the curriculum, but as a means to improve the quality of curriculum.

Following are what appear to be some of the more significant contributions and characteristics of non-traditional education. As a movement, it affords the opportunity for the college and university to become more relevant to the current issues of society by becoming an integral part of society in fact, not just in principle. As a delivery system, non-traditional education provides the vehicle for the college to serve people of all ages, from eighteen to eighty years old, wherever they are living or working, with educational programs that

meet their needs. Most importantly, it is not a means to ease student/administration relations in the manner of "throwing a bone to an angry dog." Instead, it provides the opportunity, as observed by a fourth of the interviewees, to bring students into critical decision making on those issues that affect them as consumers of the product that the college sells.

The concept of new delivery systems also opens the doors for all institutions of higher learning to meet the challenges of proprietary schools and non-academic training programs run by business, industry, and government to enhance personal growth, business acumen, and professional capabilities of their employees. This observation was made several times by those interviewees who had had or maintained close association with government or the business community.

A consequence of any effort to serve practitioners in business, industry, government, and the professions will be the necessity for a stringent and continuing re-assessment of curriculum to ascertain that it is relevant to current and future issues rather than to the past. In this regard, a large number of interviewees spoke to the necessity for course revisions to relate content to everyday experiences of students, as well as to the need for occasional dropping or adding of courses. This re-assessment requires examination of the total curriculum as well as content and thrust of specific courses. The

willingness of faculty and academic leadership to apply the law of parsimony will, no doubt, be a crucial factor in determining whether or not curriculum revisions meet the true needs of the consumer-public.

Increasing recognition of interdependence of the community and the educational institution will lead to several other developments along non-traditional lines. One of these is that an increasing number of specialists in numerous occupational categories--physicians, city planners, accountants, public administrators, laboratory technicians, business managers, and the like--will be sought as part-time instructors in college academic programs because they are working in occupations which require this knowledge. Such action would demand strong support from administrators and faculty leaders, as some interviewees observed. Otherwise, some faculty may feel their positions threatened by these instructors.

The interdependence of the community and the educational institution will also require close collaboration between the college and community service institutions such as libraries, museums, art centers, and zoos, so that these facilities and their staffs become an integral part of the teaching/learning environment of the college

As the delivery system seeks to provide educational services outside the conventional context of the campus, the burden will be upon the faculty to improve its teaching methodologies. Among the

benefits of non-traditional education will be the recognition that different teaching styles and techniques should be employed to serve better the educational needs of different groups of students. Of special note was the observation by a majority of the interviewees that non-traditional education is not a substitute for excellence in teaching. As several persons said, it will probably require more creativity, more sacrifice on the part of instructors, greater willingness to put up with the frustrations of developing new teaching formats and new materials, for new kinds of students. However, some interviewees expressed or, more often, implied one by-product of non-traditional education. This was the anticipation that many students, both new and old would benefit from non-traditional education in the area of affective development especially.

The four institutions studied revealed widely-different states of readiness for non-traditional education. In part, the state of readiness was influenced by tradition and structure unique to each college. However, the findings of this study indicated one underlying characteristic to be considered in all evaluations of institutional readiness. This might be identified as that spirit of readiness, zeal, or fervor that was evident among some interviewees. These people showed their desires to seize the opportunity to provide educational services and to make these services relevant to people whose needs have not been met in the past.

How, then, might the future of non-traditional education best be described? Based upon the findings of this study, an appropriate description coined by this investigator is contained in the phrase, 'Opportunity and Relevance' (OAR). Non-traditional education symbolizes opportunities for students in all walks of life, for faculty who seek better ways to meet the real needs of their students, for administrators to build stronger ties with the publics served by their institutions, and for communities to receive more direct benefits leading to an up-grading of the quality of life.

Relevance, on the other hand, has become a hallmark of non-traditional education. It demands that education accept the learner as he is, where he is, as a person with a variety of knowledges and skills gained out of a lifetime of experiences. It acknowledges that these skills and human experiences provide the fallow ground for the nurture of further education, but only if that further education is meaningful in the life of the individual.

APPENDICES

APPENDIX A-I

FACULTY/ADMINISTRATORS DATA SHEET

Part A

NOTES AND INSTRUCTIONS

This questionnaire (see Part B) asks for basic background information about you and your general areas of responsibility at this college. Before answering the questions would you please review the following.

