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A STUDY OF ADULT INTERESTS AND NEEDS
AT THE UNIVERSITY OF MICHIGAN SCHOOL
OF EDUCATION.

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Ph.D., 1977
Education, adult

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DESIGNING NON-TRADITIONAL PROGRAMS: A STUDY OF ADULT INTERESTS AND NEEDS AT THE UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION

by
Steven Roddy Applewhite

A dissertation submitted in partial fulfillment
of the requirements of the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1977

Doctoral Committee:

Professor William Cave, Co-Chairperson
Professor Joseph Cosand, Co-Chairperson
Professor Howard Brabson
Professor Charles Moody
Professor Robert Quinn

DEDICATION

This effort is a result of continued support from my wife, Sandra, whom I have relied upon for technical assistance and emotional support throughout this study, and Stephanie Lina, our daughter, who has patiently waited for father to finish school.

It is to them that this study is dedicated.

ACKNOWLEDGMENTS

The most constructive critics of this study have been Professor William Cave, my advisor and co-chairman, and Professor Joseph Cosand, from the Center for Higher Education. For their assistance and encouragement, I am grateful.

I am also indebted to Professors Charles Moody, Howard Brabson and especially Robert Quinn for his technical assistance and support.

Additionally, I wish to express my appreciation and admiration to Professor Emeritus Howard Y. McClusky whose counsel was helpful throughout this project.

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CHAPTER I

INTRODUCTION TO THE STUDY

Statement of the Problem

In recent years, higher education has undergone major changes in enrollment patterns as people beyond the traditional college age group (17-22) return to college in increasing numbers. Categorized primarily as part-time learners, adult or non-traditional (23 years and older) students in higher education are actively seeking academic degrees. Many are enrolled for a variety of other reasons including learning for its intrinsic worth or learning to satisfy professional requirements. Regardless of motive, however, there is a significantly large adult population in the United States who have the academic ability, financial resources and felt need to initiate or resume studies in higher education (Bunnell, 1974).

For a majority of this group, however, full-time attendance on campus is neither feasible nor advisable owing to obstacles such as scheduling problems, geographical limitations, and job and family responsibilities. Furthermore, since colleges and universities have historically been committed to traditional day-time programs for younger students, the non-traditional older student is still often viewed as marginal in relation to the predominant core of full-time equivalency students. Lamentably, the result of this negligence has been that most institutions have not addressed the

educational needs, obstacles, and interests of non-traditional students who cannot or will not attempt to earn a degree through traditional patterns of full-time residential study.

One solution proposed by academic professionals is the development of non-traditional programs designed to meet the unique educational needs and interests of adult part-time students. These programs, which vary in size, type, scope, and name, generally allow the student more flexibility and freedom to determine what, when, where, or how to pursue their educational goals (Faunce, 1972). Furthermore, these programs recognize that adults are not late adolescents; therefore, colleges should accommodate the educational needs and life-styles of adults as they pursue the normal activities of adulthood and academic studies (Houle, 1973).

Considering the number of institutions currently offering or proposing new programs or adaptations of traditional curricula, Ruyle and Geiselman (1974:67) estimated that "during 1972 between a fourth and a third of American colleges were not merely providing unconventional opportunities for students but were actually offering non-traditional degree credit programs." Glenny et al. (1976) also found that by 1974, half of the institutions included in a national survey of 1227 colleges and universities reported an increase in instructional programs designed for evening and off-campus students over 22 years of age. And nearly two-thirds of all participating institutions anticipated more offerings for this same category of students by 1980.

Given these observations, it appears that institutions planning for the future will focus greater attention on non-traditional part-time students as a major potential market for the future and subsequently, give greater consideration to developing new programs to accommodate the "new student" population (Hall, 1974).

It can further be assumed that planning non-traditional programs will involve an array of considerations such as the use of modern technology, the opportunity for expanded options and dispersed locations, and the consideration of change, relevance and flexibility to meet the individual needs of adult students (Faunce, 1974). Therefore, institutions considering non-traditional programs will need to recognize the demand to diversify higher education while maintaining and preserving the quality of education and the integrity of academic degrees. For, as the Carnegie Commission on Non-Traditional Study (1973:XV) stated, "It [non-traditional study] can stimulate exciting and high quality educational progress; it can also, unless great care is given to protect the freedom it offers, be an unwitting means to a lessening of academic rigor and even to charlatanism."

The decision, therefore, to develop non-traditional programs should only be made following careful studies aimed at determining the educational needs of adults and the appeal that new methods of curriculum and instruction may have for adult part-time students. In addition, decisions to develop new programs should be based on thorough investigations regarding the current models, implications and steps involved

in designing new programs in order to reduce the risk of failure.

As a result, this study is intended to delineate the major educational problems and academic interests of adult part-time students, in order to establish a rationale for developing educational programs for adults at the University of Michigan's School of Education. Secondly, this study will outline a conceptual framework for effecting innovation and change at the School of Education derived from Houle's (1972) fundamental system for producing an educational design or program for adults. Finally, this study will provide practical information and specific recommendations for relating the survey results to the School of Education in order to address the needs and interests of non-traditional students.

Significance of the Study

This study does not pretend to discover all the factors related to adult participation in higher education. Rather, its significance lies in its utility. This study is intended to yield descriptive data concerning non-traditional students at the School of Education and their learning preferences. The specific contribution of this study will be to identify the attitudes and appeal for non-traditional studies among adult students in order to develop guidelines and recommendations for new programs, or for changes in the present curriculum as needed at the University of Michigan, School of Education.

In a broader context, however, this study is aimed at generating the following information and stimuli:

1) Providing general information regarding the University of Michigan in relation to the extent, availability and utilization of educational practices designed to meet the needs of non-traditional students enrolled in academic courses at the School of Education;
2) Providing general information about non-traditional students in higher education that can be used by other institutions or research efforts bearing similar institutional characteristics or investigative goals;
3) Providing demographic data about the non-traditional student at the University of Michigan including biographical profiles, as well as current attitudes toward alternative educational programs;
4) Providing a general indication of the potential market of students for adult oriented programs, at the School of Education, that emphasize non-traditional patterns of academic or residential study;
5) Providing a stimulus for future formulation of the academic service effort at the University of Michigan, School of Education, emphasizing efficient and accurate assessment of educational needs and preferences of non-traditional students, for more adequate and responsible educational programs.

Background and Need for the Study

Since the founding of land grant colleges, Americans have been participating in higher education in increasing numbers and with increasing enthusiasm. Historically, American educational philosophy seems to have moved from one of education for the few to greater access for all Americans. Enrollments have climbed steadily as the total population has increased and the percentage of people returning to colleges has grown.

In recent years, however, the growth rate in higher education has slowed, and the current uncertainty about future growth has now cast doubt on the role of higher education in America's future. Additionally, many of the assumptions used in predicting traditional college enrollments have become inadequate due to changes in birth rates, age mix, social values, public policy and institutional arrangements. Hence, educators and administrators have become less than optimistic about the future and have replaced the bright optimism of the 1960's with hard talk about adjusting to a steady state or retrenchment in the years to come.

But a new development has inspired colleges to look to some promising years ahead. Despite the predictions that college enrollments will decrease in the coming years among the traditional college age group, adult participation appears to be more optimistic, with predictions of steady growth for the future (Parker, 1976). For example, from 1969 to 1972

there was an increase of 18.9 percent in adult participation at four-year colleges and universities, with an impressive increase of 65.2 percent at two-year colleges and technical institutes (Gilford, 1975). Weathersby (1974) states that the adult population is growing at a rate of about two percent per year. Consequently, "by [the year] 2000...the youth (18-24) will again be in a distinct minority, at perhaps their lowest standing since the mid 1950's" (Berendzen, 1974:412). Hence, since the dominance of the youth clientele of the 1960's and 1970's, which resulted from the World War II baby boom will diminish in the decade to come, the balance of the population will shift in the last quarter century into the young adults, creating a specific citizenry of non-traditional students in need of academic services (Hechinger, 1975).

Studies by the U. S. Census Bureau (1975) also showed an upsurge in college enrollments among older students. And although half of the total collegiate enrollment included students in the 18 to 21 category in 1974, adults over 25 years accounted for one-third of all college enrollments, two-thirds of all part-time students and one-sixth of all full-time students.

As a consequence, colleges and universities have begun to take a closer look at the non-traditional student as the potential market of the future. And since "there are enough people who do want the traditional discipline to make non-traditional delivery of traditional education quite

worthwhile," institutions of higher education are therefore "concentrating on new ways of teaching old subjects to new students rather than new subjects as such" (Cross, et al., 1974:3).

It is evident that the emergence of the non-traditional student in higher education has resulted in the advent of non-traditional education which has been gaining recognition since 1970 (Owing and Diener, 1975). But non-traditional study has not yet earned a precise and commonly accepted definition in higher education. It is thought to be "more an attitude than a system [that] puts the student first and the institution second, [and] concentrates more on the former's need than the latter's convenience" (Gould, 1973:XV). And underlying the concept of non-traditional study are the basic premises which assume:

(1) that education should be measured by what the student knows rather than how or where he learns it;
(2) that opportunity should be equal for all who wish to learn; [and]
(3) that learning is a lifelong process unconfined to one's youth or to campus classroom (Cross and Valley, 1974:1).

Regardless of definition, there appears to be a reasonable consensus that new approaches to traditional programs and curricula are needed to meet the specific needs of adults. Furthermore, disagreements over what methods are best suited to meet the needs of adults only suggest that greater consideration is being given to developing new or innovative programs, or to providing alternatives within traditional programs.

Also, new institutional forms within varied programs must necessarily consider external study and degree programs, new curricula and degrees for adult learners, new time-space arrangements, and new forms that provide credit for previous achievement and experiences. Methodological changes such as independent study, contract plans, computer-assisted instruction and various new instructional techniques must also become a focus of future change.

Above all, what these new forms should have in common is that they must involve new resources in the teaching process, extending beyond the four walls of the classroom, and providing greater recognition of the student's previous learning experiences. Institutional changes must be congruent not only with the needs and demands of adult students, but also with the institution's philosophy and mission in order to provide extended educational opportunities for adults, while preserving the quality of educational programs.

One can conclude, then, that new concepts, or adaptations of traditional programs, organizational structure, and educational methods and administrative form will be given greater consideration as institutions begin to develop new programs for adults in the coming years.

Related Research

In order to understand fully the scope and origin of this study, it is necessary to point out that this study will build upon and complement a national survey sponsored by the

Commission on Non-Traditional Study in 1972 with a grant from the Carnegie Corporation of New York and the Educational Foundation of America. Termed its "survey of the field," this project was undertaken by the Educational Testing Service, the Center for Research and Development in Higher Education at the University of California at Berkley, the Response Analysis Corporation at Princeton, and the College Entrance Examination Board (Gould, 1973:xiii).

The study was designed to "achieve a national perspective on the issues surrounding non-traditional alternatives and to make recommendations for fulfilling the promise of this movement" (Cross and Valley, 1974:IX).

One major element of this study consisted of a national survey of the learning interests and experiences of adults, 18 to 60 years of age, who were asked to respond to a questionnaire about their learning desires and educational experiences.

A second study included a survey of institutional provisions and plans for developing non-traditional alternatives for adults directed by Janet Ruyle and Lucy Geiselman (1974) for the Center for Research and Development in Higher Education at the University of California at Berkley.

The results of these studies were subsequently reported in the final report, Diversity by Design (Commission of Non-Traditional Study, 1973), and further analyzed in Planning Non-Traditional Programs (Cross, et al., 1974).

It should be noted that despite the great deal of infor-

mation and varying opinions that were generated by both surveys regarding non-traditional study and the adult learner, the Commission on Non-Traditional Study recognized that little of that information actually examined the educational interests, problems, needs and backgrounds of adults in higher education (Bunnell, 1974). Hence, the Commission's study fell short of examining the issues specifically related to adults with higher educational pursuits.

Therefore, this dissertation will build upon and complement the early research conducted by the Commission on Non-Traditional Study. This dissertation, however, will address only those areas of adult education associated with higher academic degrees at the University of Michigan's School of Education. Hence, this study will not investigate the interests of adult students in general or adult basic education or in areas related to hobbies and recreation or personal development. Mostly, this study will recognize that while people should be free to learn in new and better ways, it is essential that post-secondary institutions first consider the students' perspective toward educational changes and their subsequent interest in participating in new programs. Hence, the latter will constitute the focus of this dissertation study and provide the rationale for determining the need for new programs and opportunities for adults at the University of Michigan, School of Education.

Research Questions

To accomplish the general aims of this study a series of questions was formulated. The questions raised are not a great deal different from those being considered by others studying these issues. They are asked, however, in relation to non-traditional or adult students enrolled part-time at the University of Michigan, School of Education.

Specifically, answers are sought for the following set of questions:

1) Given some commonly expressed reasons for enrolling in academic courses, how important is each of these reasons to the non-traditional student at the School of Education?

2) Given some major obstacles that often prevent adults from enrolling in courses, how much of a problem is each of these obstacles to adults at the School of Education?

3) Which academic problems do adults anticipate needing most assistance with prior to enrolling and during their program of study?

4) What type of support services are most important to adult students during evening and weekend hours?

5) Which instructional methods are non-traditional students most interested in using in order to learn their area of interests?

6) Which non-classroom activities are non-traditional students most interested in participating in order to receive formal credit?

7) Are adult students at the University of Michigan

School of Education interested in participating in adult-oriented programs that emphasize non-traditional patterns of academic or residential study?

8) What types of alternative curricula or programs appeal most to adult students at the School of Education?

9) What is the most convenient time for adults to attend classes or training sessions?

10) What are the demographic background of non-traditional students enrolled at the University of Michigan, School of Education?

Statement of Limitations

This study is limited to adult or non-traditional students beyond the age of 22 and enrolled in education courses at the University of Michigan, School of Education in Ann Arbor. The sub-population for the study include undergraduate students enrolled for 11 hours or less or graduate students enrolled for 7 hours or less. In either case, participants must be enrolled in education courses in order to fulfill the requirements of a degree or certificate program at the School of Education or otherwise enrolled for professional or personal reasons. Finally, participants must be limited to those students who were enrolled part-time at the School of Education during the Fall 1976 and/or Winter 1977 academic semester at the University of Michigan.

Since the study is limited to non-traditional students enrolled in academic courses at the University of Michigan, the sample will not be reflective of the general adult education interests in such areas as hobbies and recreation, home and family living, personal development, religion, public affairs, basic or remedial education, and other such categories more commonly found in community adult education programs or continuing education departments that offer non-credit and continuing education units.

A major limitation of this study involves the identification of part-time students at the School of Education. The difficulty in defining and selecting this category of students is largely due to the varying criteria used for defining part-time students for admission, tuition, financial aid or statistical purposes. Since this study has been limited by the lack of a common definition of part-time students, a working definition was developed for this study. The procedure for defining and selecting these students is presented in detail in Chapter III.

This study will not deal strictly with the administrative or academic considerations essential to planning non-traditional studies nor with the implications related to institutional re-organization.

Further, this study will not attempt to compare or contrast the existing academic services presently provided for adults at the School of Education with other post-secondary institutions. Similarly, this study will not attempt to investigate college enrollments, faculty attitudes nor the

internal obstacles or resources that will either enhance or restrict an institution's perceptions about non-traditional students or the development of adult-oriented programs.

Plan of the Study

This study is designed to determine the educational needs of non-traditional students and the appeal that new forms and methodological changes have on older students. From these data a rationale and model can be developed for designing new programs for adults at the University of Michigan, School of Education. To accomplish this task, six steps were necessary to this study.

The first steps involved the development of a series of research questions to provide a focus for the study. The questions were designed to address the purpose of the study stated earlier.

The second step involved the development of a survey instrument designed to answer the research questions. This phase of the study was faciliated by drawing upon the early research and available instrument provided by the Commission on Non-Traditional Study. The questionnaire, however, was modified to fit the purpose, institution and population of this study.

