

THE COMMITMENT TO CURRICULUM ADVANCEMENT  
AT OKLAHOMA STATE UNIVERSITY, OKMULGEE  
OKLAHOMA: AN INSTITUTIONAL ASSESSMENT

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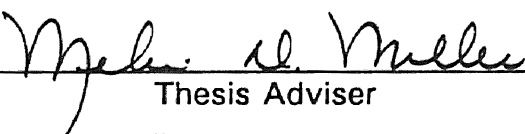
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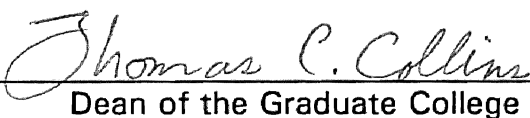
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## CHAPTER 1

### INTRODUCTION

#### Background and Origin

On December 16, 1986, in a joint meeting of the Academic and Administrative Councils of Oklahoma State University, Okmulgee, Dr. Robert E. Klabenes made two significant announcements. First, instead of resigning his position as provost of the institution as previously announced, Dr. Klabenes was going to remain at the institution. Second was that OSU/Okmulgee was going to start preparing students for the 21st Century. In the context of this announcement he told the councils he would develop a concept paper to present to the Chancellor of Higher Education for the State of Oklahoma in early January of 1987.

Institutions, in a position to exercise control over their destiny and with the courage to change, have a unique opportunity to excel in ways that never would have been given any thought without many of the current constraints (Klabenes, 1987, p. 1).

This quote indicated the tone of the concept paper: even though funding and enrollment were a concern, the primary matter was educational quality. The theme expressed by Green and Levine (1985), that opportunity is implicit in adversity, is a key idea from which the concept develops.

Oklahoma State University, Okmulgee, must restructure its curriculum to reflect true college level technical education sharply focused on advancing technologies (Klabenes, 1987, p. 1).

The focused mission and curriculum advancement originates from this declaration of vision. Such a change had consequences, according to Provost Klabenes (1987). He cited fewer programs, changes in enrollment, more efficient utilization of resources and greater challenge to students and faculty as outcomes of the curriculum reform. "However, with an institutional commitment to succeed, along with sage advice and support of the external advisory committees and governance, OSU/Okmulgee can extend its tradition of excellence to ever higher levels of achievement" (Klabenes, 1987, p.8).

The concept paper was presented to the Chancellor for Higher Education and the President of Oklahoma State University on January 15, 1987. The concept was accepted and Dr. Klabenes was told he could proceed with the formulation of a focused mission and institutional curriculum advancement. In the document 'Visions' (1987) Dr. Klabenes says:

Neither a national reputation earned for excellence in post-secondary technical and occupational education, nor thousands of successful graduates, nor the continuing support of business and industry will insure this institution will remain a viable educational center in the 21st century (p.3).

With the comprehensive state-wide system of area vocational - technical schools offering occupational instruction to adults and secondary students and the developing trend to focus on vocational programs in the community and junior colleges, the role of OSU/Okmulgee, in a climate of constrained resources, was becoming less unique than it had been in the past. The mission of the institution had to become more focused to insure survival into the 21st century. The focus of the new mission was on providing training in advancing



technologies and offering a solid foundation for growth in general education.

The President of Oklahoma State University and the Chancellor for Oklahoma Higher Education supported the changes. Provost Klabenes built internal support through primary communication about the change.

Commitment is a powerful yet little understood phenomenon. Conner (1983, 1987) described a commitment model of change which has implications for those who design and implement significant changes within organizations. Characteristics of committed individuals include persistence, consistent pursuance of a goal, understanding of the price to be paid, ingenuity, and endurance. "Assessing, encouraging, promoting and sustaining commitment to . . . change represents a critical set of skills for the successful implementation" (Conner, 1983, p.1).

Using Conner's model as a conceptual basis for understanding the process of change, measuring the level of commitment/resistance to institutional curriculum advancement would provide information to the sponsors, targets, and change agents regarding the likelihood for the successful implementation.

### Statement of the Problem

The problem identified in this study was that successful implementation of the institution-wide curriculum advancement at OSU/Okmulgee was dependent on participants being committed to the change.

## Purpose

The purpose of this study was to assess the commitment/resistance of the employees of OSU/Okmulgee to the change of curriculum advancement at the time of implementation.

## Questions to be Answered

The following questions were addressed in this study:

1. Is the institution committed to curriculum advancement?
2. Is there a difference in the levels of commitment between employee groups?

## Objectives

Objectives of this study were to:

1. Assess and quantify the overall commitment to curriculum advancement in the institution.
2. Assess and quantify the commitment to curriculum advancement in classified employees.
3. Assess and quantify the commitment to curriculum advancement in faculty.
4. Assess and quantify the commitment to curriculum advancement in professional employees.
5. Assess and quantify the commitment to curriculum advancement in department heads and administration.

## Underlying Assumptions

The change assessed in this study was the curriculum advancement movement. Institutional curriculum advancement originated from the change in mission which was initiated in December of 1986 at Oklahoma State University, Okmulgee. This study will assess only the commitment to curriculum advancement and not the commitment to the mission change, as that encompasses components beyond curriculum advancement.

The Conner (1983, 1987) model of change will be used as the basis for the assessment of the curriculum advancement at OSU/Okmulgee. Central to the model is the notion that commitment is an important factor in the successful implementation of change. The model provides an evaluation of commitment/resistance called the Organizational Change Readiness Scale. Armstrong (1983), Benningson & Swartz (1987), in addition to Conner all feel that building commitment is one of the most important elements to successful implementation of change. According to Yukl (1989), commitment and resistance are on opposite ends of a continuum of human response. By reducing resistance to change, commitment is increased. In order to reduce resistance, common reasons for resistance to change were measured, giving the change agents and sponsors information on levels of commitment/resistance. With this information, interventions can be designed to reduce the resistance to curriculum advancement. The components of the Conner framework for change will be explained in Chapter II of this study.

## Definitions

Curriculum advancement - A restructure of the curriculum to reflect true college level technical education sharply focused on advancing technologies. The restructure is accomplished by increasing rigor in technical specialty areas, increasing general studies requirements, especially in math and communications, and building skills in problem solving and computing.

Administrators and department heads - A group consisting of Provost Klabenes, the Assistant Director for Academic Affairs, the Associate Director for Business and Finance, the Associate Director for Student Services, the Manager of the Gifts Program, the Manager of the Computer Center, the Registrar, the Coordinator of Planning and Evaluation and department heads of the eleven academic departments. The group met weekly to deal with institutional administrative and academic issues.

Classified employees - "A classified employee is a person employed by the University in a career type position and in a capacity other than academic or approved equivalency, or administrative or professional staff appointee, such a person to be appointed to the position from the approved listing of standardized classification tables" (Oklahoma State University Policy and Procedures Letter, 1983, p. 3-0701.2). Examples of classified employee positions at OSU/Okmulgee include departmental secretaries, business office clerks, food service employees, maintenance and grounds employees.

Professional employees - "A professional. . . employee is a person employed by the University in a career type position and in a capacity other than academic or approved equivalency, or classified staff appointee,. . . shall meet all the tests for exemption as a bonafide executive, a bonafide professional,. . . as defined in the Fair Labor Standards act" (Oklahoma State University Policy and

Procedures Letter, 1983, p. 3-0721.1). Examples of professional employee positions include counselors, accountants, directors, and managers.

### Significance

This study was focused on measuring the commitment/resistance to the curriculum advancement change at OSU/Okmulgee. This study is intended to:

1. Contribute to the awareness of the importance of commitment to curricular change at OSU/Okmulgee.
2. Measure the level of commitment/resistance to the institutional advancement for the four groups of employees of the institution.
3. Identify for change agents and sponsors, areas where commitment is high and where commitment is lacking as a basis for needed commitment building interventions.

### Organization of the Study

Chapter I has provided background and purpose to the study. Chapter II is a review of related research and literature of studies dealing with selected change process models, and commitment and resistance to change, with the purpose of identification of twenty elements where commitment and resistance occur in a change process. Chapter III describes the procedures used in the conduct of the study, the situation, the population, and the statistical techniques utilized. Chapter IV summarizes the findings of the study. The study summary, conclusions and recommendations are in Chapter V.

## CHAPTER II

### LITERATURE REVIEW

#### Introduction

Clark Kerr once said that "changing a university curriculum is like trying to move a cemetery" (Tucker, 1992, p.77). In order to accomplish this enormous task, there must be a high level of commitment to the project by all of the participants, including faculty, administration and staff. This chapter will examine the literature on models of change, the role of commitment in change, and the issues of resistance to change. Finally, the summary will identify 20 areas where resistance can occur.