1. Print all information requested on the questionnaire.

2. Please note the following abbreviations. Apply as of May, 1975.

   PT = Part Time
   FT = Full Time

3. Review the following <u>definitions</u> before completing the section on "Characteristics of Services Rendered." Services are of five types:

   Managerial: *Overall administration and supervision of educational activities. student services, and business affairs.*

   Instructional: *The "teaching" function (whether conducted in the laboratory, lectures, seminars, tutorials, or directed reading) including supporting related activities and preparation time. Investigation and research NOT directly related to the teaching function should be accounted for under "Research."*

   Research: *Investigation and study conducted independently of classroom teaching; includes time spent in writing for professional publication, and in institutional research and planning.*

   Community: *Services rendered to local areas, to the state or nation, where such services are rendered at the request of the college, with or without charge, or where they provide opportunity for recognition of the college because of the individual's service.*

   Student: *Services provided by the institution in the areas of admissions, records, placement, organizational activities, housing, health, financial aids, recreation, counseling, and the like.*

Your cooperation in checking your responses for completeness will be appreciated. If you have questions regarding the content these will be answered at the time of interview and can be accounted for then.

APPENDIX A-II

FACULTY/ADMINISTRATORS DATA SHEET

Part B

Name _____ Phone: _____ Code: _____

Title _____ Circle: FT PT

(As of May, 1975)

CHARACTERISTICS OF SERVICES RENDERED AT THIS COLLEGE

Show usual or average per cent of time spent in each Service Area. Categories should sum to 100% if you are a full-time employee, proportionately less if you are a part-time employee. See Definitions before completing this section.

% of Time	Type of Service	Use this space for comments, if desired:
_____	Managerial	
_____	Instructional	
_____	Research	
_____	Community	
_____	Student	
_____	TOTAL	

ACADEMIC BACKGROUND

College(s) Attended	Degree	Dates	Major Field
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Collegiate/Academic Honors; Membership in Honorary Societies

_____

BUSINESS AND PROFESSIONAL RECOGNITION AND ACTIVITIES

Licenses and Certificates Held _____

Awards and Citations _____

Current Organizational Memberships _____

_____

PRIOR ACADEMIC EMPLOYMENT (Maximum of ten years)

Dates	College	Position Held	FT or PT
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

APPENDIX A-III

TRENDS AFFECTING NON-TRADITIONAL EDUCATION Part I

College faculty and administrators hold unique positions from which to judge trends in higher education. You are one of these key people in your college. Therefore, this survey seeks your opinions on a selected group of statements relating in particular to Non-Traditional Education.

The survey form (see Part II) seeks two responses from you to each statement. The first is to give your best judgement of the attitude of all of your co-workers toward the trend. The second calls for you to state how you feel personally about the statement. Of course, how you think others feel, and how you feel about a given trend are apt to differ considerably. Trust your first reaction, but do read the statements carefully before responding.

Instructions

The survey identifies 26 trend statements. To the left and right sides of the statements are columns of blanks. Complete all the blanks in the left column first; then reread the statements and complete all the blanks on the right side.

Left hand blanks: in these, using the scale below, record your expectations of the degree of acceptability of each trend statement to the group, i.e., to all other faculty and staff at the college. *Please complete this side first.*

Right hand blanks: in these, using the same scale, record your feelings as to the degree of acceptability of the trend statement to you personally.

STOP! Double check to be sure you have responded to all statements in both columns. BUT, DO NOT go back and change your entries.

Scoring Scale

The degree of acceptability is to be expressed by recording a number ranging from 1 to 7 in each blank. Use the following scale to reflect your opinions.

DESCRIPTIVE TERM	VALUE
Highly Acceptable	7
Generally Acceptable	6
Somewhat Acceptable	5
Equally Balanced	4
Somewhat Unacceptable	3
Generally Unacceptable	2
Highly Unacceptable	1

Thank you for your help. Have you filled in all blanks? Please return in the envelope enclosed.