The third step involved the identification and sampling of the population for the study. By establishing criteria for selection, participants were culled from the registration list of students enrolled at the School of Education provided

by the Office of Statistical Services. The distribution of the questionnaire to the selected sample was conducted by mail with follow-up contacts by telephone.

The fourth step of this study involved the description and analysis of the data in order to determine the extent to which the research questions of this study were answered by means of the data obtained. The data were tabulated according to cumulative percentages for each research question or category and presented in descriptive form.

The fifth step included the interpretation of the data. This phase of the study presents a review of the findings and proposes a model for effecting educational change or innovation at the School of Education.

The final step outlines recommendations and guidelines for relating the proposed model to the needs and interests of adult part-time students at the School of Education. The recommendations for further study and the conclusion complete the dissertation.

Definitions

Non-Traditional or Adult Student

An examination of the literature indicates that there is a definite lack of uniformity, conciseness and clarity regarding a definition of non-traditional or adult student since the term is generally defined by the type and scope of program. A search of literature, therefore, has yielded a number of varied and acceptable definitions which are

discussed further in the following chapter.

For the purposes of this study, however, the following working definition is proposed:

> A non-traditional or adult student is a participant in higher education who is older than the traditional age (17-22) and enrolled as a part-time student for 11 hours or less as an undergraduate student, and for 7 hours or less as a graduate student. Furthermore, this student may be enrolled in traditional academic courses in order to fulfill the requirements for a traditional academic degree or certificate, or otherwise enrolled for professional, mandatory or other personal reasons. Regardless, this student who is initiating, resuming or has delayed college study for any reason, is considered as a non-traditional older or adult student; thus his/her role is primarily defined by activities outside the college.

Non-Traditional Study

The following definition of non-traditional study, accepted for most purposes, was developed by Rodney T. Hartnett (1972:14):

> Basically, it refers to learning experiences that do not take place under the auspices and supervision of some formally recognized higher educational institution; or it may refer to learning that does take place under such auspices and supervision but differs significantly from other formal educational effort taking place there.

Under the terms of this definition, independent study and correspondence instruction, which have long been a part of higher education, can be classified as non-traditional study. Then, by no means, is novelty or innovativeness the definitive characteristic of non-traditional education.

Non-Traditional or Adult-Oriented Programs

While it is safe to assume that "non-traditional study" and "non-traditional programs" are similar, if not alike, a

distinction is made in this study to further clarify the practical meaning of this term for future planning of programs.

Therefore the definition developed by the Commission on Non-Traditional Study will be used here (Ruyle and Geiselman, 1974:67).

The Commission described non-traditional programs as:

> Any specially designed program based on new or unconventional forms of education free of the time or place limitations of traditional classroom instruction. They may be unconventional in any of the following ways:
>
> The type of student enrolled--such as working adults, housewives, young and older adults, motivated to study independently or others who cannot easily come to campus or do not wish to devote full time to classroom work.
>
> The location of learning experience--such as regional center offering, field work, home study, or other off-campus programs.
>
> The method of instruction--such as nonlecture or nonclassroom teaching and learning methods, distinctive from those common in higher education /and/
>
> The content of the program may either be different from or the same as conventional courses or programs; but in either case it must be offered for nontypical students or at an unusual location or in a novel way.

Overview of the Study

This study attempts to determine the need for new programs at the School of Education. Chapter I has focused on the purpose and implications of this study, its significance, its background and need, the research questions to be answered and the general plan of the study.

Chapter II presents a review of the literature including alternative perspectives and rationales for planning

non-traditional programs. A search of the literature also yielded a variety of non-traditional programs and models described according to objectives and methods currently used.

Finally, some of the major foreseeable problems facing the non-traditional study movement are addressed followed by brief concluding remarks.

Continuing, Chapter III describes the methodology used in selecting the appropriate research design and in collecting and analyzing the data. Additional topics include detailed discussions concerning the population and sampling procedures, the development of the survey instrument and the techniques of data analysis.

Chapter IV includes the analysis and interpretation of the data acquired in response to the research questions and proposes a model for effecting educational change at the School of Education.

Finally, Chapter V suggests recommendations and guidelines for planning non-traditional programs and concludes with a summary of the study and its recommendations for further investigation.

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CHAPTER II

SEARCH OF THE LITERATURE

Perspective on Non-Traditional Study

The concept of non-traditional study is not a recent phenomenon or innovation in higher education. Warren (1974: 121), for example, contends that "if non-traditional study refers to ways of earning credit that do not consist of faculty-directed classroom exercises on a college campus, the oldest American collegiate non-traditional form is correspondence study."

Similarly, Driscoll (1971:411), in defense of independent study degree programs, maintains that non-traditional education, specifically independent study, has "existed along side /with/ institutions of learning for centuries" and therefore can be considered the "foundation of all study."

Therefore, in alluding to the evident tradition of non-traditional study, both authors appear to support the notion that novelty or originality are not necessarily unique characteristics of non-traditional study. On the contrary, Hall (1974) adds that the most common form of the external degree program was originally conceived through the traditional evening college. Accordingly, adult students who were typically working adults, met the standard requirements for a four year degree by enrolling in part-time degree programs after work.

A number of adult programs were developed in the 1940's and 1950's to capitalize on the vast number of experiences that adults had achieved throughout their lives. Providing credit for life experiences was only one dimension of this recognition. Still, new developments included college credit for "life" and work experiences, flexible admission requirements, and distinct instructional methods which seemed most appropriate for the adult learner (Warren, 1974).

One such program was developed in 1950 at Columbia University, under the direction of Jack Arbolino and Edward Nyquist, in which students could establish through performance on examination the right to work for a degree without a high school certificate (Houle, 1973).

Other efforts designed to meet the educational needs and interests of non-traditional students were largely provided by extension and continuing education units. In some cases, such as the University of Wisconsin, extension services became a profitable enterprise with major institutional structures and sizeable budgets (Grattan, 1955). In addition, major contributions included the development of extension degree and special adult degree programs designed, in part, to accomodate Korean and World War II veterans (Houle, 1973; Commager, 1950; Starr, 1973).

Research further indicates that, due to the presence of veterans on college campuses, major administrative and curriculum changes resulted. Formal entrance requirements were set aside to allow veterans to enroll in colleges; and,

in some cases, course requirements were waived for veterans with experience equivalent of the course work (Hall, 1974). Thus, many colleges sought new ways to "organize adult learning into a sequence in which past self-education was integrated with a plan of organized but individualized outcome of general education" (Knowles, 1962:85).

In effect, then, the wars resulted in a wider clientele, accelerated programs, different methods of assessment and a willingness by institutions to create a uniquely adult curriculum built around the real-life problems of adults and society rather than adhering strictly to the traditional patterns of academic instruction.

Hence, viewing non-traditional programs from a historical perspective, the emphasis upon the adult learner and the degree programs that evolved represented a significant phase in the development of non-traditional studies. However, through the years, non-traditional education has added the following focus:

> Emphasis is on the student as learner, on his achievement, and on the provision of materials and processes to expedite or promote that achievement. Less emphasis is placed on where and how learning occurs. The shift to an emphasis on the learner means that the learner decides how far to pursue the chain of validation, evaluation, credentialling, and rewarding. Represented by the concept of post-secondary education, the social and educational ideas have been broadened so that the notion that education can occur over a lifetime is accepted (Trivett, 1974:1).

Therefore non-traditional education can generally be associated with the broader concept of lifelong learning and learner-centered activities that provide wider access

and greater academic flexibility to non-traditional students enrolled in academic programs.

Ruyle and Geiselman (1974:67) also add that non-traditional programs are best described as "any specially designed programs based on new and unconventional forms of education free of time and place limitation or traditional classroom instruction." In addition, these programs are "offered for nontypical students or at an unusual location or in a novel way." Therefore one could conclude that non-traditional programs may be unconventional due to the type of student and method of instruction but not necessarily in the specific content.

And while non-traditional studies may include an array of possibilities including such methods as computer-assisted instruction, media links, self-directed learning packages and even learning contracts which permit the student to negotiate the content, depth and mode of several courses or the entire program with a measureable degree of freedom and control, a conceptual distinction is necessary to distinguish the various programs (Faunce, 1974).

To accomplish this task, Elliot (1972:19) described non-traditional programs according to three flexible approaches currently employed. These approaches include:

1) external degree programs, characterized by packaging and sending out organized course material,

2) degree by examination, a certificate and evaluation operation for which procedures are being developed to judge competence, and

3) nonresidential institutions which assist students to build and pursue an educational program out of their own interest and aspirations."

Although Elliot's typology of programs in operation is certainly not extensive, the author provided a basic view of the major elements that have characterized non-traditional programs over the years.

Summerskill (1973:175), however, defined external degree programs which represent the most scrutinized and yet most promising form of non-traditional studies according to four major thrusts:

> But while each (external degree program) is unique, reflecting local institutional arrangements, academic standards, and students concerns, it is possible to differentiate external degree programs according to four major thrusts--a different curriculum, a new student population, a new kind of faculty, or a novel arrangement of space and time requirements differing vastly from the traditional classroom and schedule. Although one particular thrust may be prominent in the origins of a program, the four are frequently interrelated.

Briefly, Summerskill (1973) states that a different curriculum may consist of experiments in content of the curriculum which are distinctly non-traditional. Other programs, however, are simply "reordering of old bodies of content or devising of new ones; ...[and] the experiments are meant to fulfill revised concepts of what students should learn beyond secondary school" (Summerskill, 1973: 176). And among the vehicles introduced for curriculum flexibility are such activities as independent study, learning contracts, internships and field study, individual

tutoring, correspondence study, discussion or study groups, travel-study programs, short-term conferences, institutes or workshops, computer-assisted instruction, audio or video instruction and other multimedia approaches.

The new student population consists of three significant groupings. The first group consists of those students who were considered "good college material" but lacked the opportunity or simply failed to take advantage of any opportunities available (Summerskill, 1973:80). The second group is the "meritocratic elite" of unusually high ability who somehow missed their educational opportunities early in life or developed their abilities later in life after leaving school (Summerskill, 1973:83). The last group includes those individuals who fall below the standard of admission yet still seek a college education. Despite their lower academic ability and the institution's rigid matriculation requirements, this group is strongly interested in securing college degrees. Therefore, programs for new students may well be designed with special attention to both the teaching and assessment of these students and with clear definitions of the goals to be reached (Houle, 1973; Cross, 1974).

Regarding the new faculty, it is not expected that the participating faculty have unique skills or added knowledge, experience or education. The faculty, however, should fit into the scheme and philosophy of the program. Hence, faculty should be supportive of new ideas which place the student first and the institution second. The faculty must also recognize that non-traditional education is determined

by the learning needs of adults; and therefore, should agree upon the urgency of meeting those learning needs in the context of their instructional practices.

For as Dressel (1971:1) observed:

> Much of what passes as innovation in colleges and universities is really only faddism and tinkering. Changes in requirements, changes in grading practices, freshmen seminars, independent study, or alternatives in the calendar are often introduced into or grafted onto a program without really modifying the views or the instructional practices of the faculty.

It is apparent, then, that the success of any new or innovative program may depend upon an institution's ability to modify the attitudes and instructional practices of faculty in order to keep in harmony with the philosophy of the program.

The last point by Summerskill involves the consideration of novel arrangements of space-time requirements. Accordingly, Summerskill (1973:78) concludes that this thrust is most reminiscent of the external degree of the University of London since the ultimate expression of this concept is based on the principle that "it does not matter where a student learns, how they learn, or when they learn, as long as they can demonstrate that, in fact, they have learned."

Regardless of the concise definition of non-traditional study, what is important is that an awareness of the value of learning as a lifelong process is expanding throughout the country. Consequently, all aspects of post-secondary education are becoming critically aware of the potential

demand for higher education for non-traditional students (Diener and Owing, 1975).

Above all, in a declining youth market, it is the economic pragmatists who will "carry the day (as they have in every critical period in American academic history) by recognizing that adults can make higher education once again a growth industry" (Hechinger, 1975:18).

It is evident that the prospect of non-traditional education is hopeful for the future. In addition, it should be clear that the non-traditional study movement should proceed with greater speed in a more rational manner than before provided that participating institutions carefully define this concept in accordance with institutional goals and organizational structure and particularly in relation to the educational needs of their constitutency.

Rationale for Non-Traditional Studies

In consideration of the rationale for the development of non-traditional programs, three areas are appropriate to this discussion. Specifically, attention should be directed to the legislative mandate, the historical considerations, and the demographic pressures.

Legislative Mandate

There are a host of reasons which may be given to substantiate the need for non-traditional studies. However, careful examination of the literature reveals that there are some recurring themes based on sound reasoning that have

generated a common base of support.

The first reason for adopting non-traditional study is based on the fact that this concept of alternative education has been incorporated into the law of the land, Public Law 92-318 (Commission on Non-Traditional Study, 1973). With the passage of the Educational Amendment of 1972 to the Higher Education Act of 1965 by Congress, the direction taken by the federal government regarding non-traditional education became evident. Non-traditional education became an integral part of higher education as increasing numbers of educational institutions were provided assistance through the federal Fund for the Improvement of Post Secondary Education for the following purposes:

> (1) Encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all; (2) the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning; (3) the establishment of institutions and programs based on the technology of communications; (4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes; (5) the design and introduction of cost-effective methods in instruction and operation; (6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs; (7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and (8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current educational practices related thereto (Commission on Non-Traditional Study, 1973:XI).

While this legislation was one major force that determined the future of non-traditional studies, other efforts were also supportive of the concept. The Task Force of the Department of Health, Education and Welfare, more commonly known as the Newman Commission, issued its report on the role of the federal government in encouraging certain educational directions. The American Council on Education, the Association of American Colleges, the American Association of Junior and Community Colleges, the Council of Graduate Schools in the United States, and the Federation of Regional Accrediting Commissions of Higher Education are only some of the national organizations that also formed special investigating committees to examine and act upon those concerns related to non-traditional education (Commission on Non-Traditional Study, 1973).

Most importantly, in 1971, under the joint aegis of the College Entrance Examination Board and the Educational Testing Service, the Commission on Non-Traditional Study was formed and charged with the responsibility of"achieving a total perspective on the issues surrounding non-traditional education and making recommendations for meeting the goals of this movement"(Cross and Valley, 1974:IX). The Commission on Non-Traditional Study (1973:XVIII - XIX) issued the following recommendations:

1) Lifelong learning--basic, continuing and recurrent has a new appropriateness today and requires a new pattern of support; colleges and universities must shift emphasis from degree granting to service

to the learner, thus countering what has become a degree granting obsession;

2) Faculty understanding and commitments must be reoriented and redirected, particularly through in-service development, so that knowledge and use of non-traditional forms and materials will increase;

3) An organized effort must be made to promote intelligent and widespread use of educational technology with special emphasis on programming for cable television, computers, video tape recorders, and possibilities of satellite broadcasting;

4) New agencies must be created to make possible easy access to information and develop better ways to disseminate it, to perform guidance and counseling and to be assessors and repositories of credit for achievement;

5) New evaluative tools must be developed to match the non-traditional curricula now evolving, so that accreditation and credentialing will have appropriate measure of quality;

6) Cooperation and collaboration must be encouraged among collegiate, community, and alternative educational entities so that diverse educational programs and structures may come into being.

One may conclude, then, that colleges and universities must face the coming generation of new technology and products with better distribution systems, broader based knowledge and greater concern for individual developments in order to allow adults to assume a greater responsibility in defining what, when, where and how to learn.

Historical Considerations

While educational legislation was a major factor in the growth of new programs for adults, Cross (1974) suggests that the historical evolution of higher education, which includes three contrasting eras, established the philosophical basis

of non-traditional studies.