#### Models of the Change Process

In order to develop a change strategy, it is important to understand the process of change (Wall, 1972). Change process, in this context, describes a cycle of events used to explain how change occurs. Using a model of change facilitates the development of a strategy to accomplish change. The change process has been described by researchers in various disciplines, from the social sciences to business management to education. The processes have several things in common: they contain multiple steps which are sequential in nature; participants behave as individuals; the steps take place over time; they

are dynamic and require flexibility; and commitment from the participants is necessary for any change to take place. Following is a description of five representative models of change processes which are found in business, education, social science and organizational development literature.

Kanter (1983) specifies three waves of activity that must occur in innovations: problem definition, coalition building, and mobilization of resources and support. The coalition building consists of prompting others to "sign on" and lend support, or at least not resist the change. Kanter identifies the steps in coalition building where commitment is built:

1. *Clearing the investment*: alerting people to the possibility of change.
2. *Preselling and making cheerleaders*: seeking a core of support for the change. Kanter also refers to this as "tin cupping", or begging for involvement. This phase is conducted between the sponsor of the change and stakeholders in the issues.
3. *Horse trading*: offering promises of payoffs from the project in exchange for support. This phase is conducted in order to make sure that enough people are committed to ensure success. In addition, responsibility for the change is more widely spread.
4. *Securing blessings*: achieving a clear sponsorship and identifying a coalition for implementation. This phase is the point at which commitment for the change is formalized.

Kanter further states that the obstacle to change is agreement. People who get things done are the people who concentrate on getting agreement.

Lewin's (1958) model of change is typical of many models of group and organizational dynamics. Typical stages of this type of model are:

1. An *unfreezing* process during which information is disseminated.
2. Change is personalized and commitment developed.

3. *Movement* or implementation of the change.

4. *Refreezing*, where the organization returns to a state of normalcy or balance.

In Havelock's (1973) stages of innovation in education, he describes a process of building a relationship between the change agent and client, diagnosing the problem, choosing the solution, gaining acceptance, stabilizing the innovation and generating self-renewal. The phases are executed in order and commitment to the innovation builds toward self-perpetuation.

Similarly, Hall and Rutherford (1983) described a model of change delineating states of concern (or involvement) about change:

1. *Awareness* - Little concern or involvement.

2. *Informational* - Awareness and interest in learning more detail. The target has not yet personalized the innovation and the interest is in general characteristics, effects, and requirements for use.

3. *Personal* - Uncertain about demands of the innovation. Includes analysis of the individual's own role in relation to the reward structure and decision-making, as well as consideration of potential conflicts with existing structures or personal commitment.

4. *Management* - Attention is focused on the processes of using the innovation. Issues relate to efficiency, organizing, managing, and time.

5. *Consequence* - Attention is on the impact of the innovation on students in his/her immediate sphere of influence. Focus in on relevance for students, evaluation of student outcomes.

6. *Collaboration* - Coordination and cooperation with others is important.

7. *Refocusing* - Exploration of more universal benefits from the innovation. The target has definite ideas about alternatives to the proposed



change. Beginning with level four, the level of commitment intensifies and continues through the innovation process.

Conner's (1983, 1987) model of change focuses primarily on the commitment of the participants. According to Conner, the most prevalent factor contributing to the failure of change projects is a lack of commitment by the people in the central roles of sponsor, change agent and change target. The change sponsor legitimizes the introduction of the change; the change agent is the individual or group that is responsible for implementing the change; and the change target is the individual or group that must actualize the change. Failure may be characterized by obvious symptoms such as sponsors terminating the use of a new system or by more subtle indicators such as apathy or disillusionment on the part of targets. In many situations, a technically sound system is implemented, but the intended impact of the change falls short of the sponsor's expectations. In such cases, the operation was a success, but the patient died.

The cost of change which takes place without strong commitment from the three roles is great and often expressed in employee/employer alienation, inappropriate use of a system, lost production, and absenteeism. A change can be mandated by the sponsor, targets can be told to comply or leave, or targets can implement change in informal ways without the support of sponsors (Conner, 1983).

Conner (1983) has constructed a cognitive model for understanding the support for a change over time which is entitled "Stages of Change Commitment". The three developmental stages (preparation, acceptance, and commitment) represent critical junctures where commitment to the change can be either threatened or facilitated and advanced. Preparation encompasses

Stage 1 and 2; acceptance is Stages 3 and 4, and commitment is shown in Stages 5 and 6.

*Stage 1 Contact.* The earliest encounter individuals have with the fact that a change has or may take place. All participants in the change must go through this stage.

*Stage 2 Awareness of Change.* Individuals know the change is being contemplated.

*Stage 3 Understanding -* Participants develop a view or judgment of the change and enter the acceptance phase by demonstrating a positive perception of the change. Resistance is evident to the degree negative perceptions are expressed. This is the first level for true resistance from a point of understanding (previous levels are unawareness or confusion) .

*Stage 4 Positive Perception.* Individuals develop a positive disposition toward the change and to overtly support it.

Commitment is demonstrated differently by sponsors, agents and targets. For sponsors, commitment means they will use their power to legitimize and assure its implementation. Agents will actively carry out the implementation plans. Committed targets willingly supporting the projects and are involved in the operational steps to implementation.

*Stage 5 Installation.* The change is implemented and becomes operational. This is the first opportunity for committed action to be demonstrated.

*Stage 6 Adoption.* The change has now been utilized long enough to demonstrate worth and visible positive impact on the organization.

*Stage 7 Institutionalization.* The change has a long history of worth, durability, and continuity and has been formally incorporated into the routine of the organization.

*Stage 8 Internalization.* Organizational members are highly committed to a change because it is congruent with their personal interests, goals or value system. Frequently targets who have this type of advocacy tend to be as committed as sponsors in their devotion to the task and their ability to engage others.

In each of the five models, commitment plays a critical part in moving through the phases. Kantor's (1983) model has a phase which is focused on developing coalitions. Hall and Rutherford (1983) describe affective manifestations of the concerns detected in behavior of the target individuals. In the same way, Lewin (1958) describes the unfreezing process as the point where commitment for the change has to occur before movement is possible. Accordingly, Havelock's (1973) model begins by building a relationship between the change agent and the target, requiring acceptance and commitment before the innovation can be stabilized. Finally, Conner's (1983) model focuses on commitment as a pervasive, critical component of successful change.

### Importance of Commitment in Change

If the targets of organizational change could be limited to facilities or machines, implementation would be easy--knock out a wall, turn on the switch. However, the targets of organizational change are individuals who must modify how they think, feel and act. The human factor makes the change process much more complicated. For this reason, it is important to understand the dynamics of the human being in the process. Hord et al.(1989), Conner (1983, 1987), Kanter (1983), Hoy & Miskel (1991), Roueche, Baker, & Rose (1987), Havelock (1975) unanimously recognize the importance of the individual in the change process.

Internalization (commitment) requires a blending of the cognitive-rational and affective-emotional domains of human thought. In a very important sense, internalized attitude change demands the effective use and dissemination of knowledge (Havelock, 1973). The arbitrary nature of highly personalized versions of reality must be balanced against alternative and conceptually based versions of reality if attitude change is to occur (Watson, 1969).

Most change projects are implemented with little attention to how the human element can influence a project's success. Typically, plans are drawn up with the assumption that they will be accepted without resistance. Unfortunately, many change efforts are resisted or seen as totally unacceptable by the people involved (Tucker, 1992).

Mowday, Steers, and Porter (1979) define commitment as the relative strength of an individual's identification with and involvement in a particular organization, characterized by at least three related factors: 1) strong belief in and acceptance of goals and values, 2) willingness to exert considerable effort, 3) willingness to maintain membership. Studies conducted by Mowday, et al. (1982) have shown that there is a positive, significant relationship between commitment and performance.

### Commitment versus Resistance

The possible outcomes of influence attempts are commitment, compliance, and resistance (Yukl, 1989). The most successful outcome is commitment in which the target internally agrees with a decision or request from the agent and makes a great effort to carry out the request or implement the decision effectively. Compliance means the target is willing to do what the agent asks, but is apathetic rather than enthusiastic about it and will make minimal

effort. Behavior has been influenced, but not attitude. Compliance is a less successful outcome than commitment. Resistance is the least successful outcome. Resistance means that the target is opposed to the proposal or request, rather than merely indifferent about it, and actively tries to avoid carrying it out.