APPENDIX A-IV

TRENDS AFFECTING NON-TRADITIONAL EDUCATION

Part II
PERSONAL

GROUP

1. There will be increased flexibility of attendance, with college students being freer to come and go over a wider span of years. _____
2. There will be a more heterogeneous college student population, in terms of their abilities. _____
3. There will be a more heterogeneous college student population, in terms of their ages. _____
4. There will be a more heterogeneous college student population, in terms of their socio-economic backgrounds. _____
5. The acceptance of the traditional liberal arts program by college students will lessen. _____
6. Young people will turn more to colleges whose programs are more responsive to their self-perceived needs. _____
7. There will be an increased emphasis on more flexible structures (external degrees, off-campus study, universities without walls). _____
8. Lifetime access to higher education will become more available regardless of family income, race or geographic location. _____
9. The federal government will reduce the number and volume of dollars in categorical aid to colleges and will give financial aid directly to students to attend the college of their choice. _____
10. There will be a greater public demand for accountability and efficient business management of public colleges and universities. _____
11. There will be an increased emphasis on the efficiency of operations and services to offset cost increases. _____
12. There will be more participation by faculty in the policies and decisions of colleges and universities. _____
13. There will be more participation by students in the policies and decisions of colleges and universities. _____
14. The faculty will gain a greater voice in the selection of college presidents and other administrative staff members. _____
15. Students will gain a greater voice in the selection of college presidents and other administrative staff members. _____
16. Colleges will provide as many paths to achieve goals of students as the diverse talents and interests of students demand. _____
17. Many new uses of technology and learning resources will become more common (e.g., TV, computer assisted instruction, video tapes, etc.). _____
18. There will be increasing interest and focus on interdisciplinary courses in the curriculum. _____
19. Students will have more flexibility in terms of fewer general education requirements for a degree. _____
20. Students will have more flexibility in terms of wider choice of courses. _____
21. There will be less emphasis on the concept of majors and minors. _____
22. The length of a course will fit the time required to fulfill the objectives of the course, rather than a set time (semester or class hours). _____
23. A majority of the formal liberal arts curriculum will be offered through independent study. _____
24. Continuing education programs will continue to develop and grow at a rapid rate. _____
25. The widespread growth of cooperative education (combining classroom instruction with periods of off-campus employment) will continue. _____
26. Relevant academic preparation for entering the labor market will become more significant to college students. _____

Code: _____

APPENDIX A-V

INTERVIEW GUIDE Re: NON-TRADITIONAL EDUCATION

NB: Have recorder set up ahead of interview time, if possible.

Thank you for your time. The series of interviews I am conducting now are the final portion of the field study I am making of factors affecting non-traditional education. The results will be reported in the dissertation I am writing at North Texas State University. Of course, the same rules regarding preserving anonymity of respondents apply here as in the written replies you have already made.

As you know, the president has authorized me to use this college/school as a "case in point" for the study of attitudes of faculty and administrators towards non-traditional education. As a participant in this study you have already completed two one-page forms: a Personal Data Sheet, and a survey of your opinions on Trends Affecting Non-Traditional Education. The forms are here and we will review them before I ask you some follow-up questions to expand on your views about non-traditional education in general, and as they might apply here at this college/school.

To assist in maintaing accuracy of your response, and to save interview time, I would like to use my tape recorder. If that is agreeable with you I will turn it on and let it run.

MAY I USE THE RECORDER?

BACKGROUND QUESTIONS

NB: Turn on recorder. -- Note time of start. -- Punch counter for 'zero.'

This is *(date)*, 1975, a *(day)*. I am Mike Mahoney and I am at *(place)* to interview *(name)* who is *(title)* at *(name of college)*.

Good morning (afternoon) Dr, Mr, Ms. _____
Before we proceed I will repeat what I have just said to you: that the data and information obtained in this interview will be used in such a way as to preserve your anonymity.

The purpose of this interview is to expand on your views on Non-Traditional Education as you have already stated them in the survey forms which I have here. Let us start with the Personal Data Sheet.

DO YOU WISH TO ADD OR CHANGE ANY ENTRY ON THE PERSONAL DATA SHEET?

NB:

AS OF MAY YOU WERE A *(FT - PT)* EMPLOYEE OF THE UNIVERSITY. HAS THAT STATUS CHANGED SINCE THEN, OR WILL IT BE CHANGING IN THE FALL?

NB:

DO YOU WISH TO ADD OR CHANGE ANY ENTRY ON THE SURVEY OF YOUR VIEWS ON ACCEPTABILITY OF TRENDS AFFECTING NON-TRADITIONAL EDUCATION?

NB:

Here is a sheet containing three definitions. I would like for you to read and reflect on these briefly while the recorder is turned off

NB: Machine off

NB: Machine on

You may want to keep those definitions in front of you during the balance of this interview and refer to them before answering later questions.