Briefly, Cross (1974) conceptualized the first period as that aristocratic era extending from the founding of Harvard in 1636 through the establishment of land grant colleges in 1862. Since social status and wealth determined college admission, elitist practices dictated the direction taken by learning institutions.

> ... the premise /was/ that the young people who should go to college were those who could afford it and who need it for their station in life. The poor, ethnic minorities and women, it was assumed, would not follow life patterns that made use of college education (Cross, 1974:2).

Therefore, the recipients of college education were not necessarily the most qualified students, only the most financially and politically resourceful. This was to change with the rise of land grant colleges which ushered in a new attitude which stressed scholastic ability and a strong motivation to succeed as criteria for college admissions. This meritocratic era was characterized by the principle that higher education should be an earned right, not a birthright (Cross, 1973a). Unfortunately, meritocracy, in an effort to eliminate the barriers established by an elitist system, erected its own barriers. With such measures as standarized tests as well as fixed and rigid matriculation requirements, institutions once more narrowly defined the target population to be served. Continuing through to the twentieth century, the philosophy of the early and mid 1900's is typified by Wolfe (1954:6) as follows:

> The democractic ideal is one of equal opportunity; within that ideal it is both individually advantageous and socially desirable for each person to make the best possible use of its talents....The nation needs to make effective use of its intellectual resources....whether they come from farm or city, from the slum section or the country club, regardless of color or religious or economic difference but not regardless of ability [emphasis added by Cross (1973a:3)].

However, this philosophy assumed that all individuals have been provided equal educational opportunities and that the learning process is not influenced by cultural, social, and economic factors. With the knowledge, however, that not all students come to the starting line with the same preparation and skills necessary to compete equitably, it seemed clear that institutions had to "develop alternative means of learning [which were] adaptive to and...and in some ways matched to knowledge about the individual--his background, talents, interests, and the nature of their past performance" (Glaser, 1972:6). Hence, a different philosophy was recognized in higher education, as in all segments of our society, which re-examined the meritocratic principle in light of the diversity of skills, aptitudes, backgrounds, and experiences that all individuals demonstrate. Higher education had to focus its concern not only on the goal of education for all but also on providing education for each (Cross, 1976:1). And a new orientation emerged calling for the exploration of new and improved ways of assessing each individual student's aptitude and potential.

As a consequence of this egalitarian philosophy, those members of society historically overlooked, including

ethnic minorities and women are being provided greater access and opportunity to participate in higher education. Greater stress is being given to the adult or older students and new methods and techniques have been introduced to serve a new clientele, the non-traditional students. Adult-oriented programs are being developed by design or appeal on the assumption that higher academic degrees should not be perceived as a lock-step process, and a once-and-for-all phenomenon, but rather as a learning activity that an individual engages in from time to time according to his or her need and convenience (McClusky, 1976). Also, non-traditional programs designed to meet the needs of the older majority are being developed along unconventional time, space, and credit expectations with the admission and evaluation components determined through flexible criteria. An awareness has also been created that all institutions will be called upon to provide access and learning opportunities for an emerging adult constitutency. And a total disregard of the assumption that college degrees can only be awarded through traditional collegiate patterns of residential study has been recognized throughout all collegiate ranks.

In harmony with this theme, Gould (1972) identified four major patterns that provided the rationale for considering non-traditional programs in the past and may determine the prospects for the future.

The first pattern is derived from our nation's democratic ideals and principles which guarantee each individual full educational opportunity and "assures each citizen

regardless of age, previous formal education or circumstances of life, the amount and type of education that will add to and develop his potential as a person" (Gould, 1972:3). And while this ideal is designed to apply to every citizen, Gould (1972:4) adds that there is a great need to accommodate those segments of our population heretofore ignored including women, veterans, retired men and women, employed people who wish to improve their situations, professionals or paraprofessionals who seek to improve their work skills, and ethnic minorities "whose promise and opportunities are still unfulfilled."

The second pattern includes the emergence of new and diverse elements of structure, method, content and procedure which have combined to establish a new flexibility in higher education. Commenting on this pattern, Gould (1972:5) affirms that "non-traditional study seeks to loosen the present rigidities in learning, not only because there has been opposition to them and sometimes even revolt against them, but because seemingly immutable truths about the learning process are suddenly being questioned."

The third set of patterns is a result of a rejuvenated educational system that has long paralleled the institutions of higher education. Included in this system are proprietary schools, correspondence institutions, business, government, labor, industrial and social agencies, religious institutions and the armed forces. Combined, these institutions may

provide a new and expanding educational system, complementing the traditional degree-granting educational system and assuming a more active role in the education of adult Americans (Gould and Cross, 1972).

The final set of patterns emerges out of the concern for individualized learning and its elements, "individualized opportunity, whereby each student searches for the kind of education suitable and necessary for himself, and individualized responsibility, whereby each student, having decided on his educational goals and course of action documents his motivation by satisfactory progress toward his goal" (Gould, 1972:7-8). Consequently, it is essential to note that while flexibility is characteristic of non-traditional study, individualized learning is its most important component (Gould, 1972).

Thus, in considering the prospect for non-traditional programs in higher education, a broad perspective must be taken which allows for vast changes in our society and recognizes their implications upon the education industry. And as the scope and rate of change increases during the twentieth century, new learning and re-learning must become a major educational emphasis. The challenge to higher education will be to provide extended education at different levels and at different times through whatever means necessary, to those segments of the population heretofore ignored including women and most importantly ethnic minorities.

Cross (1974) concludes that life must be improved for all adults by educating the masses to their full humanity

and allowing adults to assume a greater responsibility in defining what, when, where, and how to learn. Furthermore, in a rapidly changing society, continued learning is "necessary throughout life, not only for the selected few but for all" (Kallen and Bengstsson, 1973:17). Hence, "the justification for a university is that it preserves the connexion between knowledge and the zest for life, by uniting the young and old in the imaginative consideration of learning" (Whitehead, 1929:93).

Demographic Pressures

While the historical rationale for non-traditional studies represents a significant theme, a more pragmatic reason for the development of new programs is a result of demographic changes affecting higher education. It is evident that growing demands are certain to be made on higher education as the knowledge and expertise required for success shifts and expands with the growing population. And despite the talk about a "steady state" and "no growth" enrollments, projections seem to indicate that the coming decades will usher in a larger adult clientele than ever before.

For example, Hechinger (1975:15) believes that:

> ... Within the next five years, the number of young Americans between the ages of 18 and 21 will reach an all time high of 17 million, but 10 years later, this group will have shrunk to about 13.5 million At a time of inflated costs and troubled budgets, no growth and actual decline constitute a serious threat. Under such circumstances, the prospect of

> a new category of students not counted in previous projections, make a college president's heart beat faster.

Investigations by the United States Bureau of the Census (1975) also report that in 1974, adults over 25 accounted for one-third of all college enrollments, two-thirds of all part-time students and one-sixth of all full-time registrants. And according to Young (1973) the majority of adults (83 percent) who were enrolled in college in 1973 were enrolled on a part-time basis, thereby suggesting that a potentially massive pool of non-traditional students may seek college degrees in the coming years.

Indeed, with the varying enrollment patterns it is the non-traditional, part-time student that may cause an impact on colleges in the future (Parker, 1976).

The challenge that demographic changes will have on higher education and current assumptions about institutionalized education are further stressed by Houle (1973), who estimates that by 1990 over 81 million Americans, 25 years and older, either will hold a high school diploma or will have completed one to three years of college. The Commission on Non-Traditional Study (1973) added that nearly 77 percent of all adult Americans between the ages of 18 and 60 expressed an interest in learning more about some subject or skill in the future. Therefore, if the Carnegie Commission's estimate of 77 percent is applied to Houle's estimate of 81 million adults in 1990, then the potential market for higher education and non-traditional programs may potentially reach 62.2 million by 1990. Thus, for all institutions that are considering

non-traditional studies, it is the 62.2 million that may determine how open, accessible, and flexible institutions will become for non-traditional students in the coming years.

Parker (1976) also contends that institutions of higher education must look beyond the secondary school systems to meet their enrollment figures; otherwise, enrollment will inevitably decelerate in the 1970's, decline slowly in the early 1980's and drop off sharply by the late 1980's. Parker continues, " ... in order for institutions to meet the challenges and opportunities involved in providing educational services, greater stress will need to be given to part-time students, adult senior citizens, women, minorities, and continuing education students. While college enrollments will taper off in the 1980's, shifting enrollment patterns that provide more students of the non-traditional college age and interest grouping, will offset the drop in institutions that plan ahead for the change" (Parker, 1976: 3).

Finally, Stephen Graubard, in his introduction to a two-volume assessment of post-secondary education in Daedalus identified a totally new concept of "studentship" and regarded it "extraordinary that so few institutions have made any substantial committment to the education of adults" (Hechinger, 1975:15). Dr. Graubard concluded:

> Higher educational institutions cannot wait for the demand to manifest itself and then respond by offering specific courses ... They ought, rather to engage in systematic studies of what adults in

> a society like ours need to know or would profit from knowing, and seek to make these things available to ever-larger groups during the day, at night, on weekends, in the summer, and at many convenient sites....When many colleges and universities enroll men and women of all ages, they will have the larger public constituency they currently lack (Hechinger, 1975:15).

Designing Non-Traditional Programs: A Typology of Models and Programs

It is apparent from the previous discussion that the adult market of the future will represent a significant percentage of the total collegiate enrollment. The ability of institutions to accommodate this new constituency may depend upon their ability to plan ahead for the future. And, while there is a reasonable consensus that new approaches in administration and curriculum will be needed for non-traditional students, there is still disagreement over which method or model is most appropriate for each institution. The intensity of the debate in the literature, however, indicates that the growing number of alternative programs has resulted in a number of soundly tested approaches.

For example, in 1974, Bunnell classified special degree programs into three specific and ordered models.

According to the modified internal degree model the majority of the required course work is completed on campus, and degree requirements are essentially the same as the regular degree program, but modifications in scheduling and implementation are made for the benefit of adults.

This model, which is a development of the extension

degree, is essentially traditional in its approach, although it does utilize some non-traditional approaches. Further, this degree program is basically designed to give adults, who are employed full-time, an opportunity to earn an academic degree equivalent to the degree being earned by the younger full-time student.

The outline of the structure of this program is clearly based upon four major modifications:

1) Adults may have acquired some of the required knowledge by life experience, so examinations, such as CLEP, are used to verify and certify such knowledge.

2) Designers are also aware that adults often have difficulty attending classes scheduled for fulltime college students, so evening and weekend classes are scheduled.

3) Since adults are often better motivated and self-disciplined, limited directed reading and research projects are incorporated into the program.

4) The college staff also realizes that one's job often provides learning experiences, and so provision is made for a limited amount of college credit to be given for such learning experiences, when it can be related to the student's objectives. However, these external activities are usually electives or field placement experiences, not substitutes for the basic requirements for the degree (Bunnell, 1974:78).

Bunnell's second model, the <u>college specified assessment degree</u>, integrates the process of the development of competencies by the college with the assessment and certification of each individual's skill. The result is an external degree developed along the following administrative expectations:

1) Those designing such programs are very concerned that college academic standards be maintained. However, they are aware that adult students enter the program with a wide variety of academic backgrounds; therefore, they permit flexible entrance requirements. They are also aware of the varying demands upon the adult student's time, so they provide many varying educational activities.

2) They insist upon rigid graduation requirements. This does not mean that there is no variety of majors, but rather that both course requirements and graduation criteria are specifically stated and rigidly maintained (Bunnel, 1974: 80).

The individually designed assessment degree is most typical of adult-oriented degrees developed in the early 1950's. This model also recognizes that adults are different from regular full-time students, and that many unique needs and interests of adults are as yet unmet. Bunnel, (1974:81) concludes:

1) Therefore, they assist the student in developing personal educational objectives that reflect individual interests and abilities and are likely to equip him in achieving objectives in various areas of his life;

2) Through negotiation involving the student and an educational agent, individual curricula are developed to assist each adult in developing the skills and knowledge to achieve his objectives;

3) Students are assisted in developing skills in self-evaluation; [and]

4) Usually a contract or graduation plan is developed for each student specifying the objectives that he plans to achieve before graduation and describing the educational activities that he and the representatives of the college agree are to be completed to achieve them.

In Exploration in Non-Traditional Study, Valley (1972) takes a close look at external degrees and classifies current programs according to six types.

The administrative-facilitation model is typified by evening colleges and the extension degrees. This model "consists of assembling the services, organizational structures and procedures that enable a new or different clientele to meet the university's regular degree requirements" (Valley, 1972:98). Peculiar to this model is the utilization of old concepts of non-traditional study, such as independent study, in combination with modern technological advancement to meet the requirements of the customary degree pattern.

The modes-of-learning model is an attempt to fit the needs of the adult clientele by "establishing a new degree pattern of learning and teaching that seeks to adjust to the clientele" (Houle, 1974:93). The British Open University illustrates the modes-of-learning model most closely in Europe and the University Without Walls is the American counterpart.

Valley's third model, the examination model, offers the student the opportunity to receive credits and degrees based on the student's performance on examinations. According to this model, the institution need not provide direct instruction leading toward an external degree. The examination model is best illustrated by the prestigous University of London and more recently by the New York State Regents Baccalaureate Degree Program (Valley, 1973).

The validation model is perhaps the most unusual of the six forms since institutions or agencies must define the total learning experience of its students "from whatever means" (Valley, 1973:113). Among the methods used in evaluating a student's performance are examinations, courses completed in colleges or universities, correspondence courses and even courses taken at a place of business. In all, this model essentially restricts its function to certification without concern for how or where the student develops the competence. Collaborative agencies include the Advanced Placement Program and the College-Level Examination Board which favor the awarding of credit without concern for any formal study.

The credit model is best described as "an institution or agency that does not itself offer instruction [yet] awards credits and degrees for which it sets standards and vouches for the quality of student programming" (Valley, 1973:117). The Council of National Academic Awards of Great Britain exemplifies this model since it awards degrees "on the basis of examinations drawn up by the college providing the courses...[and] requires that the standards of these degrees should be comparable with those of the university degrees" (Valley, 1973:118).

Finally, Valley's complex-system model represents all models by combining elements of the other five models to meet the needs of the clientele. Hence one can "consider it more appropriate to think of the results as an external degree system rather than an external degree program."

Cyril Houle's book The External Degree is also an excellent guide to understanding the design of non-traditional education and the various modes of operation. According to Houle (1973), it is essential for college planners to realize that non-traditional programs vary not only in name but also in content, methodology and direction. To emphasize this point, Houle (1973:XIV) identified the array of program orientation as follows:

> Some stress a form of teaching such as the use of television video tapes, contracts or mentors. Some argue for a method of learning such as individualized study, unsupervised experience or the completion of programs not sponsored by colleges and universities, but by the armed services, proprietary schools, business, industry or other instruction. Some advance the claim of special kinds of evaluation, such as specific or general examinations, the assembly of portfolios or the judgement of committees of assessment ... and some argue for the summation into a coherent whole of learning experiences and credentials which have been acquired in many ways.

However, observing the confusion that exists in defining non-traditional studies, Houle focuses upon the most current form, the external degree. And to provide some clarity, he identifies three generations of the external degree: extension degrees, adult degrees and assessment degrees.

The extension degree was the earliest attempt to take education to the general public, mainly the undergraduate and graduate part-time students. This is the "first generation external degree" and is described by Houle (1973:88) as follows:

> The extension degree, in its purest form, is awarded on completion of coherent and complete

> traditional degree program offering all necessary subjects and options at a time or place accessible to those who cannot come to the campus or whose other responsibilities make it necessary for them to spread their study over a longer period than the student on campus.

And while countless adaptations may exist in the delivery of services, the general degree pattern in extension programs remains fixed, as does the process of admission, instruction, evaluation and certification. Harvard's Baccalaureate and Associate of Arts degrees offered in extension by television or in other non-traditional ways is an example of this model.