Lewin (1947) has developed a force field analysis theory, which says that change takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces. The greater the preponderance of driving forces, the more acceptable the change will be. In bringing about change, the forces of commitment must be more powerful than the forces of resistance. Applying Lewin's theory to the implementation of change, building commitment requires the identification of areas and reduction of resistance.

In addition, Kaslow (1977) states that receptivity is how people are oriented internally toward proposed change and not how they behave in relation to the change. Participants respond to specific changes, not change in general. The response originates from whether the change would bolster or present uncertainties and risks to the status quo.

Sociologists typically make use of the concept of commitment when they are trying to account for the fact that people engage in consistent lines of activity (Becker, 1960). The commitment is achieved by making what Becker refers to as a "side bet". The committed person acts in such a way as to involve other interests, originally extraneous to the action engaged in, directly in the commitment decision. The side bets can originate from intrinsic as well as extrinsic sources and influence the commitment decision. Certain side bets can also be sources of resistance to the change, especially since they are determined by each individual. Some commitments result from conscious decisions, but others are made subconsciously. Many small acts, individually

insignificant but when taken in total constitute the decision of whether to commit and at what level (Becker, 1960).

The initiators of commitment are discussed by Cohen (1992) in the metaanalysis of organizational commitment. A model proposed by Angle and Perry (1983), which identifies the source of commitment being with the individual (member) and/or the organization. For the member, the locus of commitment resides in the attributes and actions of the individual. For the organization, commitment is defined as a function of the way the member has been treated by the organization. These two approaches suggest that the initiator of actions which lead to commitment can be either the organization or the individual.

Kotter and Schlesinger (1987) describe four classifications of reasons why individuals resist change:

1. A desire not to lose something of value. This can be seen in individuals looking out for their own interests and not for the total organization.
2. A misunderstanding of the change and its implications. This usually originates from poor communication and a lack of trust for the sponsor.
3. A belief that the change does not make sense for the organization. This resistance comes from the target of the change feeling that the cost benefit ratio is very high.
4. A low tolerance for change. This develops when the targets for the change have low self-esteem and a fear they will not be able to develop the new skills and behaviors asked of them.

Social psychology is a field composed of an enormous array of individual experiments and studies on a myriad of aspects of resistance and commitment to change with little clear coherent integration or overlap, except in small limited areas. As a result, the literature on resistance to change is discussed as discrete areas rather than an integrated whole. In the following section, a

selected review of the individual resistance factors will be presented using the Kotter and Schlesinger (1987) classifications. At the end of the each classification, the summary will identify factors which can increase commitment. The remainder of the study measures these factors so that the change agents at OSU/Okmulgee can develop interventions to reduce the resistance and gain commitment to institutional curriculum advancement.

### Desire to Not Lose Something of Value

Individuals have basic desires, drives, motives. If the change is perceived as threatening a need which is highly important and salient to the individual, it tends to be rejected. (Lippitt, et al., 1958). This notion of "fit" between the change and the need of the individual has been the subject of many field studies. Katz et. al. (1963), in their review of adoption literature conclude that the fewer ramifications in other spheres of personal or social life, the more readily the change will be accepted. The resistance can be evaluated by the level of conflict between individual needs and the change being adopted.

Status plays a role in resistance to change. If the desired change threatens the individual's status or if the individual feels relatively secure in his present status position and insecure about the prospect of change, then resistance can occur (Havelock, 1975).

Powell & Posner (1978) describe the threat of change in social relations, status, proficiency at existing job; habit; coping ability; and value systems as having an effect on level of resistance. Havelock (1975) found that individuals will be receptive to information when they see it as useful for them. Watson (1971) suggests ways that resistance can be overcome such as seeing that the change reduces rather than increases burdens, that the project has congruence

with participant values, that the change offers a new, interesting experience for participants, that participants experience acceptance and trust and participants do not feel that their autonomy and security are threatened.

In addition, Watson (1969) hypothesized about the reasons most people tend to resist change. Change presents unknowns and what is not known creates anxiety and reduces autonomy and self control. These circumstances are in direct conflict with the desire that most have for a certain degree of stability and security in their lives.

In summary, resistance decreases and commitment increases when there is high compatibility with personal beliefs; the targets perceive a positive impact on their social relations; the change is personally significant; there are vested interests (economic and prestige) involved which are attended to; there is perceived compatibility between the change and personal goals of the target.

### Misunderstanding of the Change and Its Implications

The key to successful ... leadership here is patience, the willingness to travel the same corridors many times, to provide the same information and to ask the same questions, albeit in different ways, over and over again (Bers & Sullivan, 1985, 8).

Kanter (1983), Roueche, Baker & Rose (1989), recognize the importance of communication in overcoming resistance to change within an organization. The clear expression of vision, open discussion of the change, involvement in the targets of the change in the implementation planning, clarity of purpose are forms of communication which serve to overcome resistance.

That change takes place, both in the external and the internal environments, and impinges on the institution's regular patterns of movement goes without mention. Of crucial importance is the manner in which agents of the institution choose to respond to change. If the response is incorrect, there is a real danger not only



of damaging the integrity of the institution but also of sowing confusion and distrust among its members. For this reason, careful attention must be given to how institutional agents integrate their responses to change, as it relates to the institutional mission statement (Mouritsen, 1986. p.48).

What has happened in the past and the uncertain future have been shown to cause either resistance or commitment. Watson (1969) states that uncertainty, which is the lack of information about future events so that alternatives and their outcomes are unpredictable, is inherent in change. Past experience provides information about the alternatives under consideration and tends to provide greater weight to those alternatives which are similar to those which have been successful (Havelock, 1975).

Relationships between the change agent and the participants can cause resistance. Powell & Posner (1978) revealed that problems in the target-change agent relationship can hinder the change process. First impressions and early experiences in interpersonal interaction greatly affect future relationships through the development of withdrawal tendencies by individuals who have difficulties relating to one another (Havelock, 1975).

Powell & Posner (1978) describe group/organizational forces of resistance as: the nature of the change not made clear; different people seeing different meanings; pressure to make change as being caused primarily by lack of communication and understanding of the change.

Watson's (1971) suggestions on how commitment can be built for understanding the change are: involvement of all persons involved in the change; the project has support from the top; participants have been part of the problem identification process; the change is adopted by consensus; and the change agents are able to empathize with opponents, to recognize and overcome valid objections.

In summary, resistance is decreased and commitment increased when the targets see a need for the change; the targets are involved in the planning; there is good communication regarding the change; there is respect and trust in the change agent; the status quo can be reestablished if the change proves unacceptable.

### Change Does Not Make Sense for the Organization

After participants understand the change, they may not believe that the change is the right thing to be doing. Targets may not agree that the direction is right for the organization. Powell & Posner (1978) believe that this resistance occurs when mores of a group are ignored; there are strong forces for and against; there is opposition to particular change objectives, there is a need for systemic and cultural coherence. Resistance to change is most often based in legitimate concerns for maintaining the system (status quo). Recognition of such legitimacy and openness to include resisters can facilitate a change effort. (Havelock, 1973). Additionally, Watson (1971) suggests keeping the project open to revision.

In summary, resistance is decreased and commitment increased when the purpose for the change is made clear; the cost is reasonable; the reward is adequate; the targets believe it is the right direction; there is adequate organizational support.

### Low tolerance for change

Individuals can have a low tolerance for change. Havelock (1975) believes that a low tolerance for change can originate from low self-esteem.

Another indicator of low tolerance for change is less tolerance of ambiguity, and slow response to change. If the agent can build a sense of confidence in the target abilities, they would be more prone toward the change

Watson(1969), proposes that self-distrust and a feeling of impotence lead an individual to resist change. Lippitt, et al. (1958) propose that a reluctance to admit weakness and a fear of failure leads to a lack of acceptance of change. Havelock (1975) also identifies feeling of threat, fear, anxiety, insecurity as sources of resistance. If self-image is questioned unknowingly by another, if new behavior represents unfamiliar elements there is low commitment. Powell & Posner (1978) conclude that individual resistance can originate from the fear of the unknown; feelings of failure and frustration; actual inability to change; desire to preserve existing satisfactions, systems, and norms; vested interests; sacrosanct activities.