DO YOU HAVE ANY QUESTIONS ABOUT THE DEFINITIONS?

NB:

Let us proceed. In your college-related experience you may have had some contact with or experience in non-traditional education which I would now like to explore with you.

WHAT KIND OF CONTACT, INCLUDING THIS COLLEGE, HAVE YOU HAD WITH NON-TRADITIONAL EDUCATION AT THE COLLEGE OR UNIVERSITY LEVEL?

NB:

OUT OF YOUR EXPERIENCES OR OBSERVATIONS WHAT DID YOU LIKE OR NOT LIKE ABOUT PROGRAMS OF NON-TRADITIONAL EDUCATION?

NB:

APART FROM ANY PERSONAL EXPERIENCE OR OBSERVER ROLE, WHAT HAVE YOU HEARD THAT APPEALS OR DOES NOT APPEAL TO YOU ABOUT NON-TRADITIONAL ED?

NB:

IN GENERAL, WHAT DO YOU FEEL IS THE STRONGEST APPEAL OF NON-TRADITIONAL EDUCATION TO THE FOLLOWING GROUPS OF PEOPLE? AND THE WEAKEST APPEAL?

Young persons (the latest high school graduates)

Adults just beginning their careers

Newly married persons

"Empty nesters"

Retirees

Career changers (those wanting to start new careers)

Programs of Non-Traditional Education can take many forms. They can involve unusual schedules of classes (nights, all day Saturdays, all weekend); they can be held at countless numbers of places other than on-campus (in factories, hospitals, museums, libraries, public schools, a recreation center, city hall); they can focus on areas of learning not dealt with in the conventional college; and they may recognize a wide variety of degree and non-degree plans, as well as giving credit for experiential learning and on-the-job training.

WHAT WOULD BE YOUR REACTION TO WORKING IN SUCH A PROGRAM?

NB:

WHAT WOULD BE THE IMPLICATIONS FOR YOUR PERSONAL LIFE?

NB:

DO YOU FEEL THAT PEOPLE WORKING IN SUCH A PROGRAM SHOULD BE PAID LESS, THE SAME, OR MORE THAN THEIR COUNTERPARTS DOING THE SAME WORK FOR THE SAME NUMBER OF HOURS IN A CONVENTIONAL PROGRAM?

NB:

ASSUMING PROPER ADMINISTRATION OF THE NON-TRADITIONAL EDUCATION PROGRAM, DO YOU EXPECT THAT THE STUDENTS WILL LEARN LESS THAN, AS WELL AS, OR BETTER THAN THE STUDENTS IN THE CONVENTIONAL CLASSES?

NB:

Let us now consider how a broad program of non-traditional education might affect this university. To start, will you please review the definitions of the five service categories named on the Personal Data Sheet.

IN YOUR OPINION, HOW WOULD EACH OF THESE SERVICE AREAS BE AFFECTED BY INSTITUTING A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION AT THIS COLLEGE?

NB:

WHAT ISSUES, OR PROBLEMS, WOULD HAVE TO BE RESOLVED AT THIS COLLEGE BEFORE THE SCHOOL COULD MAKE A FULL-FLEDGED COMMITMENT TO A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION?

NB:

WHAT WOULD YOU CONSIDER TO BE THE GREATEST STRENGTHS OF THE COLLEGE, THAT IS, IF IT WERE TO MOVE FORWARD ON A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION? *(Identify up to four.)*

NB:

FROM THE LIST OF FACULTY AND STAFF AT THIS UNIVERSITY, PLEASE SELECT UP TO FIVE PERSONS WHOM YOU FEEL WOULD BE MOST INFLUENTIAL IN DECIDING WHETHER OR NOT TO PROCEED WITH A BROAD PROGRAM OF NON-TRADITIONAL EDUCATION AT THIS COLLEGE/UNIVERSITY.

NB:

FROM THE SAME LIST, PLEASE SELECT UP TO FIVE PERSONS WHO COULD MOST INFLUENCE THE SUCCESS OR FAILURE OF SUCH A PROGRAM IF IT HAD BEEN APPROVED FOR IMPLEMENTATION.

NB:

IN THE TIME REMAINING WOULD YOU LIKE TO OFFER ANY OTHER COMMENTS ABOUT NON-TRADITIONAL EDUCATION, OR ITS POSSIBLE DEVELOPMENT AT THIS UNIVERSITY?