The adult degree which emerged following World War II was based upon the assumption that adult students are not late adolescents, hence, education should accommodate the needs and lifestyles of adults as they pursue the normal activities of adulthood.

Accordingly, Houle (1973:90) states:

> Such a degree may depart completely from traditional patterns of admission, instruction, evaluation, or certification or it may mix new elements with old ones so that compatability exists between it and an extension or an internal degree. In either case, however, the guiding principle is that the students are men and women, not late-adolescents.

Typical of this degree is the Bachelor of Liberal Studies at the University of Oklahoma which was completely designed with the needs of adults in mind.

The third generation external degree is the assessment degree which emphasizes the demonstration, assessment, and certification of competence, regardless of where and how the learning occurred.

Houle (1973:90) describes the assessment degree:

> The third generation external degree, emphasizing assessment and demonstration of competence, is developing on the basis that one or more of the traditional procedures of higher education--admission, teaching, evaluation, certification or licensure--can be so modified or separated from the others that the actual learning of the student, rather than the completion of formal requirements, can become the center of attention and the basis of the awarding of the degree.

This degree program was popularized most recently by the Regents External Degree Program of New York.

Alternatively, Mathieson (1972:46) believes that "Extension Degrees," "Special Adult Degrees" and "External Degrees" are closely related and overlapping in nature (See Figure 1). Hence, four types of external degree programs are hypothetically possible:

1) Extension degrees aimed at age groups above 18 where the instruction takes place away from the main campus while employing the newer instructional technologies;

2) Special Adult Degree Programs which employ independent study (guided or otherwise);

3) Degrees by examination and mentor-centered programs not involving residence requirements; or

4) Complex system embodying characteristics of each of the above (Faunce, 1973:3).

Faunce (1973:3) adds that "programs can be further categorized according to the degree of <u>choice</u> exercised by the learner over the variables relating to what, when, how and where the student learns" (See Figures 2 and 3).

The most fundamental issues, however, that must be considered in planning non-traditional programs according to

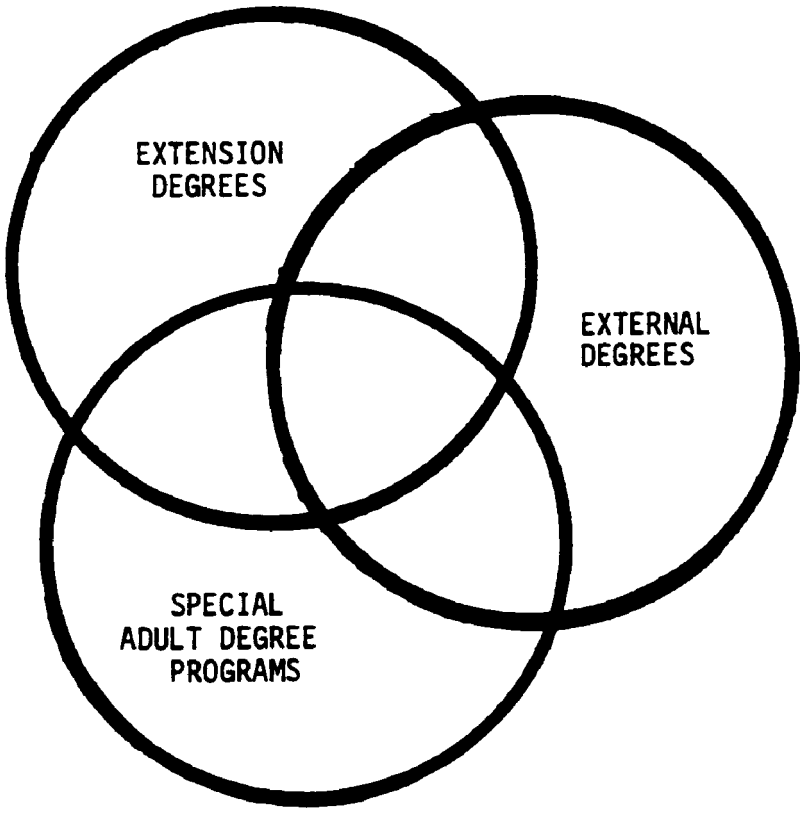


Figure 1

Conceptional Distinction Between Various Types of External Degree Programs

(Modified from Mathieson, 1972, p. 46)

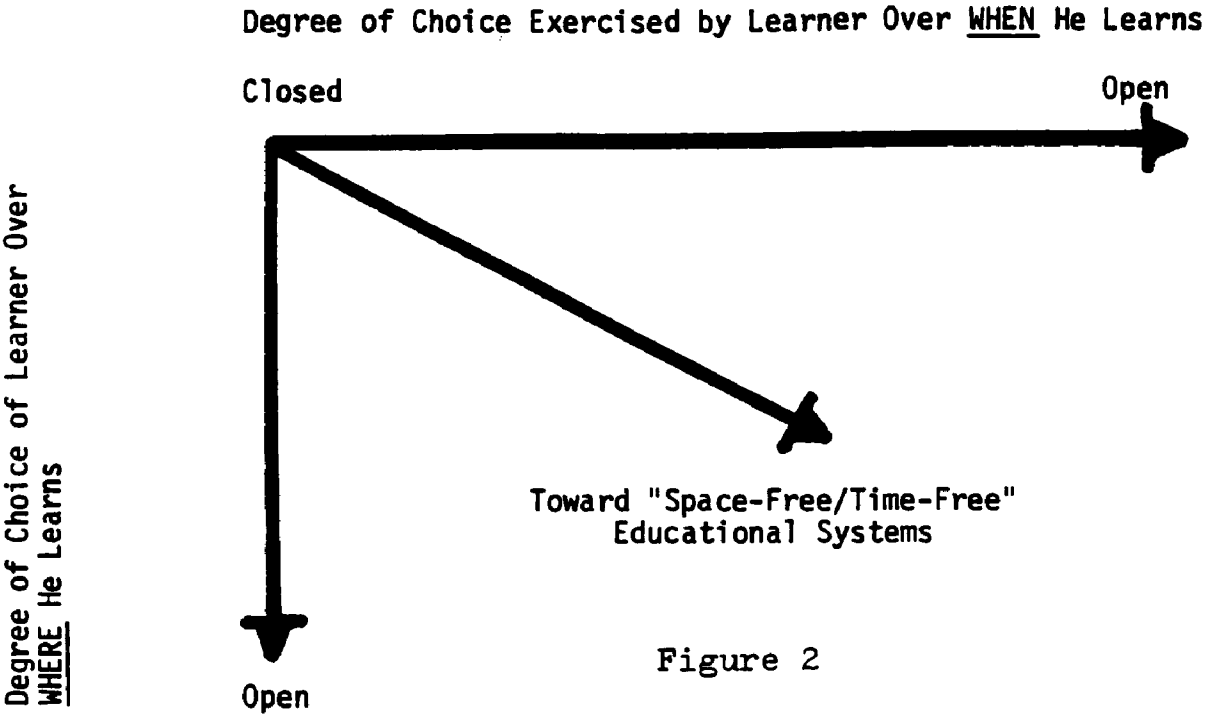


Figure 2

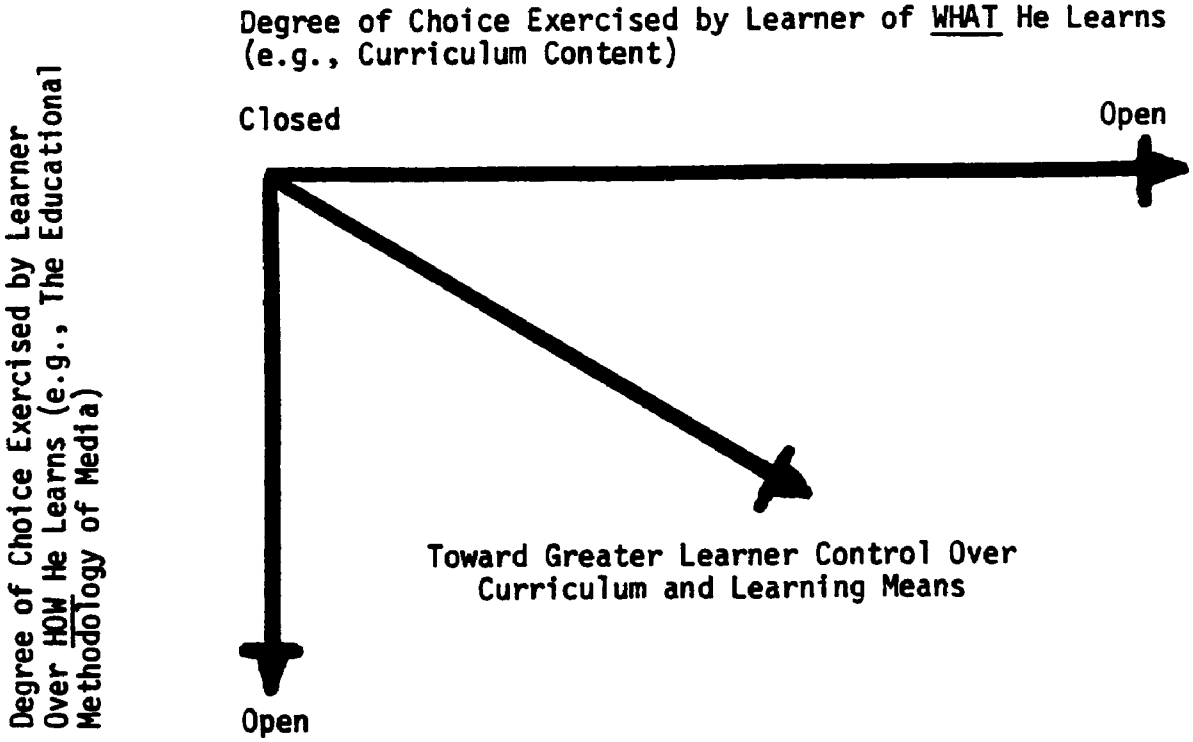


Figure 3

Figures 2 and 3: Conceptual Distinction Between Various Types of External Degree Programs

(Modified from Mathieson, 1972, p. 47)

Faunce include:

a) who is likely to have access to these programs;

b) the extent to which these programs represent an extension of credentialism; [and]

c) the extent to which these programs open out curriculum areas to individual and societal needs.

The final statement of importance is drawn from the summary of approaches to external degree programs as outlined by Medsker et al (1975). The authors are quick to point out that many non-traditional programs are not necessarily new or innovative, nor do they serve any distinct age category. The term "external degree" is therefore used to describe "a program with policies and procedures that enhance its convenience and appeal and with content of interests to students who are usually beyond.... conventional college age" (Medsker et al, 1975:VII).

Table 1 describes the four approaches identified by Medsker which include the Extended Campus approach, the Liberal Studies/Adult Degree approach, the Individualized Study approach and the Degree by Examination approach.

It can, therefore, be concluded that planning non-traditional programs involves a host of current concerns--most notably those related to adult interests and needs along with efficient utilization of academic and administrative resources. Indeed, the diverse approaches and the educational changes that have resulted as a consequence of the non-traditional study movement are uniquely distinct

Table 1

APPROACHES TO EXTERNAL DEGREE PROGRAMS

APPROACH I

Extended campus approach: On-campus curricula and degrees extended by flexible scheduling, time, and residency requirements.

Various delivery systems used, including off-campus classes and media links.

Characteristics

Conventional classroom study; traditional residency requirements relaxed; prescribed curricula and degree requirements

Case Study Programs

The Evening College (John Hopkins University); Extended University (University of California); External Degree Program (California State University and College); Bachelor of General Studies (Roosevelt University); Institute for Personal and Career Development (Central Michigan University); Center for Special and Advanced Programs (University of Northern Colorado)

APPROACH II

Liberal studies/adult degree approach: Special needs and circumstances of adult students accomodated by development of special curricula and degree programs.

Content and method of delivery differ from conventional classroom study.

Some period of campus residency required.

Characteristics

Conventional classroom study; traditional residency requirements relaxed; prescribed curricula and degree requirements

Case Study Programs

Bachelor of Liberal Arts Program (University of Oklahoma); Independent Study Degree Programs (Syracuse University); Bachelor of Arts in Liberal Studies Program (State University of New York College at Brockport); Bachelor of General Studies (Roosevelt University); Adult Degree Program (Goddard College)

APPROACH III

Individualized study approach: Individualized, student-centered "contracts" developed between student and program staff outlining content and competencies to be mastered, method by which goals to be achieved, nature of evaluation procedure, and specified time period for completion of contract.

Special attention to alternative strategies for learning and development of various resources, including use of community resource persons as tutors and instructors, self-directed learning packages, libraries, galleries, and museums.

Characteristics

Individualized, contracted study; special attention to development of community learning resources

Case Study Programs

Empire State College; Minnesota Metropolitan State College; Community College of Vermont; External Degree Program (Florida International University); Life Lab (Miami Dade Community College); Adult Degree Program (Goddard College)

APPROACH IV

Degree-by-examination approach: No instruction given.

Enrollees offered opportunity to demonstrate mastery of materials by means of specially designed examinations.

Characteristics

Non-instructional; prescribed curricula

Case Study Programs

New York Regents External Degree Program

owing to the varying academic needs of adults, the institutional objectives and priorities and their efforts to utilize the available academic resources efficiently.

Maturational Concerns

Research has suggested a number of implications concerning the need for developing non-traditional studies. While this review has highlighted some of the recent developments, it is extremely difficult to present the most accurate portrayal of non-traditional programs since the escalating demand for new programs has inherited some problems that need resolution.

Recognizing the promise of non-traditional education, Bailey (1972) warns against the four "serpents" that threaten to jeopardize the future of this movement (Cross, 1973b:48). Bailey (1972) first warns against the deterioration of standards, the need for accurate assessment of non-classroom learning and the ultimate fear of "academic shoddiness." In a similar vein, Morland (1973:165) warns against the avoidance of degree-granting mills, believing that the ultimate integrity of the highest degree must be preserved. Singling out Nova University, Morland (1973:164) states that Nova University will "be producing more doctorates in education than the combined total of the three universities in the United States that presently award the greatest number of Ed.D's and Ph.D's in education (Indiana University, Ohio State University and Michigan State University).... [therefore] there should be some assurance

that at the end the candidate possesses the knowledge and skills of one holding the (profession's) highest degree."

And at the University of California, faculty and administrators stated their views about the Extended University and their reluctance to participate in this program as a result of an opposition to the concept, fear that participation will downgrade the existing campus programs, concern for an increase in their teaching load, opposition to a change in life style, logistic problems and the quality of potential students (Patton, 1975).

In contrast, other collegues supported the Extended University concept due to previous experience with extended education, contact with a particular group of students, the desire to begin a new program, the prestige of participating, and the desire for modifying an overly research-oriented image. To a lesser extent, faculty supported the program as a result of their desire "to do something," the provision to students of part-time fees, serving the needs of qualified, but not typical students and serving the needs of an identified client group. Above all, faculty supported the programs since they provided an opportunity for obtaining additional faculty positions, increasing student enrollment as well as responding to political necessities (Patton, 1975:433).

It is evident that differing views will continue to stress vigorous scrutiny of non-traditional programs. The success of new programs may ultimately depend upon the institution's ability to design programs that will appeal

to the "new students" as well as the faculty and administrators who must be charged with implementing these programs.

The second obstacle Bailey (1972:175) warns against is the belief that independent learning is "easy" and adds that "... enormous expectations will be initially established followed by the thud of mass attrition." Gould (1972) states that our inability to provide good programs to serve the demands and expectations being raised may cause special problems to both the learner and the institution. Caution, therefore, must be observed in selecting the most appropriate education from the discernable array of programs. Furthermore, it will be necessary to understand that non-traditional programs are not necessarily more convenient, accessible or economical for all adults; hence a more traditional plan may better satisfy the learning needs of some adults.