. . . any change will require some time. Change is not a discrete event that occurs at some point in time, but a process that occurs over time. The more complex the innovation, the longer it will take to arrive at a point where the innovation is used routinely. Not only does implementation of an innovation take time, the time and difficulty or ease of implementation will vary from person to person. When involved with an innovation persons within an institution change as individuals, not as one uniform group. The response to change is influenced by their capability in using the innovation and their concerns about it. (Hall, Rutherford, 1983, p.4)

In summary, resistance is decreased and commitment increased when change is introduced in a timely manner (not too slowly or too quickly); the targets experience confidence to take risks, the targets do not have to keep the status quo; the targets have confidence in their ability to implement; there is no excessive pressure involved in the change.

Interventions can be designed to overcome resistance and build commitment. Managers should be people-centered, supportive and to help

people affected by the change, let individuals participate and plan for how they can participate, help individuals express their feelings and keep them informed Bennett (1961). Lippitt (1981) advocated a "humane" approach to change by advising that change agents provide rationale for the change, provide opportunity for discussion of implications and consequences, provide visions of opportunity. Odiorne (1981) counseled change agents to explain problems thoroughly, build acceptance into the process, consider the details of every option and to listen to individuals. Kirkpatrick (1986) listed reasons why people accept or resist change, and advised change agents to be empathetic, communicative and participative. Havelock (1973) advises that by using knowledge of the phases of change, failure can be prevented. Some things that can reduce the chances of resistance include allowing and encouraging individuals to progress through all of the stages in sequence; allowing and encouraging individuals to make a personal commitment, and allowing and encouraging individuals to discuss their doubts about the innovation.

This chapter has examined literature on models of change, the role of commitment in change, and issues causing resistance to change.

## CHAPTER III

### CONDUCT OF THE STUDY

#### Procedure

This study is descriptive research based on the results of a survey. The design called for a survey of all faculty, classified and professional employees, and administration at Oklahoma State University, Okmulgee. The purpose of this study was to assess the commitment/resistance of the employees of OSU/Okmulgee to the change of curriculum advancement. The study was designed to provide answers to two questions:

1. Is the institution committed to curriculum advancement?
2. Is there a difference in the levels of commitment between employee groups?

#### Objectives

The objectives of this study were to:

1. Assess and quantify the overall commitment to curriculum advancement in the institution.
2. Assess and quantify the commitment to curriculum advancement in classified staff.

3. Assess and quantify the commitment to curriculum advancement in faculty.

4. Assess and quantify the commitment to curriculum advancement in professional staff.

5. Assess and quantify the commitment to curriculum advancement in department heads and administration.

### Data Collection Instrument

To collect the data, a three-part self-administered questionnaire was developed. The first part measured various characteristics of the responder. Characteristic variables included employee status (faculty, classified, professional non-faculty, administration), and length of employment. The second part contained a number of semantic differentials, each measuring elements contributing to commitment. The third part was an open-ended question asking the responder to name some reasons to support the change.

The semantic differential is a method for measuring the meaning of concepts to individuals (Rubin & Babbie, 1993). The survey instrument was designed using a magnitude scaling technique rather than a more traditional "forced-choice" format. S. S. Stevens (1957) is credited with the first experiments involving direct-scaling technique of magnitude estimation. The instrument was designed to allow the responder to create their own combination of possible responses to items. The advantage of such a process is that the responder is not limited to an arbitrary and confined choice, but rather responses can be varied according to each situation. The semantic differential was applied as an attitude scale. The semantic differential had three elements: 1) the concept to be evaluated in terms of its attitudinal properties, 2) the polar

adjective phrase anchoring the two ends of the scale, 3) a total value of 10 points awarded to either/both adjective phrases, as the responder chose. The responder answered each item by splitting ten points between the two alternatives. The higher number indicated stronger agreement.

The instrument was initially adapted from the *Organization Change Readiness Scale* (OCRS) designed by Daryl R. Conner for O.D. Resources, inc. A copy of the original instrument is in Appendix B. The OCRS was designed to serve as an aid in dealing with the human aspects of an organization's adaptation to change. As a diagnostic tool the OCRS can be used to determine the overall resistance to an organizational change. The resulting information can be used to develop interventions to reduce the resistance and increase the commitment. The OCRS generates a profile of employees' perceptions regarding the implementation of a specific organizational change. The survey comprised of 25 items corresponding to 25 reasons why employees resist change. Each item includes a scale of 1 to 10, with a "1" indicating low resistance and a "10" indicating high resistance. The instrument is scored by taking the average of each of the reasons, which becomes the Change Resistance Factor (CRF). If the CRF is 6.6 - 10.0, the target population is highly resistant to the change. This level of resistance requires immediate attention and investment of time and resources to achieve the intended goals of the change. A CRF factor of 3.5 - 6.5 indicates that resistance should be a significant issue in the success or failure of the change implementation. With this score, target resistance will be a pivotal element in the project's outcome, and therefore requires attention. Interventions need to be designed to raise the level from compliance to commitment. A CRF factor score of 1.0 - 3.4 is low enough that it should not be considered a threat to the success of the change

implementation and indicates commitment. The Cronbach Alpha for the survey is .90, as quoted by a researcher at O. D. Resources, Inc.

A group of five OSU/Okmulgee faculty and staff analyzed the first draft. The group was first introduced to the Conner model of change. They evaluated the instructions and format for clarity and readability. They were asked if each statement was clear. Problems were noted for revision. The form was changed in the following ways:

1. The statements and responses of the differential were reworded to specifically focus on curriculum advancement, rather than a general change.
2. The committee believed that the scale should be oriented toward commitment, rather than resistance. This means that the change resistance factor calculated is reversed from the original survey: 1.0 - 3.4 indicates resistance, 3.5 - 6.5 indicates compliance, and 6.6 - 10.0 indicates commitment.
3. The factors being tested were reduced from 25 to 20.
4. An additional, open-ended question was added asking the reasons that the individual had for supporting curriculum reform.
5. Two questions were added to collect demographic data on the respondent, including the employee classification and the number of years employed at OSU/Okmulgee.

The assumption was made that minor changes in the survey would not affect the overall validity of the instrument. The revised instrument was piloted on a randomly selected group of faculty, classified and professional employees, and administrators in May of 1988. The survey required a slight modification to the questions on demographic data. A test-retest of the survey was not administered. The final survey was administered at OSU/Okmulgee on June 6, 1988. The implementation of curricular advancement was begun in the Fall



trimester 1987. By June of 1988, plans for the full implementation were made and work was being started on the new curriculum.

### Population

All employees of OSU/Okmulgee were surveyed. The group included 120 full time faculty in 11 academic departments; 28 professional employees, 165 classified employees, and 20 department heads and other members of the administration serving on the Administrative Council for a total of 333.

### Procedures for Administration

The responses to the survey were anonymous. The following steps assured the privacy of the responders:

- a. A listing of the employees in each department was given to the department head or supervisor along with enough surveys for everyone on the list.
- b. The department head/supervisor distributed the surveys (in envelopes).
- c. The respondents filled out the survey, sealed the envelope, and returned it to the department head/supervisor (or his/her designated replacement), who checked the person's name off of the list.

The list of respondents remained separate from the returned surveys and served to document whether the survey was returned by the employee. The surveys were not numbered or individually identified in any way.

## Analysis and Evaluation of the Data

Responses were tabulated for each statement to show the measures of central tendency and distribution for each of the four groups and the institution. The focus of the study was on determining the level of commitment to the change on the part of the employees of the institution. Analysis, therefore, rested on the observed relationships among these responses and upon the comparisons of these trends in relationship to the Conner's (1983) model. The commitment/resistance statements were grouped for reporting using Kotter and Schlesinger's (1987) four classifications of reasons why individuals commit to change:

1. Satisfaction of self-interests.
2. An understanding of the change and its implications.
3. The change makes sense for the organization.
4. A high tolerance for change.

## CHAPTER IV

### RESULTS

#### Introduction

Since the focused mission had been officially adopted and the process of curriculum advancement at OSU/Okmulgee initiated as a matter of policy, successful change implementation was dependent on the level of commitment of the participants (a theory described by Conner, 1983). Insuring a level of commitment to curriculum advancement at OSU/Okmulgee was necessary. The purpose of the study was to assess the level of commitment using commitment / resistance factors derived from the literature. Data was collected to answer to two questions:

1. Is the institution committed to curriculum advancement?
2. Is there a difference in the levels of commitment between employee groups?

The procedure of the study was designed to:

1. Assess and quantify the overall commitment to curriculum advancement in the institution.
2. Assess and quantify the commitment to curriculum advancement in classified employees.
3. Assess and quantify the commitment to curriculum advancement in faculty.