NB:

Thank you for your help. If I need to get in touch with you in the near future regarding this study, may I call you at the number given on the Personal Data Sheet?

NB: Machine off, noting time and date.

APPENDIX B

Dear Colleague

Would you please take a few minutes from your busy schedule to assist me in a research project? If you will, I shall be ever-so-grateful. Now, let me explain. My project includes several colleges in the North Central Texas region. The focus of the project is on faculty and staff attitudes toward current trends in higher education. Frankly, I need your personal opinion on these trends. You are in a strategic position to judge their impact.

The trends selected for study relate either in a general way or in specific context to what is being called "non-traditional education." The term itself eludes precise definition. However, the following are found among the examples of what some colleges cite to show that their programs are non-traditional.

++ evening class schedules as broad and complete as daytime schedules
++ week-end college classes (begin Friday night; end Sunday afternoon)
++ college credit for certain types of life experiences
++ home-study courses via educational-TV (like KERA-TV)
++ college administrative offices maintaining regular evening hours (e.g., registrar, admissions office, financial aids)
++ student counseling and guidance services available regularly during evenings and on weekends
++ highly-flexible programs to permit (even encourage) students to "stop-out" for one or more terms before resuming studies
++ credit and non-credit courses oriented to adult leisure-time interests or to special needs of retirees

Two one-page survey forms are enclosed; please read the attached instructions through before completing each form. One form requests some background information about yourself. The second solicits your views on twenty-six trends.

Please furnish all the information requested (omissions confuse tabulation!). Of course, if you are uncertain about your response, add an explanatory note. Then, I can call you later. On the trends form reference is made to "co-workers." This term is meant to include all of those faculty and staff with whom you have fairly frequent contact, people whose opinions you hear or sense.

The administration of this college has kindly supported my making this field study. In return, I have pledged to all concerned complete anonymity in the identification of the institution and of individuals--whether by name or title.

Could you--would you--please, take time to respond now, and post your forms to me by return mail in the envelope enclosed? Your help is deeply appreciated.

Sincerely,

V. L. Mike Mahoney

V. L. Mike Mahoney

APPENDIX C

VALIDATION PANEL FOR MODEL ANALYZING INSTITUTIONAL READINESS FOR NON-TRADITIONAL EDUCATION

Larry D. Adams, Chairman, Department of Sociology, Texas Christian University, Fort Worth, Texas

Sarah Ciuffardi, Associate Dean, the Evening College, Southern Methodist University, Dallas, Texas

Helen L. Harkness, Director of Continuing Education, University of Plano, Plano, Texas

Byron W. Medler, Associate Professor of Counselor Education, North Texas State University, Denton, Texas

Mary Ellen Wright, Admissions Office, Graduate M. B. A. Program, School of Business Administration, Southern Methodist University, Dallas, Texas

APPENDIX D

SURVEY FORMS VALIDATION REPORT

for

NON-TRADITIONAL EDUCATION SURVEY

To: _____

This is to request your assistance in the validation of the enclosed survey forms. They will be used in conjunction with a study of faculty/staff perceptions of and attitudes toward non-traditional education. The field study will be conducted at small, private, liberal arts colleges in the North Texas area. This study is one element being used in the development of a procedural and methodological model for evaluating institutional readiness to commit itself to an on-going program of non-traditional education.

Three sets of forms are included for your review. Two sets, to be used in Phase One of the field investigation, require written response; these are the Personal Data Sheet and the Trends Affecting Non-Traditional Education. In Phase Two, a four-page Interview Guide will be used to insure uniformity of problem-describing and of question-asking in the tape-recorded, oral interviews of faculty and staff.

The twenty-six trend statements have been drawn from a previously validated set of 105 such statements prepared by Walter Brake in 1973-1974. These trends need to be checked primarily for clarity, rather than for scope or content. In all other instances the instructions, the statements, and the questions need to be checked for scope, content, and clarity.

Would you please record any questions or suggestions on the forms and return them with this cover sheet? If you are of the opinion that no changes are required, please so indicate below. And, of course, please sign and date your reply.

Thank you for your help.

V. L. Mike Mahoney
3221 Cockrell Avenue
Fort Worth, Texas 76109

Phone: (817) 921-2400

Adult/Continuing Education
210 Highland Hall
North Texas State University

Phone: (817) 788-2043

____ No changes suggested or required.

____ See forms for suggested changes.

_____ _____

Signature Date

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BIBLIOGRAPHY

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