The third impediment that Bailey perceives is related to fiscal naivete. Cost effectiveness of non-traditional programs such as the external degree is still questionable to legislators and educators who have yet to answer this issue convincingly either way. Studies have indicated that institutions, in general, consider the funding issue the major obstacle to be dealt with in the future. Other studies also present the steps necessary for successful implementation of programs by emphasizing fiscal models as a means for selling the change to administrators and faculty alike (Bowen, 1973; Donovan, 1975; Kray, 1974; Wagner, 1973;

Gelber, 1974). Hence in order for institutions to plan and implement new programs, greater stress must be placed on identifying the funding sources before actual change can occur.

The final problem is that of projected technological changes. The notable development of research and experimentation in education has resulted in an immediate increase in technology. This impact can conceivably mean that by the year 2000, as much as 80 percent of the campus instruction may be conducted through information technology (Carnegie Commission, 1973). Therefore, the adult learner may anticipate a time when packaged programs, tapes, and other devices will become widespread in college and universities.

Finally, the National Conference on Open Learning and Non-Traditional Study metaphorically added that in order for open learning to "lead higher education out of its maze of trouble, there are minotaurs that will need to be slain along the way" (Gross, 1975:5).

The seven priority issues the conference included are: 1) emphasis on rigorous control of quality programs stricter than those demanded of established institutions; 2) curriculum changes with more emphasis on collective discussion of the problems people perceive and on education designed to be responsive to their desires; 3) improved information, diagnostic and counseling services for individuals who want to learn more about themselves, their potentialities and the possibilities that might meet their needs; 4) greater stress on definitive evaluations and

appraisals of programs and their graduates; 5) awareness that access to open learning programs is still limited to individuals who already have the most education, money and jobs and are overwhelmingly white, employed, middle class citizens with previous college experience; 6) increased awareness that there is a resistance to change by a good portion of the academic community and a clear reluctance to accept new approaches to learning by faculty members; and 7) increased awareness that technology is a focus of attention and a major determinant of the future of open programs; hence caution must be given against misuse of technology or becoming hardware fixed (Gross, 1975:5-6).

Hence it becomes evident that in the years to come, the non-traditional movement will survive and even grow stronger because of the changing attitudes, demographic projections and technological developments in higher education. Therefore, it will become necessary, if not critical, for college planners and administrators at least to become familiar with the current programs, and models, since the "wave of the future" may affect all institutions in the coming century.

Conclusion

The decision of universities to make an institutional commitment to non-traditional study has tremendous implications. Increasing the enrollment of adult students brings with it the responsibility to make the necessary

changes to meet their unique educational needs. Acceptance of the philosophy of non-traditional learning brings with it a challenge to traditional educational practices. Inherent in that challenge is the goal of overcoming the barriers which serve to hinder the expansion of learning opportunities.

Institutions have attempted to adapt to the special problems in a number of ways. Some have simply modified their existing programs to meet the new needs of adult students; others have created totally new programs based on models derived from adult needs; still others have established new institutions designed solely to meet the needs of adult students.

There is no one best method for meeting the needs of adult students. Institutional changes must be congruent not only with the needs and demands of adult students but also with the institution's mission, philosophy, and goals. For each institutional type there are special organizational consequences.

Houle (1972) in The Design of Education warns that "while a new pattern of service should always be examined on its own terms, it must be influenced at every point by the nature of the sponsoring institution and of the other educational activities it maintains." He goes on to say that "the creation of a [new] pattern of service can cause profound changes within the institution itself" (Houle, 1972:119).

The problem which most institutions face is in determining the distinctive pattern of response which best utilizes their resources and which best meets the needs of their clientele, without distorting the mission of the institution.

The University of Michigan, School of Education in making a commitment to non-traditional higher education must determine how to best utilize the resources of a large public urban university to establish a distinctive pattern of meeting the needs of the adult learner.

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CHAPTER III

DESIGN OF THE STUDY

This study was designed to collect descriptive data concerning student needs and interests in order to build upon and/or modify educational programs for adults at the University of Michigan, School of Education. This chapter describes the research design used in this study and details the methodology. Additional topics discussed include the design of the survey instrument and the data collection procedure.

RESEARCH DESIGN

To accomplish the goals of this study, "survey research" was selected as the most appropriate method for identifying student attitudes and interests toward non-traditional studies. The objective of this dissertation was the description of these attitudes and interests in order to make assertions about non-traditional students and the need for non-traditional programs at the University of Michigan, School of Education.

In describing survey research, Babbie (1973:57-58) states that:

> Surveys are frequently conducted for the purpose of making descriptive assertions about some population: discovering the distribution of certain traits or attitudes. In this regard, the researcher is not concerned with why the observed distribution exists, but merely what that distribution is.
> ...The sample survey provides a vehicle for

> discovering such distributions. The distributions of traits among a carefully selected sample of respondents from among the larger population can be measured, and the comparable description of the larger population is inferred from the sample.

By observing Babbie's definition, this study will measure the responses of a selected sample of non-traditional students at the School of Education in order to determine the distribution of adult students' attitudes toward and interests in non-traditional study. It should be emphasized that this study is not concerned with why the observed distribution of attitudes and interests exists since the primary purpose here is description rather than the explanation of differences.

When the responses of adult students toward non-traditional study have been measured, descriptive assertions can be made about non-traditional students at the School of Education and provide a basis and rationale for designing non-traditional programs at the School of Education. Lastly, this study should provide an intermediary step between the logic of description and the logic of explanation in future studies at the School of Education.

Population

The population for this study was identified from the registration lists provided by the Office of Statistical Services. In order to obtain the appropriate subset of adult part-time students, a set of criteria was established that narrowly defined the participants for this study.

These criteria were:

1) students must be at least 23 years of age or older;
2) students must be enrolled on a part-time basis at the University of Michigan, School of Education in Ann Arbor;
3) students must be enrolled on a part-time basis for seven hours or less as graduate students or eleven hours or less as an undergraduate;
4) students must have been enrolled at the School of Education during the Fall 1976 and/or Winter 1977 academic terms; and
5) students must be seeking an academic degree and/or teaching certificate at the School of Education, or otherwise enrolled for personal or professional reasons as in the case of special students and students enrolled as non-candidates for degree.

The aforementioned criteria for selection established a precise definition of non-traditional students for purposes of this study. It should be noted that since an infinite number of definitions exist to describe part-time status at the University of Michigan, it was necessary for this study to develop its own criteria for defining part-time status at the School of Education.

By recognizing the criteria for selection previously mentioned, the total universe of eligible participants was identified from the registration lists. The combined total of graduate and undergraduate part-time enrollment was

estimated at 984 students. A 15 percent random sample of this total, or approximately 150 students, was selected for participation in this study. Such a sample would provide an adequate description of the attitudes and interests of adult part-time students at the University of Michigan, School of Education.

Sampling Frame and Selection

The sampling frame available for use in this study was the registration list maintained by the University's Office of Statistical Services. The list contained the names, social security numbers, date of birth, field of study, classification and expected date of graduation of all students enrolled at the School of Education during the Fall 1976 and Winter 1977 Terms.

The registration list, therefore, contained the names of all persons who could, by any conceivable definition, be called part-time students. As a result, it was necessary to cull from the list only those names that fit the criteria for selection. Additionally, it was necessary to identify those students who were added as new students during the Winter 1977 term not previously registered during the Fall 1976 term in order to get one master list of students. While the latter procedure involved a laborious task, the reliability of the sample selection is worth noting.

When the list of eligible participants was identified according to the selection criteria, a random sample

was systematically selected using a Table of Random Numbers (Babbie, 1973:373).

It should be noted that the study was initially hampered due to inaccurate classification of part-time students. It is unclear to this researcher why a discrepancy existed between what the student considered his/her classification to be, compared to the institutional classification of that student. One can only speculate that the latter is a result of the variability of definition of part-time students throughout the University system.

Survey Instrument

The survey instrument for this study was adapted from the Carnegie Commission's research project on Non-Traditional Study, conducted by the Educational Testing Service at Princeton and the Center for Research and Development in Higher Education of California at Berkley.

However, since the survey instrument for this dissertation was designed for a distinct population at the University of Michigan, School of Education, those questions from the Commissions's study that were considered inappropriate for this investigation were excluded from the study. In addition, the design of the questionnaire was based upon an analysis of the type of information needed to determine the market for new programs at the School of Education. As such, the design of the instrument and the questionnaire items was developed to fit this particular institution and student population.

The 27-item questionnaire was designed to give the respondents a choice of several fixed alternatives. While the closed-ended question was to some degree limiting to the respondents, the process of making one selection out of many discrete choices was a necessary one in this type of survey research especially since this study was conducted through the mail.

The questionnaire was pretested for content, clarity, and conciseness on ten individuals whose educational background most closely resembled the population to be sampled. Following the pretest, the questionnaire was modified as necessary and distributed to the sample population.

Data Collection Procedure

Following the random selection of 150 students from the Fall and Winter registration list, all questionnaires were mailed the first week of July, 1977. A cover letter accompanied each questionnaire explaining the nature of the study and the research confidentiality to be maintained. (See Appendix A).

In order to determine which questionnaires had been returned, a code number was assigned to each questionnaire corresponding to a given name on the master list. Upon its return, each questionnaire was matched to the master list of names. Thus, those individuals who had not responded by the second and third week were called and reminded to return the questionnaire. Lost or misplaced questionnaires were

also identified through the phone calls and were subsequently sent to those individuals requesting them. In addition, students requesting a copy of the dissertation abstract and survey results were so noted for later contact.

Of the 150 surveys mailed out, 102 were returned by the end of the third week, which represented 68 percent return rate. Among the questionnaires undeliverable, five were returned due to incorrect addresses, three were discarded due to incomplete responses, and two were classified as full-time students and therefore not eligible for analysis. The remaining 38 questionnaires were not received as of the last day of July and were classified as non-respondents.

Analysis of the Data

This study is primarily descriptive in nature. Hence, it attempts to describe or summarize the data obtained from the sample that was studied. In addition, it attempts to estimate the reliability of the generalizations from the obtained sample to the total population of adult students (as defined by this study) at the School of Education.

In addition, this study recognized five functions of descriptive statistics which include the following objectives:

1) To characterize what is "typical" in the group;
2) To indicate how widely individuals in a group vary;
3) To show other aspects of how the individuals are distributed with respect to the variables being measured;

4) To show the relation of the different variables in the data to one another; and
5) To describe the differences between two or more groups of individuals (Sellitz, 1959: 410-14).

In the analysis of the data, these objectives were given consideration in describing the attitudes and interests of adults and addressed where appropriate.

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CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

General Information

The intent of this study is to collect descriptive data about the educational needs and interests of older students, and the appeal that new instructional methods have for these students. After these data have been analyzed and interpreted, a basic framework or model will be outlined which, theoretically, could be followed in order to design an educational program for adults. Finally, guidelines and recommendations will be presented for responding to the educational needs and interests of adult part-time learners at the School of Education.

The theoretical information necessary to better understand the "state of the art" of non-traditional study as well as the intent and method of this study has been presented in the first three chapters of this dissertation. The following section will present the survey results and summarize the data according to the research questions developed for the study. From a sample of 150 adult students, 23 years of age or older enrolled part-time at the School of Education, 102 participants responded to the survey, which represented a 68% return rate. The following is a summary of the survey results. (Note: Percentage total will differ according to responses to each question.)

Research Questions

1. Given some commonly expressed reasons for enrolling in academic courses, how important is each of these reasons to non-traditional students at the School of Education?

The answer to the first question is found in Table 2 which indicates how important each reason for participation was to each respondent. The participants rated each reason according to three categories which included: not important, important and very important. However, a fourth category, important and very important, was included in this table to show the overall importance given to each of the eleven reasons for enrolling in academic courses. Since the fourth category was considered most significant of all categories for evaluative and planning purposes, the eleven reasons are rank ordered in the last column according to the degree of importance. (See Table 2).

The most common reason for enrolling in academic courses was "to fulfill a desire for continuing my education," selected by 90.2% of the respondents. The second major reason was "to learn or update a skill" indicated by 86.3% of the respondents. The least important reason for enrolling in courses was "to feel a sense of belonging," which represented 30% of the sample and "to get away from personal problems" chosen by 15.9% of the respondents.

Table 2 also shows that adults are interested in enrolling in academic courses in order "to increase my earning

TABLE 2

REASONS FOR PARTICIPATION ACCORDING TO DEGREE OF IMPORTANCE

Reason For Participation	Degree of Importance (Percentage)			
	Not Important	Important	Very Important	Important And Very Important
1. To fulfill a desire for continuing my education	9.8%	33.3%	56.9%	90.2%
2. To learn or update a skill	13.7	36.3	50.0	86.3
3. To learn for the sake of learning	16.8	42.6	40.6	83.2
4. To earn a degree or certificate	21.6	19.6	58.8	78.4
5. To increase my earning power; qualify for salary increment	26.4	37.3	36.3	73.6
6. To meet requirements of my employer	38.2	21.6	40.2	61.8
7. To change careers	43.1	22.5	34.3	56.8
8. To gain independence	51.0	26.5	22.5	49.0
9. To meet requirements for getting into a program	53.9	26.5	19.6	46.1
10. To feel sense of belonging	70.0	17.0	13.0	30.0
11. To get away from personal problems	84.2	11.9	4.0	15.9

power or to qualify for salary increment"(73.6%), "to meet requirements of my employer or profession"(61.8%), and "to change careers"(56.8%).

The latter perhaps suggests that professional continuing education may find an available market of students at the School of Education with adults whose "motivation for college does not arise from anticipation of interests in learning the things they will be learning in college but from the recognition that education is the way to a better job and better life" (Cross, 1974:15).

2. Given some major obstacles that often prevent adults from enrolling in courses, how much of a problem is each of these obstacles to adults at the School of Education?

Again, since the respondents could rate each obstacle as no problem, somewhat a problem, or major problem, a fourth category was added to include all respondents who experienced problems to any degree. As with Table 2, the twelve obstacles are rank ordered according to the fourth category, somewhat a problem and major problem. (See Table 3).

The most frequently indicated obstacles cited by respondents was "class scheduling" chosen by 81.4% of the sample. The second most frequently marked barrier was related to "time to study" reported by 77.4% of the respondents. The obstacles which were considered least problematic were "place to study"(27.4%) and "level of confidence"(41.0%).

TABLE 3
OBSTACLES TO PARTICIPATION ACCORDING TO DEGREE OF PROBLEM

Obstacle to Participation	Degree of Problem (Percentage)			
	Problem	Somewhat A Problem	Major Problem	Somewhat and Major Problem
1. Class scheduling (time and place)	18.6%	34.3%	47.1	81.4%
2. Time to study	22.5	59.8	17.6	77.4
3. Cost, including tuition, books, transportation and childcare	27.5	38.2	34.3	72.5
4. Job responsibilities	34.3	34.3	31.4	65.7
5. Energy level or stamina	43.1	41.2	15.7	56.9
6. Course demand and rigor	46.1	44.1	9.8	53.9
7. Family responsibilities	49.0	30.4	20.6	51.0
8. Distance to travel to/from classes	55.4	28.7	15.8	44.5
9. Study habits	55.9	33.3	10.8	44.1
10. Level of confidence	59.0	33.3	7.0	41.0
11. Place to study	72.5	24.5	2.9	27.4

Overall, the four major obstacles to participation cited by adults included: class scheduling, time to study, cost and job responsibilities.

As expected, since part-time students are typically working adults, the problem related to scheduling courses during convenient hours was an anticipated result of this study. In addition, the problem related to "time to study" may also be a reflection of the difficulty that adults experience in managing their time given their professional and personal responsibilities.

It should be noted that such obstacles as "energy level or stamina," "time to study," "family responsibilities" or "level of confidence" are not areas in which the institution can provide, or be expected to provide, an educational service or alternative. These obstacles are included in this table, however, to give the reader a general indication of some of the obstacles, other than academic problems, facing adults.

3. Which academic problems do adults anticipate needing most assistance with prior to enrolling and during their program of study?