4. Assess and quantify the commitment to curriculum advancement in professional employees.

5. Assess and quantify the commitment to curriculum advancement in department heads and administration.

The population for the study was all of the employee groups at OSU/Okmulgee, a total of 333 individuals. The cover letter and survey form are in Appendix C. The questionnaire was composed of three sections:

1. Demographic information consisting of self-determined employee classification and years employed by OSU/Okmulgee,
2. Twenty statements representing the commitment/resistance factors, to which responders used magnitude scaling to give values to a semantic differential,
3. One open-ended question asking the responder for reasons they had in supporting the change.

### Return Rates

Distribution of the surveys was performed by giving each department head / supervisor the surveys for their subordinates, along with a check list to record the survey being turned back. A letter to each recipient was attached. In order to preserve anonymity of the responder, the letter was detached from the survey envelope when returned. The surveys were to be returned by June 10, 5 days after being issued. The Provost's secretary collected the surveys from the department heads and supervisors. The secretary called departments who had not returned their packets by June 13. No further follow-up was conducted.

Table I contains the return rates by employee classification, as well as the percent of surveys by classification used in the study. Forms shown as undelivered were due to sick leave, instructors not working during the summer, and vacations. The overall return rate was 64.9%. All responses from the statements answered were included in the overall tabulation of data. Blank responses were entered into the cells as a blank, causing the number of responses on each statement to vary within a classification. Averages were based on actual responses. The response values to statements 1, 4, 5, 9, 11, 13, 15, 17, 20 were reversed upon entry, in order to align the commitment-oriented end of the differential.

TABLE I  
SURVEYS ISSUED AND RETURNED

	Issued	Returned Usable	Return Rate	% of Total Used In Study
Classified	165	82	49.7%	37.9%
Faculty	120	96	80.0%	44.5%
Professional	28	25	89.3%	11.6%
Administration	20	13	65.0%	6.0%
<b>Total</b>	<b>333</b>	<b>216</b>	<b>64.9%</b>	<b>100.0%</b>
		<b>Unusable</b>		
Returned blank		18		
Returned mutilated		5		
Undelivered		31		
<b>Total Accounted for</b>		<b>270</b>	<b>81.1%</b>	
Not returned		63		
<b>Total</b>	<b>333</b>	<b>333</b>	<b>100.00%</b>	

## Data Summary

Data for the study were obtained from the participant responses to 20 semantic differential statements, each reflecting a potential resistance factor. These statements are grouped by four categories of resistance/commitment found in the literature. Other data represent responses to an open ended question at the end of the survey form.

Table II provides data in answer to the major question: *Is the institution committed to curriculum advancement?* The table presents average semantic differential scores on statements concerning factors in commitment/resistance. Values under the Institutional Average column represent the average of the responses calculated by totaling the response values and dividing by the number of responses. Averages are based only on responses; blank responses were not counted. In addition to each resistance/commitment factor statement, the table provides the category average and overall average. These averages were calculated by totaling the response values and dividing by the number of responses for each category and overall. The Institutional Average column is the basis for determining resistance, compliance or commitment. Using an inverted Conner's (1987) Change Resistance Scale range meant that 10 (rather than 0) was the high value for commitment. After determining resistance, compliance, or commitment, an "X" was noted for each statement, category, and overall average in the appropriate column. The last three columns show graphically whether resistance, compliance or commitment was demonstrated by the data.

Table III supplies data in answer to the second question by providing a summary of the responses of classified employees. The table presents average semantic differential scores on statements concerning factors in commitment and resistance. Values under the Classified Average column represent the

TABLE II

INSTITUTIONAL RESPONSE AVERAGES BY ITEM,  
COMMITMENT CATEGORY, AND OVERALL

	Number of Responses	Institutional Average	Resistant (0 - 3.5)	Compliant (3.6 - 6.5)	Committed (6.5 - 10)
<b>Satisfy Self Interests</b>					
Q8. Compatible with personal beliefs	215	6.1		X	
Q9. Impact on relationships	214	5.3		X	
Q12. Personally significant	214	7.0			X
Q18. Economic/prestige interests	214	6.3		X	
Q19. Relationship to personal goals	214	6.7			X
Category average		6.3		X	
<b>Understand Change and Implications</b>					
Q2. See the need for change	215	6.2		X	
Q3. Involved in planning	216	3.1	X		
Q4. High quality communication	216	4.5		X	
Q16. Respect for sponsor	213	6.3		X	
Q20. Reversible	212	5.5		X	
Category average		5.1		X	
<b>Change Makes Sense for Organization</b>					
Q1. Clear purpose	216	5.9		X	
Q5. Cost is low	212	4.0		X	
Q6. High level of reward	214	5.8		X	
Q7. Right direction	215	4.4		X	
Q10. Organizational support	214	5.4		X	
Category average		5.1		X	
<b>High Tolerance for Change</b>					
Q11. Time allowed for implementation	213	5.0		X	
Q13. Ok to make mistakes	211	6.0		X	
Q14. Low need for security of old ways	213	5.7		X	
Q15. Confidence in ability to implement	212	7.8			X
Q17. Low pressure for results	213	4.6		X	
Category average		5.8		X	
Overall average		5.6		X	

N = 216

average of the responses calculated by totaling the response values and dividing by the number of responses. Averages are based only on responses; blank responses were not counted. In addition to each resistance/commitment factor statement, the table provides the category average and overall average. These averages were calculated by totaling the response values and dividing by the number of responses for each category and overall. The Classified Average column is the basis for determining resistance, compliance or commitment. Using an inverted Conner's (1987) Change Resistance Scale range meant that 10 (rather than 0) was the high value for commitment. After determining resistance, compliance, or commitment, an "X" was noted for each statement, category, and overall average in the appropriate column. The last three columns show graphically whether resistance, compliance or commitment was demonstrated by the data.

Also related to the second research question is the query: are the faculty committed to curriculum advancement? Table IV supplies this data. The table presents average semantic differential scores on statements concerning factors in commitment and resistance. Values under the Faculty Average column represent the average of the responses calculated by totaling the response values and dividing by the number of responses. Averages are based only on responses; blank responses were not counted. In addition to each resistance/commitment factor statement, the table provides the category average and overall average. These averages were calculated by totaling the response values and dividing by the number of responses for each category and overall. The Faculty Average column is the basis for determining resistance, compliance or commitment. Using an inverted Conner's (1987) Change Resistance Scale range meant that 10 (rather than 0) was the high value for commitment. After determining resistance, compliance, or commitment, an "X"



TABLE III

CLASSIFIED EMPLOYEE RESPONSE AVERAGES BY  
ITEM, COMMITMENT CATEGORY, AND OVERALL

	Number of Responses	Classified Average	Resistant (0 - 3.5)	Compliant (3.6 - 6.5)	Committed (6.5 -10)
<b>Satisfy Self Interests</b>					
Q8. Compatible with personal beliefs	82	5.4		X	
Q9. Impact on relationships	82	4.8		X	
Q12. Personally significant	81	6.4		X	
Q18. Economic/prestige interests	81	6.0		X	
Q19. Relationship to personal goals	81	6.2		X	
Category average		5.8		X	
<b>Understand Change and Implications</b>					
Q2. See the need for change	81	5.6		X	
Q3. Involved in planning	82	1.7	X		
Q4. High quality communication	82	3.9		X	
Q16. Respect for sponsor	81	6.1		X	
Q20. Reversible	80	5.7		X	
Category average		4.6		X	
<b>Change Makes Sense for Organization</b>					
Q1. Clear purpose	82	4.9		X	
Q5. Cost is low	80	3.5	X		
Q6. High level of reward	81	5.4		X	
Q7. Right direction	82	4.5		X	
Q10. Organizational support	81	5.2		X	
Category average		4.7		X	
<b>High Tolerance for Change</b>					
Q11. Time allowed for implementation	80	4.7		X	
Q13. Ok to make mistakes	78	5.3		X	
Q14. Low need for security of old ways	81	4.7		X	
Q15. Confidence in ability to implement	80	6.8			X
Q17. Low pressure for results	80	5.0		X	
Category average		5.3		X	
Overall average		5.1		X	

N = 82

TABLE IV

FACULTY RESPONSE AVERAGES BY ITEM,  
COMMITMENT CATEGORY, AND OVERALL

	Number of Responses	Faculty Average	Resistant (0 - 3.5)	Compliant (3.6 - 6.5)	Committed (6.5 -10)
<b>Satisfy Self Interests</b>					
Q8. Compatible with personal beliefs	96	6.4		X	
Q9. Impact on relationships	95	5.4		X	
Q12. Personally significant	96	7.3			X
Q18. Economic/prestige interests	96	6.4		X	
Q19. Relationship to personal goals	96	6.9			X
Category average		6.5			X
<b>Understand Change and Implications</b>					
Q2. See the need for change	96	6.3		X	
Q3. Involved in planning	96	4.2		X	
Q4. High quality communication	96	4.5		X	
Q16. Respect for sponsor	96	6.2		X	
Q20. Reversible	95	5.5		X	
Category average		5.3		X	
<b>Change Makes Sense for Organization</b>					
Q1. Clear purpose	96	6.1		X	
Q5. Cost is low	95	4.2		X	
Q6. High level of reward	96	5.8		X	
Q7. Right direction	96	4.3		X	
Q10. Organizational support	96	5.2		X	
Category average		5.1		X	
<b>High Tolerance for Change</b>					
Q11. Time allowed for implementation	96	5.0		X	
Q13. Ok to make mistakes	96	6.4		X	
Q14. Low need for security of old ways	96	6.1		X	
Q15. Confidence in ability to implement	95	8.5			X
Q17. Low pressure for results	96	4.2		X	
Category average		6.1		X	
Overall average		5.7		X	

N = 96

was noted for each statement, category, and overall average in the appropriate column. The last three columns show graphically whether resistance, compliance or commitment was demonstrated by the data.

Additionally, the second research question is addressed in Table V for professional employees. The table presents average semantic differential scores on statements concerning factors in commitment and resistance. Values under the Professional Average column represent the average of the responses calculated by totaling the response values and dividing by the number of responses. Averages are based only on responses; blank responses were not counted. In addition to each resistance/commitment factor statement, the table provides the category average and overall average. These averages were calculated by totaling the response values and dividing by the number of responses for each category and overall. The Professional Average column is the basis for determining resistance, compliance or commitment. Using an inverted Conner's (1987) Change Resistance Scale range meant that 10 (rather than 0) was the high value for commitment. After determining resistance, compliance, or commitment, an "X" was noted for each statement, category, and overall average in the appropriate column. The last three columns show graphically whether resistance, compliance or commitment was demonstrated by the data.

The last portion of the second research question, pertaining to department heads and administration, is addressed by data in Table VI. The table presents average semantic differential scores on statements concerning factors in commitment and resistance. Values under the Administration & Dept. Heads Average column represent the average of the responses calculated by totaling the response values and dividing by the number of responses. Averages are based only on responses; blank responses were not counted. In addition to

TABLE V

PROFESSIONAL EMPLOYEE RESPONSE AVERAGES BY  
ITEM, COMMITMENT CATEGORY, AND OVERALL

	Number of Responses	Professional Average	Resistant (0 - 3.5)	Compliant (3.6 - 6.5)	Committed (6.5 -10)
<b>Satisfy Self Interests</b>					
Q8. Compatible with personal beliefs	24	6.8			X
Q9. Impact on relationships	24	6.0		X	
Q12. Personally significant	24	7.2			X
Q18. Economic/prestige interests	24	6.5			X
Q19. Relationship to personal goals	24	7.1			X
Category average		6.7			X
<b>Understand Change and Implications</b>					
Q2. See the need for change	25	6.4		X	
Q3. Involved in planning	25	1.6	X		
Q4. High quality communication	25	5.6		X	
Q16. Respect for sponsor	23	7.0			X
Q20. Reversible	24	5.7		X	
Category average		5.2		X	
<b>Change Makes Sense for Organization</b>					
Q1. Clear purpose	25	6.9			X
Q5. Cost is low	24	4.2		X	
Q6. High level of reward	24	6.4		X	
Q7. Right direction	24	4.2		X	
Q10. Organizational support	24	6.5			X
Category average		5.6		X	
<b>High Tolerance for Change</b>					
Q11. Time allowed for implementation	24	5.8		X	
Q13. Ok to make mistakes	24	6.4		X	
Q14. Low need for security of old ways	23	6.4		X	
Q15. Confidence in ability to implement	24	7.2			X
Q17. Low pressure for results	24	6.0		X	
Category average		6.4		X	
Overall average		6.0		X	

N = 25

TABLE VI

ADMINISTRATION AND DEPARTMENT HEAD RESPONSE AVERAGES BY  
ITEM, COMMITMENT CATEGORY, AND OVERALL

	Number of Responses	Administration & Dept Heads Average	Resistant (0 - 3.5)	Compliant (3.6 - 6.5)	Committed (6.5 - 10)
<b>Satisfy Self Interests</b>					
Q8. Compatible with personal beliefs	13	7.6			X
Q9. Impact on relationships	13	6.6			X
Q12. Personally significant	13	8.8			X
Q18. Economic/prestige interests	13	7.0			X
Q19. Relationship to personal goals	13	8.2			X
Category average		7.6			X
<b>Understand Change and Implications</b>					
Q2. See the need for change	13	8.4			X
Q3. Involved in planning	13	6.7			X
Q4. High quality communication	13	5.9		X	
Q16. Respect for sponsor	13	7.9			X
Q20. Reversible	13	4.2	X		
Category average		6.6			X
<b>Change Makes Sense for Organization</b>					
Q1. Clear purpose	13	8.7			X
Q5. Cost is low	13	5.0		X	
Q6. High level of reward	13	6.6			X
Q7. Right direction	13	4.7		X	
Q10. Organizational support	13	6.9			X
Category average		6.4		X	
<b>High Tolerance for Change</b>					
Q11. Time allowed for implementation	13	5.2		X	
Q13. Ok to make mistakes	13	6.2		X	
Q14. Low need for security of old ways	13	7.9			X
Q15. Confidence in ability to implement	13	8.9			X
Q17. Low pressure for results	13	3.2	X		
Category average		6.3		X	
Overall average		6.7			X

N = 13

each resistance/commitment factor statement, the table provides the category average and overall average. These averages were calculated by totaling the response values and dividing by the number of responses for each category and overall. The Administration & Dept. Heads Average column is the basis for determining resistance, compliance or commitment. Using an inverted Conner's (1987) Change Resistance Scale range meant that 10 (rather than 0) was the high value for commitment. After determining resistance, compliance, or commitment, an "X" was noted for each statement, category, and overall average in the appropriate column. The last three columns show graphically whether resistance, compliance or commitment was demonstrated by the data.

The last part of the survey was an open-ended question. After answering twenty statements on commitment factors, the respondents would have some insight into the reasons they supported the curriculum advancement. The question asked was: *What reasons do you have for supporting curriculum reform?* Actual responses to the question can be found in Appendix E. Over half of all responders wrote answers to the question. The written responses were classified by the researcher to indicate resistance, compliance, and commitment. Indicators of resistance, compliance, and commitment were drawn from the literature. If the response was "None", then the assumption was made that the responder was unable to think of any reasons to support the change and was counted as resistance. If the response was neutral, or said things like "It is my job" or "the Director said to", then the response was considered compliant. Commitment was expressed either directly by saying things like "The institution as a whole will benefit" or "increased enrollment" to several sentence paragraphs detailing the justification for the change. The three levels of commitment were tabulated for each employee classification and are presented in Table VII.

TABLE VII  
OPEN-ENDED RESPONSES BY EMPLOYEE CLASSIFICATION  
AND LEVEL OF COMMITMENT

	<b>Number of Open-ended Responses</b>	<b>Percent Open-ended Responses</b>	<b>Percent Resistance- oriented Responses</b>	<b>Percent Compliant- oriented Responses</b>	<b>Percent Commitment- oriented Responses</b>
Classified	44	43%	27%	30%	43%
Faculty	53	55%	6%	20%	74%
Professional	11	44%	0%	0%	100%
Administration	7	54%	0%	0%	100%
Total	115	53%	13%	21%	66%

N = 216

### Findings

The major purpose of this study was to determine the level of resistance commitment of the employees of OSU/Okmulgee to curriculum advancement. The level was determined by averaging the responses to 20 semantic differentials based on 20 commitment/resistance factors found in the literature. The scale was 0 - 3.5 = Resistance; 3.6 - 6.5 = Compliance; 6.6 - 10. = Commitment.

The overall averages from Tables II - VI were used to determine the level of commitment. Findings were:

1. The institution's commitment to curriculum advancement, based on the overall average score of 5.6 assigned across all factors by the respondents, was on the high side of the compliant range.

2. There were differences in commitment levels between employee groups as follows:

a. The overall average for classified employees is 5.1, indicating mid-range compliance to the change.

b. The overall average for faculty was 5.7, indicating high compliance to the curriculum reform.

c. Professional employees' overall average score was 6.0 which was very high in the compliance range.

d. Commitment was reflected in the administration and department head overall average of 6.7.