Respondents were asked to rate each problem as it represented a problem to them prior to enrolling in courses. The major academic problem indicated by respondents involved "selecting appropriate course work"(66.3%) and "scheduling courses during convenient hours"(56.9%), while the least problematic area was related to "enrollment procedures"(33.3%) (See Table 4).

TABLE 4

PROBLEMS ADULTS ANTICIPATE ENCOUNTERING PRIOR TO ENROLLING

Problem	Percentages
1. Selecting appropriate course work	66.3%
2. Scheduling courses during convenient hours	56.9%
3. Planning a degree or course program	47.5%
4. Enrollment procedures	33.3%

Understandably, the issue of "scheduling courses during convenient hours" was viewed as a major potential problem among adults. The latter could suggest that conflicting working schedules may be a major restricting factor which perhaps should be given further consideration by the School of Education when scheduling the courses during the day.

Respondents were also asked to identify the two major problems that they most needed assistance with during their program of study. Table 5 contrasts the two problems according to first and second choice.

TABLE 5

MAJOR PROBLEMS ENCOUNTERED BY ADULTS DURING PROGRAM OF STUDY

	Problem	Major Problem 1st Choice (Percentages)	Major Problem 2nd Choice (Percentages)
1.	Financial aid	40.8%	2.0%
2.	Improving study habits	21.4	6.9
3.	Familiarization with educational resources	14.3	16.8
4.	Finding field placement	8.2	4.0
5.	Adjusting to a new or different role as a student	5.1	24.8
6.	Employment counseling	6.1	3.0
7.	Job placement	4.1	29.7

According to Table 5, the two major problems that adults experience during their program of study are "financial aid"(40.8%) identified as the first choice and "job placement"(29.7%) identified as the second choice. To a lesser extent, the problem of "adjusting to a new or different role as a student" was indicated by 24.8% of the sample, while 21.4% selected "improving study habits" as being problematic during their program of study.

4. <u>What type of support services are important to adult students during evening and weekend hours</u>?

The highest percentage of respondents (59.4%) indicated they needed "bookstore services"(Table 6). The next areas most

TABLE 6

TYPES OF SUPPORT SERVICES ACCORDING TO DEGREE OF IMPORTANCE

	Support Services	Degree of Importance (Percentages)			
		Not Important	Important	Very Important	Important And Very Important
1.	Bookstore	40.6%	35.6%	23.8%	59.4%
2.	Counseling (academic, career, etc.)	43.6	36.6	19.8	56.4
3.	Career planning and placement	49.5	32.7	17.8	50.5
4.	Registrar (admission, financial aid, records, tec.)	55.4	26.7	17.8	44.5
5.	Recreation/physical education	60.4	25.7	13.9	39.6
6.	Computer terminal and statistical advising	66.3	22.8	10.9	33.7
7.	Student health/medical	68.3	21.8	9.9	31.7
8.	Child care	77.0	6.0	17.0	23.0
9.	Cafeteria	83.2	12.9	4.0	16.9
10.	Student union	86.1	11.9	2.0	13.9

often selected as important or very important were: "counseling services," chosen by 56.4%, "career planning and placement services" (50.5%), and "registrar and financial aid services"(44.5%). In addition, 23% of the sample identified "child care" as a needed service while the least selected services were cafeteria(16.9%) and student union services(13.9%). (See Table 6).

Again it should be noted that some of the services are not necessarily within the domain of the School of Education. However, since adult part-time students are less likely to take advantage of all services available, this table is intended to draw attention to some of the general support services which adult students may seek in addition to the specific academic services that can be provided by the School of Education, such as counseling services (academic and career), administrative services (admission, financial aid) and child care services.

5. Which instructional methods are non-traditional students most interested in using in order to learn their area of interests?

The greatest percentage of respondents indicated that they preferred "lectures or classes" in learning their area of interests. The next three areas most often selected were: short-term conferences, institutes or workshops"(92.2%), "field work, on-the-job training"(91.2%), and "independent study(76.5%). Other high ranking choices were "travel study(62.7%) and "learning packages"(55.9%). (See Table 7)

TABLE 7

TYPES OF INSTRUCTIONAL METHODS ACCORDING TO DEGREE OF INTEREST

	Method of Instruction	Degree of Interest (Percentages) Not Interested	Interested	Very Interested	Interested And Very Interested
1.	Lectures or classes	3.9%	53.9%	42.2%	96.1%
2.	Short-term conferences, institutes, workshops	7.8	42.2	50.0	92.2
3.	Field work, on-the-job training	8.8	21.6	69.6	91.2
4.	Independent study	23.5	42.2	34.3	76.5
5.	Travel study	37.3	29.4	33.3	62.7
6.	Learning packages	44.1	34.3	21.6	55.9
7.	Audio or video tapes/cassette instruction	52.0	38.2	9.8	48.0
8.	Computer-assisted instruction	58.8	28.4	12.7	41.1
9.	Closed-circuit television or audio instruction	59.8	30.4	9.8	40.2
10.	Broadcast radio or television instruction	60.8	24.5	14.7	39.2
11.	Talk-back telephone instruction	65.7	25.5	8.8	34.3
12.	Correspondence study	70.6	19.6	9.8	29.4

Least chosen methods of instruction included: "broadcast radio or television instruction"(39.2%), talk-back telephone instruction (34.3%) and correspondence study (29.4%).

Adults, therefore, appear to be overwhelmingly traditional, preferring the conventional lectures and classes over other methods. Moreover, the more technologically elaborate approaches are least acceptable to adults, evidenced by the fact that less than half of the sample indicated they preferred computer-assisted instruction, broadcast radio, television or talk-back telephone instruction. In contrast, adults are clearly interested in learning their areas of interests through practical or experiential learning situations such as field work, conferences and workshops, and travel study. A strong preference among adults was independent study, which allows the student to complete an assigned task without the constraints of classroom learning.

6. <u>In which non-classroom activities are non-traditional students most interested in participating in order to receive formal credit</u>?

The majority of respondents (94.1%) indicated they would like to receive credit for "related professional experiences." Respondents were also strongly interested in receiving credit for participating in "professional staff development or in-service training"(88.3%), and for participating in "conferences, workshops or institute training" (87.3%). (See Table 8).

TABLE 8

DEGREE OF INTERESTS IN RECEIVING CREDIT FOR NON-CLASSROOM ACTIVITIES

Non-Classroom Activity	Degree of Interests (Percentages)			
	Not Interested	Interested	Very Interested	Interested And Very Interested
1. Related professional experiences	5.9%	17.6%	76.5%	94.1%
2. Professional staff development; in-service training	11.8	41.2	47.1	88.3
3. Conferences, workshops, institute training	12.7	41.2	46.1	87.3
4. A complted work (book, published article, etc.)	13.7	38.2	48.0	86.2
5. Individual or group project	18.6	42.2	39.2	81.4
6. Self-study	20.6	37.3	42.2	79.5
7. School or community service	22.5	36.3	41.2	77.5
8. Organized volunteeer work	29.4	36.3	34.3	70.6
9. Unique life experiences	30.4	23.5	46.1	69.6
10. Travel or foreign study	32.3	32.4	36.3	68.7
11. Student body officer	64.7	21.6	13.7	35.6

Respondents also indicated that they would like to receive formal credit for "a completed work" such as a book or a published article indicated by 86.2% and for participation in an "individual or group project"(81.4%). (See Table 8).

Participants were least interested in receiving formal credit for participating as "student body officer or institutional governance." But it should be noted that this activity still appealed to over a third(35.3%) of the sample which suggests that adult students are clearly interested in receiving formal credit for participating in some type of non-traditional classroom activity. (See Table 8).

As suggested in the previous table, adults are also interested in activities that emphasize a practical and professionally related situation such as in-service training or professional staff development, or conferences, workshops or other similar learning experiences. Adults also would like to receive formal recognition for their unique accomplishments in life (personal, civic, community) such as major publications, participation in organized individual or group projects and for their accumulation of 'unique' life experiences.

7. Are adult students at the University of Michigan, School of Education interested in participating in adult-oriented programs that emphasize non-traditional patterns of academic or residential study?

The majority of those surveyed in this sample (56.4%)

were interested in participating in some type of adult degree program. Only fourteen individuals or 13.9% of the sample responded negatively to this question while 30 or 29.7% of those participants surveyed were unsure. It should be noted that many of the respondents who were "unsure" stated that they needed more specific information about the type of program in order to give a more definite answer. Consequently, it is conceivable that the percentage of people interested in adult-oriented programs could be greater still. (See Table 9).

TABLE 9

INTEREST IN PARTICIPATING IN ADULT-ORIENTED PROGRAMS

Degree of Interest	Percentage
Interested	56.4%
Not Interested	13.9%
Unsure	29.7%

It is interesting to note that the general enthusiasm among the respondents who favored new programs was expressed through favorable comments, suggestions and even various commitments to participate in task groups to determine the feasibility of new programs for adults.

8. <u>What types of alternative curricula or programs appeal most to adult students at the School of Education?</u>

Given the general interest in participating in adult oriented programs, the largest percentage of respondents (97.0%) indicated that they were interested in a program or curricula in which the "student and faculty design individualized learning contracts." The second most frequently liked alternative allowed the student to "earn a degree entirely on a part-time basis"(94.1%). Respondents were also interested in a program which provided them the opportunity to "earn a degree through evening college"(90.2%), but were least interested in a program which they could "begin a program at any time of the year." (See Table 10).

9. What is the most convenient time for adults to attend classes or training sessions?

In order to plan any type of activity for adult part-time students, it is necessary to determine the most appropriate time for adults to study or train. Consequently, this survey determined that the majority of the respondents preferred to attend classes or train during the Fall term (55.9%) and on Tuesday and Thursday (54.5%) from 7:00 p.m. to 10:00 p.m. (44.0%) or Saturday from 8:00a.m. to 12:00p.m.

10. What is the demographic background of non-traditional students enrolled at The University of Michigan, School of Education?

In addition to addressing the specific issues related to adult educational needs and interests, this study

TABLE 10
TYPES OF EDUCATIONAL ALTERNATIVES ACCORDING TO DEGREE OF INTERESTS

Alternative	Degree of Interest (Percentage)			
	Not Interested	Interested	Very Interested	Interested And Very Interested
1. Student and faculty design individualized learning contracts	2.9%	33.3%	63.7%	97.0%
2. Student earn degree entirely on a part-time basis	5.9	20.6	73.5	94.1
3. Student earn degree through evening college program	9.8	26.5	63.7	90.2
4. Students determine the pace of the program individually	11.8	45.1	43.1	88.2
5. Student design their own unique program	17.6	40.2	42.2	82.4
6. Student earn a degree entirely off-campus	30.4	30.4	39.2	69.6
7. Students begin a program at any time of the year	47.1	29.4	23.5	52.9

attempted to provide a general profile of the adult learner at the School of Education. The following is a breakdown of the demographic characteristics obtained by the survey.

Most of those individuals surveyed cooperated by answering all questions. Persons who gave "no answer" to a specific question are indicated by frequency and percent of the sample where appropriate. The demographic questions were as follows:

What is your sex?

The majority of the respondents for the study were female (67 or 65.7%). Males surveyed totaled 35, representing 34.3% of the sample. (See Table 11).

What is your age?

The largest number of respondents were 30-39 years old; they represented 40.1% of the sample. The second largest group was the 23 to 29 year olds numbering 35 and representing 34.3% of the sample. Twenty participants were between 40 and 49 years of age and accounted for 19.7% of the sample with only 6 or 5.9% respondents over 50 years of age. In this survey 59.8%, or 61 respondents, fell within the combined age groups of 30 to 49. (See Table 11).

What is your employment status?

Most of the respondents were employed full-time (63 individuals representing 61.8% of the sample). Nineteen (18.6% of the group) were employed part-time with 20 respondents (or 19.6% of the sample) not working at the time the study was conducted. (See Table 11).

What is your marital status?

Most respondents, or 60 individuals (61.8%) were married. Forty-two respondents, however, were unmarried and indicated that they were single (having never married), widowed, divorced or separated. (See Table 11).

What is your family income?

The largest group of respondents (42, representing 41.2% of the sample) said they had a family income over $20,000. Twenty-six students (25.5%) indicated incomes between $15,000 and $20,000. Two categories, "less than $7,000" and "$10,000 to $14,999," each had 13 respondents which represented 12.7% of the sample. And only 8 respondents (7.8%) had incomes of between $7,000 and $9,999.

In combined categories, 68 respondents (66.7% of the sample) had incomes over $15,000 compared to 21 (20,5%) who earned less than $10,000. (See Table 11).

How many dependents do you have?

Most of the respondents indicated they did not have any dependents. Forty (39.6% of the sample) said they had no dependents; 25 (24.8%) indicated they had one dependent; and 21 (20.8%) reported they had two dependents. Combined, only 15 (14.8% of the sample) indicated they had three or more dependents. One individual did not respond to the question. (See Table 11).

What is your ethnic background?

The majority of the participants were white (American Caucasian) composing 87.1% (88 respondents) of the sample. Combined non-white categories accounted for 12.9 of the sample, totaling 13 in number. (See Table 11).

What was your last degree earned?

Respondents were almost equally divided among students with baccalaureate and master's degrees. Forty-one (40.2%) indicated their last degree earned was a master's degree, whereas 40 (39.2%) reported that the baccalaureate degree was the last degree earned. However, 17 respondents (16.7% of the sample) indicated that the last degree earned was a high school degree which most closely represents the actual proportion of undergraduate students at the School of Education. Two categories, educational specialist (Ed.S.) and doctorate students (Ph.D.), each had two respondents which represented 2.0% of the sample. (See Table 11).

What is your academic classification?

Owing to the nature of the college, the sample was comprised mostly of graduate students (70, or 68.6%). Fourteen students (13.7%) indicated they were undergraduates while 18 respondents (17.6%) identified themselves as non-candidates for degree. (See Table 11).

What degree are you currently seeking?

Since the School of Education is a graduate professional school, the sample was largely graduate. Thirty-three students or 32.4% were seeking doctorate degrees; 27 (26.5%) were seeking master's degrees and only six students (5.9%) were either seeking a baccalaureate or educational specialist degree. Also nine respondents (8.8%) were enrolled for teacher certification, four (3.9%) were seeking a baccalaureate and a teaching certificate and one (1.0%) was pursuing a master's degree and teaching certificate. However, it should be noted that 16 respondents, or 15.7% of the sample, were not enrolled for any type of degree which reflects the growing pool of special students and non-candidates for degree at the School of Education. (See Table 11).

What is your occupation?

TABLE 11

DEMOGRAPHIC CONSTITUTION OF THE SAMPLE POPULATION

Demographic Characteristic	Frequency	Percentage
Sex		
male	35	34.3%
female	67	65.7
Age		
23-29	35	34.3
30-39	41	40.1
40-49	20	19.7
50 and over	6	5.9
Employment		
full-time	63	61.8
part-time	19	18.6
not working	20	19.6
Marital Status		
married	60	58.8
unmarried	42	41.2
Family Income		
Less than $7000	13	12.7
$7000-$9999	8	7.8
$10,000-$14,999	13	12.7
$15,000-$20,000	26	25.5
Over $20,000	42	41.2
Number of Dependents		
None	40	39.6
One	25	24.8
Two	21	20.8
Three	9	8.9
Four or more	6	5.9
Ethnic Background		
White	88	87.1
Black	10	9.9
Mexican American	1	1.0
Native American	0	
Asian American	2	2.0
Last Degree Earned		
High School	17	16.7
BA	40	39.2
Ed.S.	2	2.0
MA	41	40.2
Ph.D.	2	2.0
Academic Classification		
Graduate	70	68.6
Undergraduate	14	13.7
Non-Candidate for Degree	18	17.6

Degree Currently Sought		
None	16	15.7
BA	6	5.9
BA + Teacher Certificate	4	3.9
MA	27	26.5
MA + Teacher Certificate	1	1.0
Certificate only	9	8.8
Ed.S.	6	5.9
Ph.D.	33	32.4
Final Degree Sought		
BA	13	12.9
MA	38	37.6
Ed.S.	6	5.9
Ph.D.	44	43.6

The greatest number of respondents in this study were teachers. All other occupations were distributed among such categorical areas as semi-professional and unskilled services, business, technology, organization (mid-level management), professional and homemaker.