The open-ended responses substantiated the overall averages for three of the four employee groups. The majority of responses for administration and department heads, professional, and faculty indicated commitment.

### Discussion of Findings

The institutional overall average score assigned across all factors by all respondents was 5.6, indicating high compliance. All of the self interest oriented factors which were measured were in the high range of compliance, except for the concern for the impact of the change on working relationships. The relationship factor rating of 5.3 indicates that relationships would stay the same or become a little more positive. The degree of commitment is shown by employees in the factors of personal significance and goals. The scores indicated that the change was internalized and was integrated into personally



held goals of individuals. Employees of the institution understood the need for the change and respected the sponsor. Although the respondent's evaluation of the quality of communication was lower than either of these two factors, apparently the communication was effective enough for most individuals to see the need, purpose and rewards for the change. One of the strongest factors reported was self-confidence to implement the change, along with the respondents' perception of belonging to a risk-free environment. The only factor which measured in the resistance range was involvement in planning. The majority of constituents reported a low perception of involvement in planning the reform.

The overall average for classified employees is 5.1, indicating mid-range compliance to the change, the lowest of all employee groups. Additionally, they perceive the lowest levels of internalized significance and goals. They have high respect for the sponsor and their ability implement the change. They only moderately understand the change and implications and believe that curriculum advancement is the right way to go. The change is understood by them as high in cost and moderate in reward.

Faculty are the primary change targets. They have internalized the change and have shown commitment in the category of satisfying self interests. In addition, they have shown a high tolerance for change indicating a very high confidence in their ability to implement. The lowest category average occurs in the category of making sense for the organization. The category average of understanding the change and implications was lowered by faculty perception of the quality of communication and not being involved in the planning of the change. They responded in the low range of compliance in believing that the change was the right way to go.

Professional employees perceive a higher level of internalization of the change than faculty. The indication of self-interest category commitment is heavily influenced by professionals understanding the change as having a high relationship to personal goals. They do not see themselves as having been involved in the planning. The professional employees demonstrate a high tolerance for change and have high respect for the sponsor.

Administration and department heads are the most committed employee group. All of the self-interest factors have scores in the committed range, showing a high level of internalization. The administrators clearly understand the change and its implications. They do not interpret the change as reversible. In the category of making sense for the organization, they perceive the change as being high cost and high reward, but are most compliant about whether the direction of the change is appropriate. They sense a very high pressure for results, but other factors in the tolerance for change category either indicate commitment or high compliance. They do feel some compliance to the amount of time allocated to the implementation of the change.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

*Once more unto the breach, dear friends, once more...  
Follow your spirit, and upon this charge  
Cry "God for Harry, England and Saint George!"*

*William Shakespeare  
The Life of King Henry V*

According to Green & Levine (1985), focusing on curriculum is one of the best ways for colleges and universities to thrive in hard times. The best solutions to demographic, financial, and political problems of institutions are educational ones (Green & Levine, 1985). For an institution, the commitment to curriculum reform represents a courageous step into the breach of the unknown.

Institutions, in a position to exercise control over their destiny and with the courage to change, have a unique opportunity to excel in ways that never would have been given any thought without many of the current constraints (Klabenes, 1987, p. 1).

The process of curriculum advancement at OSU/Okmulgee was the change referred to by Provost Klabenes. The change was initiated as a matter of policy, originating from the mission change of the institution. According to Yukl (1989) human response to change can be represented on a continuum from resistance through compliance to commitment. Scholars of change have

postulated a number of factors which reduce resistance and increase commitment.

The problem identified in this study was that successful implementation of the institution-wide curriculum advancement at OSU/Okmulgee was dependent participants being committed to the change. The following questions were addressed:

1. Is the institution committed to curriculum advancement?
2. Is there a difference in the levels of commitment between employee groups?

The major purpose of this study was to determine the level of resistance and commitment of the employees of OSU/Okmulgee to curriculum advancement. With this information, the sponsor and change agents for curriculum advancement could determine interventions to raise commitment.

Objectives of the study were to:

1. Assess and quantify the overall commitment to curriculum advancement in the institution.
2. Assess and quantify the commitment to curriculum advancement in classified employees.
3. Assess and quantify the commitment to curriculum advancement in faculty.
4. Assess and quantify the commitment to curriculum advancement in professional employees.
5. Assess and quantify the commitment to curriculum advancement in department heads and administration.

This study assessed the level of commitment to curriculum advancement of employees at OSU/Okmulgee by measuring commitment/resistance factors.

A three-part survey was administered to all of the employees of OSU/Okmulgee, approximately 12 weeks before the implementation of the new curriculum. The questionnaire was composed of three sections:

1. Self reported demographic information consisting of employee classification and years employed by OSU/Okmulgee,
2. Twenty statements representing commitment/resistance factors identified in the literature, to which responders used magnitude scaling to give values to a semantic differential,
3. One open-ended question asking the responder for reasons they had in supporting the change.

Responses to the 20 semantic differentials were averaged, producing a number representing the level of resistance, compliance or commitment. A scale of 0 - 3.5 = Resistance; 3.6 - 6.5 = Compliance; 6.6 - 10. = Commitment was used to determine the commitment level. The 20 semantic differentials were grouped for reporting purposes in four categories of commitment found in the literature. The findings were based on the overall factor averages. The institution's commitment to curriculum advancement was on the high side of the compliant range. There were differences in commitment levels between employee groups. The administrators and department heads were found to be committed. The professional employees, and faculty were in the high compliance range. Classified employees were in the middle of the compliance range.

### Conclusions

The following conclusions are drawn from review of the literature and analysis of the data:

1. Curriculum advancement at OSU/Okmulgee can proceed without a general concern for failure.
2. Resistance to curriculum advancement at OSU/Okmulgee should be considered a significant issue in determining the ultimate success of the project in regard to compliance in classified employees and faculty.
3. The commitment of faculty at OSU/Okmulgee, because they are the primary change targets, will be a pivotal element in the project's outcome. Addressing faculty resistance factors in order to move them from a level of compliance to a level of commitment will require attention and resources in the further execution of the implementation steps.
4. The change process which was used with administrators and department heads at OSU/Okmulgee was successful in building commitment to the change.

## Recommendations

### Recommendations for Practice

1. In proceeding with the curriculum advancement at OSU/Okmulgee, attention should be given to further institutional commitment building through communication between sponsors, change agents and targets, and involvement of all participants in the change.
2. The change agents at OSU/Okmulgee need to assess, encourage, promote, and sustain the commitment level of individuals who are compliant, to avoid any breakdown in the implementation process. Inspecting what they expect can be accomplished by various methods i.e. peer review, one on one

with instructional leaders, classroom observation, collaboration regarding equipment purchases and usage, and curriculum discussions with advisory committees.

3. Interventions to raise the level to commitment in faculty should be focused on commitment-resistance factors which were measured in the study as being in the compliant or resistant range. Faculty are the primary targets of the change. They will be in charge of the implementation at every class meeting and are pivotal to the success of the curriculum reform.

4. The change process used with administrators and department heads should be utilized with others in the institution to build commitment to change.

#### Recommendations for Further Research

This study was a snap-shot assessment of the status of commitment and resistance during the week of June 5 - 9, 1988. The data gathered are five years old. A similar study, conducted now, could verify the accuracy of the observations and determine the institutionalization of the curriculum reform. This information could be used in planning and implementing future significant changes at the institution.

This study quantified the level of commitment to institutional advancement at OSU/Okmulgee, but did not study the change process which resulted in the commitment outcomes. The literature identified change phases and resistance factors, but did not address the resistance factors within the context of the change phases. Further study needs to be done to determine when, specifically, the factors need to be addressed in the change process to build commitment. This insight could help institutions be more successful in planning and implementing change.

Further research is needed on how to build commitment in faculty for curriculum reform. What are specific resistance factors for faculty which are related to curriculum reform and what strategies can be used overcome the resistance? With the rapid changes occurring in the world, curriculum is in constant need of update and reform. Practical insight for academic leadership into building commitment in faculty for curriculum reform is appropriate and useful.