Summary of Findings

This survey examined a great number of assumptions about adult students at the School of Education. The analysis of the data leads to the following conclusions.

Reasons for Participation

In general, adults have indicated fairly evenly that professional drives, academic aspirations and intrinsic reasons dictate their motives for enrolling in courses at the School of Education. Since adults are largely represented by full-time, working professionals, their apparent desire to integrate professional and academic goals is also clearly demonstrated.

Obstacles to Participation

One would anticipate that adults frequently experience class-scheduling problems owing to their professional and personal responsibilities. The data confirm this assumption. Adults also indicated that finding time to study is problematic which again may be interpreted as a result of job and family commitments. However, other problems that

affect adult participation in academic courses are a result of academic demands and course rigor, a reduced level of energy or stamina (presumably a result of a long working day), costs and distance involved travelling to and from classes.

As a whole, then, adults must overcome academic (scheduling), personal, physical (fatigue) and economic barriers in order to enroll in academic courses at the School of Education. To the extent that the faculty or individual departments can schedule courses during evening and weekend hours, adults may be able to participate more actively in their respective programs.

Academic Problems

According to the survey, the problems that adults anticipate encountering prior to enrolling are related to selecting appropriate course work (counseling area) and the scheduling of courses during convenient hours. During their program of study, however, adults encounter financial barriers, in addition to problems of role adjustment and career planning and placement. At the root of the identifiable problems is the clear lack of counseling (academic, career, financial, etc.) for adults who are initiating or resuming pursuit of their academic goals.

Support Services

Since adults are not generally on campus for the major

part of the day, they are not actively receiving the various types of support services available. However, the most popular services that adults consider important are related to bookstore services (since they are usually closed during evening and weekend hours), counseling services (academic, career) and administrative services (admissions, records, financial aid, etc.). To a lesser extent, adults are interested in recreational, health and child care services.

Instructional Methods

As anticipated, the most popular method of instruction among the adults was the lecture or classroom learning format. The least preferred methods were those which have resulted through technological changes (computer-assisted instruction, closed-circuit television or radio instruction and others). However, those methods which are characteristic of practical experiential learning had a strong appeal among adults.

Non-classroom Activities

As stated previously, adults preferred receiving credit for participation in activities that were professionally related. Most importantly, throughout all categories (self study, travel study, conferences, community service, etc.), adults clearly indicated that they favored receiving credit for outside learning. The issue to resolve, therefore,

becomes one of assessment of diverse experiences and academic competencies.

Participation in Adult-Oriented Programs

Adults in this survey were interested in participating in a program designed to meet their unique needs and interests. Consequently, further investigation regarding the total market of adult students for new programs is a logical and necessary implication of this study.

Alternative Programs or Curricula

We have seen that adults favor various methods of instruction and credit for non-classroom learning. The type of program that appeals most to adults, however, involves the joint cooperation of faculty and student in the design of individualized learning contracts. Hence, one might assume that individualized learning vis a vis independent study and experiential learning would be major components of this type of program.

Programs that allow the students to earn a degree entirely on a part-time basis were strongly supported by adults in this survey. But the latter is an expected result since the study is based on a representative sample of part-time students at the School of Education.

The evening college program, as an alternative program, was also a popular choice among adults since one can assume that the majority of part-time students attend class during

evenings and weekends (Saturday mornings).

Finally, one may conclude that a program for adult students can be developed by integrating various approaches and objectives. And on the basis of the data provided, one may conclude that adult students are willing to participate in programs that involve new methods in curriculum and instruction.

Biographical Profile of Hypothetical Student at the School of Education

Based upon the descriptive data obtained from the survey, the model adult part-time student at the School of Education is a white woman between the age of 30 and 39 years. She is married with no dependents and is employed full-time with a family income over $20,000.

Her last degree earned was a master's degree, and she is currently seeking her doctorate degree.

Her reason for enrolling in academic courses at the School of Education are to fulfill a desire to continue her education. However, the problem of scheduling classes during convenient hours and at convenient locations is her major barrier.

Academically, she is experiencing her most difficulty in selecting appropriate course work prior to enrolling. But once enrolled in a program of study, financial problems become a barrier along with finding suitable job placements.

Since she is a part-time student, she does not generally avail herself of the supportive services of the university.

She does, however, feel that the services provided by the bookstore should be extended during the evenings and weekends.

Her most preferred method of instruction is still the lecture, but she finds great appeal in experiential learning situations such as field work, short-term conferences and independent study. Technologically assisted methods of instruction, such as computer-assisted instruction, hold less appeal for her.

Since she works full-time, the practical and vocational learning situation appeals to her. Consequently, she would like to receive formal academic credit for related professional experiences such as staff development and in-service training.

She is also interested in participating in adult-oriented programs that emphasize non-traditional patterns of academic or residential study. And she is interested in designing individualized learning contracts with the faculty. She is also very interested in earning her degree entirely on a part-time basis or through an evening college.

Conclusion

As stated in Chapter III, this study was descriptive in nature and is not concerned with developing an explanation of causes. This being so, this study has yielded the basic raw data that can be used by planners in assessing the need for and interest in non-traditional programs among adults.

It has been shown that adult students at the School of Education are enrolling in courses to fulfill professional, academic and personal goals. However, class scheduling remains a major obstacle to the adult student. Nevertheless, adults are interested in continuing their education to fulfill their personal desire to earn graduate and undergraduate degrees. Mostly, however, these students are interested in participating in adult-oriented programs that provide an alternative to the traditional residential programs offered by the School of Education.

In order to satisfy the needs and interest of a growing constituency of students, the faculty and administration should recognize that non-traditional students are a significant part of the school enrollment and thus plan ahead with the adult student needs and interests in mind.

CHAPTER V

RECOMMENDATION AND CONCLUSIONS

Guidelines for Action

It has been suggested in this dissertation that adult part-time students are becoming the major segment of the population in the United States. Consequently, in the years to come, a greater proportion of the potential learning force will be from the older ages. In response to this changing condition, colleges and universities are creating new opportunities and educational programs to accommodate this growing constituency. This is not to say that institutions are altering their mission in order to enroll only the older part-time student. Rather, colleges are giving greater consideration to identifying, and more closely meeting, the educational needs and interests of adults.

This study has determined through descriptive research that adults attending the University of Michigan School of Education have educational needs and interests that are largely a result of scheduling problems, financial constraints, and professional responsibilities, to mention only a few. Regardless, there remains a strong incentive among adults to enroll in academic courses for a variety of reasons (intrinsic, mandatory, personal). In addition, there is a definite interest among adults to participate in adult-oriented programs that may be characterized as non-traditional patterns of academic study.

Given these findings, it appears certain that the University of Michigan's School of Education must carefully and judiciously plan for the future with the adult part-time student in mind.

Accordingly, this study has provided the basic raw data and rationale for planning adult oriented programs at the School of Education. In order to facilitate further the task, a typology of models and programs has been suggested in the earlier review of the literature. The final chapter in this study will provide a basic framework or administrative model which, theoretically, could be followed in order to design an educational program for adults. It is not intended to suggest a particular type of program, statement of goals or the direct administrative responsibilities of a new program. Lastly, this chapter will include specific recommendations for responding to the educational needs and interests of adult part-time learners at the School of Education.

Model for Designing Educational Programs for Adults

The following model is a fundamental system for developing adult educational programs designed by Cyril O. Houle (1972) and presented in The Design of Education. This model is described through a series of decision points and components (Figure 4). Houle states that these components are to be understood as a complex of interacting elements rather than a logical sequence of events. Thus, the appli-

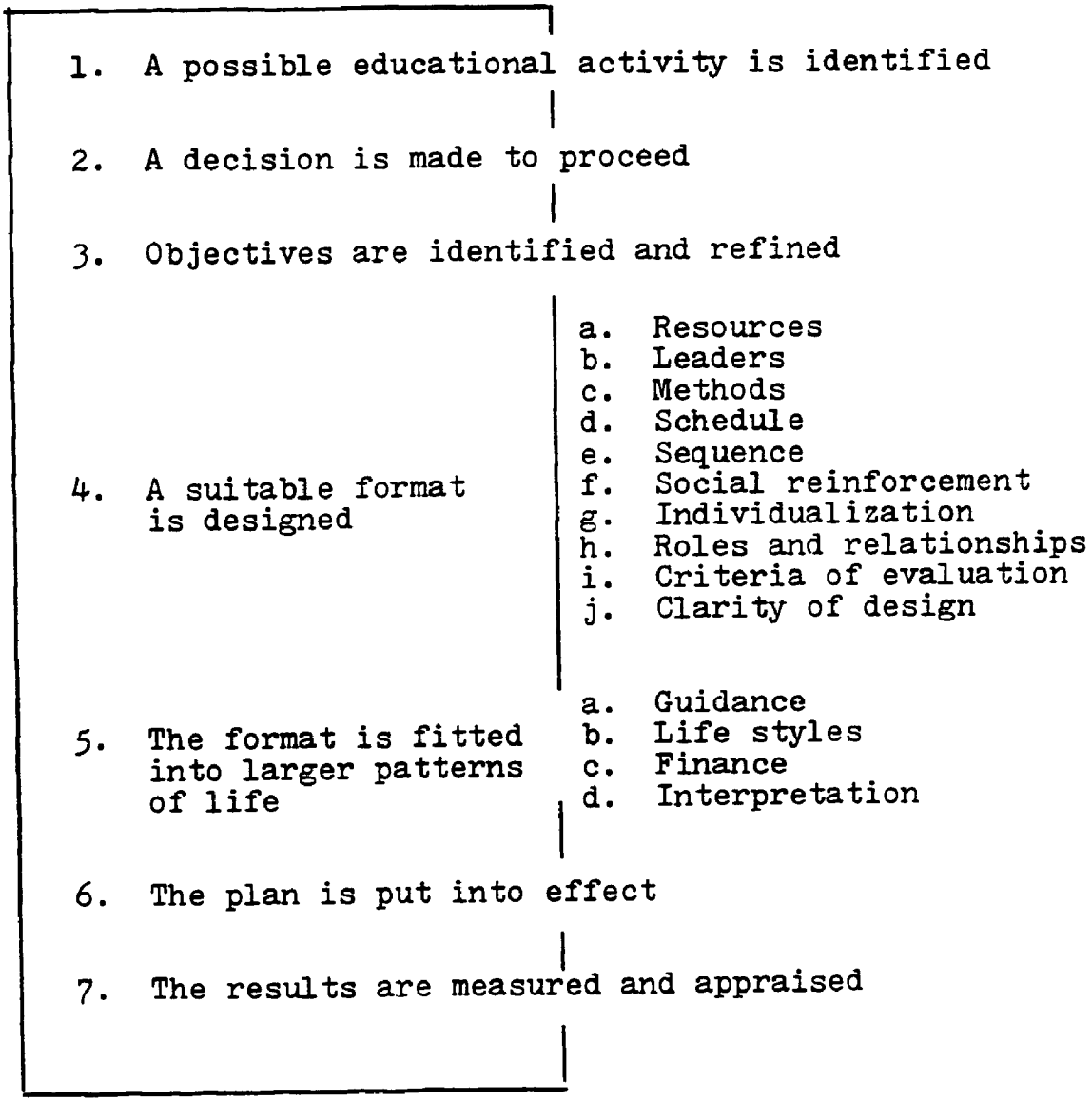


Figure 4

Decision Points and Components of an Adult Educational Framework

cation of this model may begin at any decision point or component and proceed to the others in any order.

1. A Possible Educational Activity Is Designed

In order to design an educational activity, Houle contends that there must exist a sense of need or deprivation within a given situation, or a sense of desire or opportunity for change. This study has served the purpose of identifying the educational needs and interests of adults at the School of Education. In addition, this study has determined that there is sufficient interest and desire among adults to participate in adult-oriented programs.

Given these factors, it is assumed that the School of Education, which has a strong history of meeting the needs of its student constituency, will respond to the needs of adult part-time students, by providing expanded opportunities and programs for adults.

2. A Decision Is Made To Proceed

The decision-making process is a complex factor since a decision to develop an educational activity may be reached rapidly or develop slowly according to the identifiable need. In order to reach a consensus of need, Houle suggests five strategies of "varying depth and sublety" that can lead to a decision to proceed.

In the first strategy, a movement is made at once, by an administrator or some member of the power structure (faculty), toward setting objectives for a program. The

second and third strategies, however, require the development of a full-scale survey to highlight the need for change and to delineate, with clarity, the course of action a proposed program should follow. The fourth and fifth strategies require a subtle process of negotiation and intervention which involves probing and making detailed suggestions or using various indices and evaluative criteria to increase the awareness of the need.

Bunnell (1974) also adds that a college would be ill-advised to initiate a program without consideration of the student recruitment or market of students, the institution's financial commitment to a new program and the influence that a new program may have on the institutional objectives. Hence, "... a program should be made only after [a] thorough study of both the positive and negative implications involved [is conducted]. If a decision to proceed is made, thorough plans and procedures for implementing the program should be followed. Once implemented, the program should be evaluated and revised as required to become a significant part of the total college program" (Bunnell, 1974:107-108).

3. Objectives Are Identified and Refined

In order to develop an educational activity at the School of Education, a statement of objectives must be developed by a faculty or administrative study committee or an appointed individual. In either case, the objectives should be developed according to:

1) The desired accomplishments of the learner; [and]
2) The principles of action that are likely to achieve the desired changes in the learner (Houle, 1972:147-148).

In both cases, the objectives should be stated "clearly enough to indicate to all rational minds exactly what is intended" (Houle, 1972:149).

The statement of objectives should also be established with the following six factors in mind and stated in terms of the principles of action.

1) The educational milieu (School of Education)
2) The nature of the adult learner at the School of Education
3) The content or knowledge to be developed or transmitted (curriculum)
4) The design or methodology of the program (instruction)
5) The aspirations of the adult learners, the educators and administrators
6) The motives of the learners and educator

Above all, it should be stressed that the goals of the program should harmonize with the mission and philosophy of the School of Education and reflect the quality of education that characterizes the University of Michigan.

4. A Suitable Format Is Designed

The design of an educational program at the School of

Education should involve the interaction of various elements. The coordination of all the elements into a distinctive shape or pattern should provide the program with unity and logic. The following ten steps are suggested by Houle (1972) as necessary during the development of an educational program.

a. Learning resources must be identified and should include any person, facilities, or materials which can be called upon or used to achieve the objectives of the program.

b. A leader or group of leaders should be chosen (or appointed) to determine the whole course of the program. The leader(s) must take the initiative to guide, direct, instruct, question, demand, or interact in other ways to achieve the purposes identified.

c. Methods should be selected in relation to the content to be presented and the human resources which must present them. Several methods may be chosen within the design of the program. However, it is best to choose the most suitable method for the immediate situation.

d. A time schedule is necessary in designing an educational program in order to decide when the program should begin and how long the program should last.

e. A sequence of activities or events should be designed within the program in terms of some

guiding principle. The sequence of events may develop out of shared interests. Also the needs of learners and educators may develop more precisely as the program increases in complexity and size.

f. Social reinforcement of learning and counseling should be provided throughout the educational program as a supportive and reinforcing measure.

g. The nature of the adult learner, including his characteristics, educational needs, interests, and learning styles, should be taken into consideration in planning or analyzing the program.

h. Roles and relationships must be made to all individuals participating in the educational program, calling attention to the allocation of functions, and the definition of authority and responsibility.

i. A criteria for evaluating the progress and achievements of the program should be developed. An educational activity should bring about the changes which are indicated by the objectives. Therefore, in order to determine if the intended changes are being met, the planner should suggest both a form of measurement and a criteria for the evaluation or judgement of success.

j. The educational design should be clear to all individuals involved (students, faculty administrators), and any changes should be communicated clearly as they occur.

5. The Format Is Fitted Into Larger Patterns of Life

The adult learner's role is largely determined by activities outside the college campus. Therefore, planning an educational program should recognize that adults function in a complex milieu that includes professional, family, civic and other responsibilities. The format of a program must thus provide guidance for adults prior to and during their participation in the program.

In developing a program, planners must also realize that educational activities cannot simply be added as a normal program of offerings, since adults must usually modify their life styles to allow time and resources for a new activity. Careful and judicious planning is necessary.

The issue of financial constraints must also be considered in planning educational programs since adults must incur such costs (beyond tuition) as child care, travel, meals, and in some cases, loss of income.

Finally, the program must be publicized in order to recruit participants and to establish collaborative arrangements with organizations, institutions and the total adult community.

6. The Plan Is Put Into Effect

In this process, the direction and objectives of the program are put into action. During this phase, adaptations are made, as needed, to adjust to the problems or opportunities that develop. It is also necessary to allow for periodic inspection of the objectives and format of the program to determine if they too must be modified to changing situations.

7. The Results Are Measured And Appraised

It is never possible to measure every outcome in educational activities. However, a program should be evaluated in order to proceed, abort, or modify the program. Houle concludes that "measurement is based on quantitative data, and appraisal is an estimate of success based in part upon the results of measurement. Taken together they make up evaluation" (1972:54).

Overview of Model

As stated previously, this model is not intended to describe the specific type of program best suited to the School of Education. The decision regarding the type of program should be made recognizing the data collected in this study along with further investigations. The administrative model provided in this study is significant since it has been tested and is applicable to several categories of educational situations.

Specific Recommendation for the School of Education

This study has investigated the adult learner as a potential market for non-traditional programs. Inclusive in this study has been the discussion of historical perspectives, enrollment trends, descriptive data about adults' needs and interest and the general implications involved in planning adult-oriented programs.

The final section will provide recommendations specific to The University of Michigan's School of Education based upon the previous ground work.

The recommendations have also been developed with a recognition of the decline in traditional enrollments, an awareness that adults have unique educational needs and with the economic interest of the School of Education in mind.

The recommendations are intended to provide goals for future programs and a tool for keeping the School of Education continuously aware of the educational needs of adult part-time students. Finally, the recommendations in this chapter are only partial and refer to some of the more obvious and relevant needs of adults.

1. It is recommended that an extensive follow-up study be made to define more clearly the potential number, characteristics, and interests of the adult part-time students at the School of Education. To capitalize on the expertise in designing and conducting this study and to support this project financially, it is suggested that

representatives of the faculty, the Office of the Registrar, the Department of Adult and Continuing Education, the Statistical Lab and adult learners from the School of Education, should be responsible for the development and implementation of the survey.

2. Because of the impinging educational concerns of adult students, the School of Education should take immediate action before the survey becomes available. Therefore, it is recommended that selected courses in popular demand be taught evenings and on weekends to respond to the immediate needs of adult learners who cannot take advantage of daytime classes.

3. Since the School of Education has a history of responding to the needs of the total constituency, it is recommended that administrators and faculty include within their goals statements ways in which they can remove barriers and encourage adult learners to participate more actively. For continuity and consistency, this process should be initiated by the Dean of the School of Education, and funnel down through administrative and departmental families.

4. It is important that adult students feel like equal members of the school and academic community. Therefore, it is recommended that more faculty, particularly senior faculty, should teach evening classes and thus counter any notion that evening classes are of a different

caliber than daytime classes.

5. Since adult education is an area less developed as a discipline than a profession, it is recommended that the School of Education direct their attention and resources to further develop the Adult and Continuing Education Department in the coming years.

6. Since adults prefer to attend classes in the evening hours during the fall, it is recommended that a greater course offering be developed through the "evening college" concept. Similarily, it is recommended that courses that are widely sought or appeal to adults be offered during the spring inter-terms.

7. Since adult students are often self-directed and in need of a flexible curriculum program, it is recommended that individual units and faculty should pilot test some new methods of instruction and expand their curriculum areas.

8. Since adults are not likely to be included in the general recruitment policies of the school and individual units, it is recommended that special strategies for reaching adults be broadened. Mass media announcements, literature and brochures should include a welcome to adults, suggest courses of interest and reflect the attitude that lifelong learning is an acceptable philosophy of this institution.

9. One of the issues that was introduced in this study was related to credit for non-classroom learning. The assessment of experience may, therefore, become a crucial issue. It is, therefore, recommended that a faculty committee be established to evaluate the issue involved in providing credit for non-classroom instruction and developing a position with regard to the assessment of experiential learning.

10. Since financial barriers is one of the major reasons for not continuing formal study, it is recommended that the Office of Financial Aid generate additional funds for adults and allocate institutional scholarships and grants using a matrix system which would include part-time students.

11. Since adults are generally working during the day and study during the evenings, it is recommended that the advising hours and registration be extended through mid-evening prior to start of each academic term. It is further recommended that new or returning student orientation programs be offered in the evening as part of the procedure for entering a degree program.

12. As knowledge continues to grow and the mission of the institution expands to include the adult learner, the faculty may take on new teaching roles and methods. Therefore, it is recommended that the School of Education allocate some funds for staff development programs related to

the adult learner, new methods of instruction and current developments in non-traditional higher education.

13. In order to estimate accurately the number of part-time students, it is recommended that the Office of the Registrar establish a standard categorical definition to be incorporated into the policy of the School of Education.

14. Child care presents a barrier for many adults. As other barriers are eliminated and the adult enrollment continues to rise, child care concerns are expected to become more problematic. It is, therefore, recommended that a study be made to determine the need for expanding child care services for the convenience of adults enrolled at the School of Education.

15. In order to increase the career opportunities for adults, it is recommended that the Career Planning and Placement Office, in closer communication with the School of Education, plan for improving its job placement service. Through the efforts of both units and the academic departments, it is recommended that a monthly listing of part-time and full-time job opportunities in the field of education be mailed to the students enrolled.

Conclusion

This study has provided educators and planners at the University of Michigan School of Education a general indication of the educational needs and interests of adult part-time students. Inherent in this study has been the message that non-traditional education is an alternative worthy of attention. The review of the literature and the findings from this study support this notion.

Specifically results of this study also suggests that adult students do indeed have unique educational needs and interests that seriously hamper their ability to reach their goals. Many of these problems are a result of scheduling problems and personal constraints. Still others result from the lack of adequate academic counseling, financial problems, changing roles and even child care problems. Despite these obstacles, adults are actively pursuing their academic goals. Further, adults have indicated strongly that adult-oriented programs may well serve their unmet needs. Non-traditional study does appeal to the adult learner at the School of Education.

Given these findings, it is essential that the School of Education look toward the future from a pragmatic, as well as egalitarian viewpoint, and consider new alternatives to traditional education. The market for new programs is clearly growing with the pool of adult learners. The School of Education must provide opportunites for adults and capitalize on the experience, motivation and self direction of these

students.

It is the responsibility of the School of Education, its administrators and faculty to recognize the learning needs of adults and acknowledge the urgency of meeting these needs.

The fundamental reason for the University of Michigan's national impact is a result of a cadre of the nations leading faculty, a highly selected student body and the School of Education's commitment to meeting the needs of its constitutency. By its tradition, the School of Education is thus uniquely equipped to respond to that need.

For the School of Education to grow in vision, and structure, it must change with societal needs for as Sir Eric Ashby concludes:

> An institution is the embodiment of an ideal. In order to survive, it must fulfill two conditions: It must be sufficiently stable to substain the ideal which gave it birth and sufficiently responsive to remain relevant to the society which supports it.

APPENDICES

APPENDIX A

COVER LETTER
SENT TO ADULT PART-TIME STUDENTS

Dear Colleague:

One of the latest development in higher education is that people beyond the traditional age group are returning to college in increasing numbers. However, many obstacles seriously hamper these students from attending and completing the requirements of the academic program and institution.

One solution proposed by educators is the development of special degree programs designed to meet the unique needs of adults. Consequently, many institutions have begun to plan and develop such programs. The success of these programs, however, depends upon the students' attitudes toward new programs and their subsequent participation.

The purpose of this dissertation study will be to identify the attitudes and interests of adult students toward non-traditional studies in order to determine the need for new programs at the University of Michigan, School of Education.

Since you are among the "New Majority" in higher education, your participation and assistance is essential to the study. Would you please help in this study by completing the enclosed questionnaire and returning it as soon as convenient? All information will be used for research purposes only and your identity will remain confidential. Should you desire a summary of the study, I will be glad to provide you this data at your request.

Sincerely,

Steven R. Applewhite

APPENDIX B

QUESTIONNAIRE
SENT TO ADULT PART-TIME STUDENTS

The University of Michigan-School of Education

Dissertation Survey

Section I

This section is designed to get some general background information about adult learners. Would you please check the appropriate items that pertain to you in each section.

1. Sex: Male_____ Female_____

2. Employment Status: Full-time_____ Part-time_____ Retired_____
Not Working_____

3. Marital Status: Married_____ Unmarried_____

4. Family Income: Less than $7,000_____ $7,000-$9,999_____
$10,000-$14,999_____ $15,000-$20,000_____ Over $20,000_____

5. Number of Dependents: None_____ One_____ Two_____ Three_____
Four or more_____

6. Background: White_____ Black_____ Mexican-American_____
Native American_____ Asian American_____ Other_____

7. Occupation: (specify)_____

8. Age: _____

Section II

The next section is related to your educational background. Please check the appropriate item for each statement.

9. Last degree earned: High School Diploma_____ BA or BS_____ Ed. S._____
MA or MS_____ Ph.D. or Ed.S._____

10. Number of years ago last degree earned: (specify number)_____

11. Current student classification: Graduate_____ Undergraduate_____
Non-candiate for degree_____

12. Department or field of specialization: (specify)_____

13. Degree currently sought: None_____ Teacher certificate_____ BA_____
MA_____ Ed.S._____ Ph.D or Ed.S._____

14. Expected graduation date: _____

15. Final degree sought: BA_____ MA_____ Ed.S._____ Ph.D_____

Section III

The next questions are related to your preference for course scheduling. Please check the appropriate response for each item.

16. Term most preferred for classes: (check one) Fall_____ Winter_____
Spring_____ Summer_____

17. Days most preferred for classes (check two): Monday_____ Tuesday_____
Wednesday_____ Thursday_____ Friday_____ Saturday_____

18. Time most preferred for classes (check one): Morning 8a.m.-12 noon_____

Afternoon 1-5p.m._____ Evening 7-10p.m._____

Section IV

This section relates to your reasons for attending school and the obstacles encountered therein.

19. How important is each of the following reasons to you for taking courses in education? Please rate each statement according to your individual needs. or interest where 1=not important, 2=important, and3=very important.

Reason	not important	important	very important
To earn a degree or teaching certificate	1	2	3
To meet requirements for getting into a program	1	2	3
To meet requirements of my employer or profession	1	2	3
To change careers	1	2	3
To fulfill a desire for continuing my education	1	2	3
To learn or update a skill	1	2	3
To increase my earning power; qualify for salary increment	1	2	3
To get away from personal problems	1	2	3
To learn for sake of learning, or personal enjoyment	1	2	3
To gain independence	1	2	3
To feel a sense of belonging	1	2	3
Other (specify)_____	1	2	3

20. The following is a list of some of the obstacles that prevent adults from enrolling in more courses. Please rate each obstacle on a scale of 1 to 3 as it applies, or has applied to you, where 1=no problem, 2=somewhat a problem, and 3=major problem.

Obstacles	no problem	somewhat a problem	major problem
Cost, including tuition, books, transportation as well as child care	1	2	3
Distance to travel to/from classes	1	2	3
Family responsibilities	1	2	3
Job responsibilities	1	2	3
Transportation arrangements	1	2	3
Class scheduling (time and place)	1	2	3
Time to study	1	2	3
Place to study	1	2	3
Study habits	1	2	3
Energy level or stamina	1	2	3
Course demands and rigor	1	2	3
Level of confidence	1	2	3
Other (specify)_____	1	2	3

21. Prior to enrolling which academic problem(s) did you need or currently anticipate needing most assistance with? (Check all that apply)

_____planning a degree or career program

_____selecting appropriate course work

_____scheduling courses during convenient hours

_____enrollment procedures

_____other (specify) _____

_____none

22. During your program of study, which problems did you need or currently anticipate needing most assistance with? (Check major two)

_____Financial aid

_____Improving study habits or techniques

_____Familiarization with educational resources (libraries, computer center)

_____Finding field placements, internships

_____Adjusting to a new or different role as a student

_____Employment counseling

_____Job placement

_____Other (specify) _____

23. Some of the problems that adults have faced are often a result of limited services available to evening and weekend students. Please rate each service according to how important it means, or has meant to you to receive these services during the evening and weekends.

Services	not important	important	very important
Child care services	1	2	3
Counseling services	1	2	3
Computer terminal services	1	2	3
Student health services	1	2	3
Career planning and placement services	1	2	3
Registrar and financial aid services	1	2	3
Bookstore services	1	2	3
Cafeteria services	1	2	3
Student Union services	1	2	3
Physical education, recreational facilities services	1	2	3
Other (specify)_____	1	2	3

Section V

The last section relates to your attitude about new or different methods of instruction.

24. There are a variety of instructional methods that can be used to teach a subject or skill. Please rate each method according to your interest in using these methods to learn your specialization where 1=not interested, 2=interested, 3=very interested

Method	not interested	interested	very interested
Lectures or classes	1	2	3
Short term conferences, institutues, workshops	1	2	3
Field work, on-the-job training	1	2	3
Correspondence study	1	2	3
Independent study	1	2	3
Tutoring	1	2	3
Travel-study	1	2	3
Closed circuit television or audio instruction	1	2	3
Broadcast radio or television instruction	1	2	3
Learning packages (cassettes, video tapes, film, programmed instruction)	1	2	3
Computer assisted instruction	1	2	3
Talk back telephone instruction, conference line	1	2	3
Audio or video tapes/cassette instruction	1	2	3
Other (specify)_____	1	2	3

25. How do you feel about receiving formal credit for participation or completion of the following non-classroom activities. Please rate each activity where 1=not interested, 2=interested, 3=very interested

Credit	not interested	interested	very interested
Related professional experience	1	2	3
Unique "life" experience	1	2	3
A completed work (eg. book, published article)	1	2	3
Conference, workshop, institute training	1	2	3
Organized volunteer work	1	2	3
School or community service	1	2	3
Professional staff development; in service training	1	2	3
Travel or foreign study sponsored by other than educational institution	1	2	3
Participation in fine or performing arts groups	1	2	3
Individual or group project	1	2	3
Self-study	1	2	3
Student body officer or active participation in institutional governance (student-faculty committee)	1	2	3
Other (specify)_____	1	2	3

26. There are a variety of options that could be developed to meet the needs of adults. Please rate a few of these options according to your level of interest where 1=not interested, 2=interested, 3=very interested

Options	not interested	interested	very interested
Student may begin a program at any time (as opposed to start of term only)	1	2	3
Student may design their own unique programs	1	2	3
Student and faculty (mentor) design individualized learning contracts)	1	2	3
Student determine pace of the program individually	1	2	3
Student may earn a degree entirely on a part-time basis	1	2	3
Student may earn a degree through "evening college"	1	2	3
Student may earn a degree entirely off campus	1	2	3
Others (specify)_____	1	2	3

27. Lastly would you be interested in participating in an adult-oriented degree program at the University of Michigan, School of Education that emphasizes non-traditional patterns of academic or residential study?

_____Yes

_____No

_____Unsure