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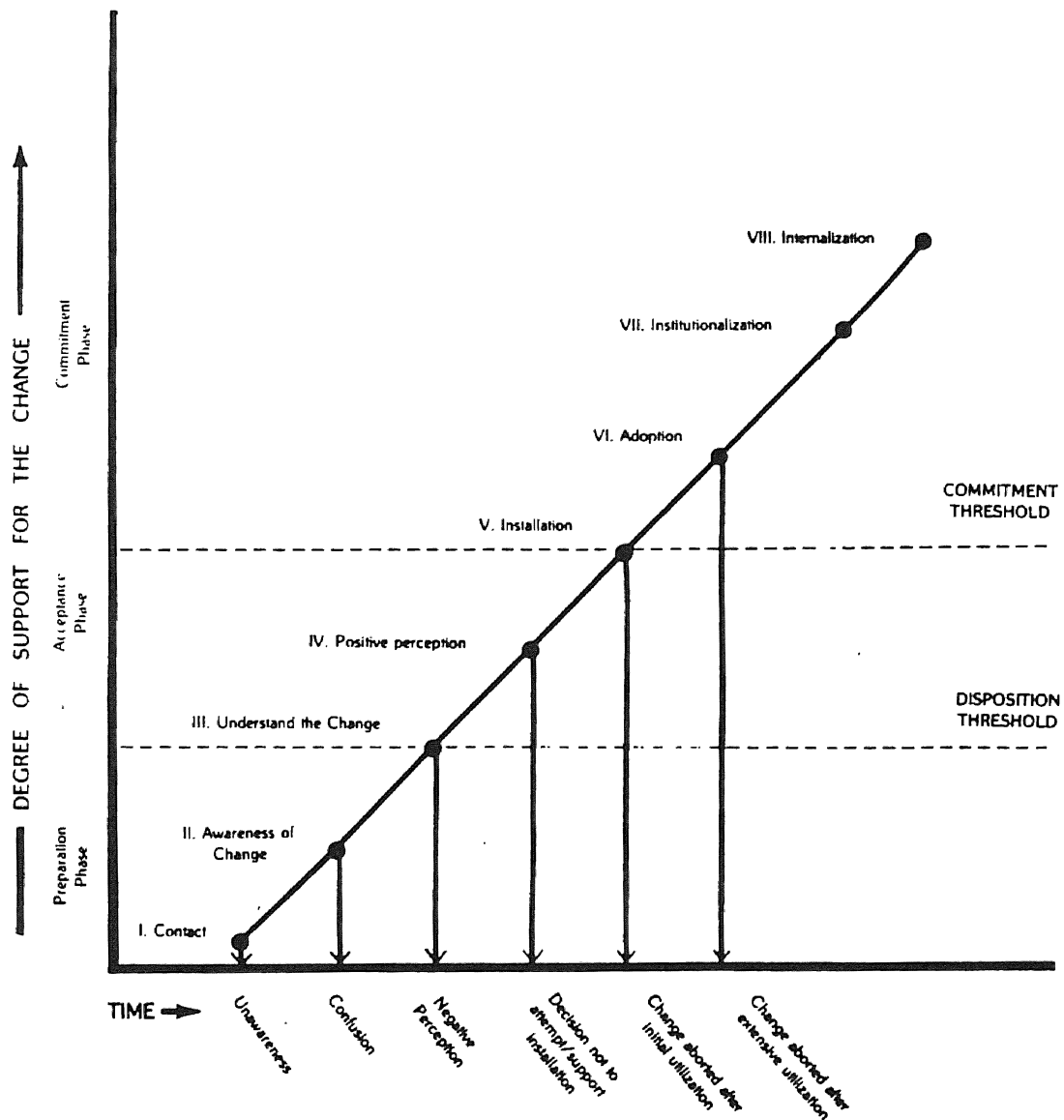
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## APPENDIXES

APPENDIX A  
STAGES OF CHANGE COMMITMENT MODEL

## Stages of Change Commitment



APPENDIX B  
ORGANIZATIONAL CHANGE READINESS SCALE



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### INSTRUCTIONS:

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The O.C.R.S. is structured for use with:

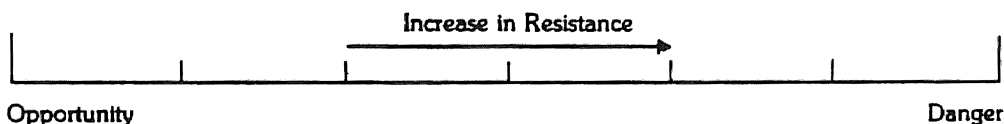
1. Change Sponsors — the individual/group that uses their organizational power to legitimize the change.
2. Change Agents — the individual/group responsible for implementing the change.
3. Change Targets — the individual/group that must, as a result of the change, alter something about their knowledge, skill, attitude or behavior.

The instrument is intended to generate a profile of the target's perceptions regarding a specific change project. When sponsors or agents are completing the O.C.R.S., their responses should convey what they think targets believe to be true about the change. Each item should be answered as the targets would answer. If the target population involves more than one person, one way to score the items is to reflect an average of all the target's perceptions. Another option is to focus on a small sub-group of the target population that is representative of the other targets or is made up of key influential leaders. Whichever approach is used, a consistent definition of the target population should be maintained.

If targets are asked to complete the scale, each person may answer in a way that reflects his/her own viewpoint or indicates what he/she perceives to be an average of all target attitudes toward the change. Again, consistency throughout the instrument is required.

The O.C.R.S. is comprised of 22 statements corresponding to the 22 most common reasons why targets resist organizational change. Each statement is followed by two phrases that depict opposite ends of the readiness continuum. One statement indicates that the targets perceive themselves as demonstrating a high level of resistance (increasing the *danger* that the change will be in jeopardy), while the other statement conveys a perception of low resistance (increasing the *opportunity* for a successful implementation).

### TARGET READINESS CONTINUUM



The target's attitude toward a change cannot be realistically evaluated by simply selecting one of the phrases as representative of their perception and the other as inappropriate. To provide a more accurate profile of the readiness level, answer each item by splitting ten (10) points between the two alternatives.

**Example:**

Resistance is increased when the targets do not feel involved in the planning of the change.

Targets do feel involved in the planning of the change.

Targets do not feel involved in the planning.

The person completing the sample has indicated a belief that the targets do not feel very involved in the planning of this change. If the targets were thought to feel more involved, the scoring might have been  . If the targets were judged to feel totally involved, the score would have been  . If planning for the change has not yet occurred or if the item seems to have no relevance in this situation, the score would have been  .

**Two guidelines to remember when completing the instruments:**

1. It is critical that you address each of the 22 items in relation to the same change and the same target population.
  2. The intended profile is of what the targets believe to be true about the change. The responses should not reflect what the sponsor or agent perceives about the change but what the targets perceive.
-

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RESISTANCE IS INCREASED WHEN . . . .

1. . . . THE PURPOSE OF THE CHANGE IS NOT MADE CLEAR. When the targets lack a full understanding of why the sponsors are implementing the change, anxiety and suspicion usually fill the information vacuum.

The sponsor's purpose for the change is clear to targets.

The purpose is unclear to targets.

2. . . . THE TARGETS DO NOT SEE A NEED FOR THE CHANGE. Even if the targets fully understand the rationale for the change, they may differ with the sponsor's perspective and not agree that a change is needed.

Targets perceive a high need for the change.

Targets perceive a low need for the change.

3. . . . THE TARGETS ARE NOT INVOLVED IN THE PLANNING. It is human nature for people to support what they helped create. If targets do not believe they have a sufficient degree of input into the planning of the change, resistance is usually increased.

Targets feel very involved in planning the change.

Targets do not feel involved in the planning.

4. . . . THERE IS POOR COMMUNICATION REGARDING THE CHANGE. Even if the change affects only one other person, communication can be easily distorted.

Targets believe little miscommunication has or will take place related to the change.

Targets believe a great deal of miscommunication has or will take place related to the change.

5. . . . THE COST IS TOO HIGH OR THE REWARD INADEQUATE. For targets to be motivated toward the change, a reward for accomplishment must be provided in the form of something they truly value, and it must compensate for any physical, intellectual or emotional price they perceive they will pay.

Targets believe the change has low cost/high reward.

Targets believe the change has high cost/low reward.

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RESISTANCE IS INCREASED WHEN . . .

6. . . . THE "COMPATIBILITY" OF THE CHANGE IS PERCEIVED TO BE LOW. "Compatibility" relates to how close the targets view the change aligning with the existing organizational values or their own personal beliefs. Resistance may be at its highest when the change concerns issues which targets hold as fundamental or consider to be sacred.

Targets perceive that the change represents a good fit with the organization's values or with their own personal beliefs.

Targets perceive that the change represents certain values that are in direct conflict to what most people in the organization believe or with the target's own personal beliefs.

7. . . . THE TARGETS PERCEIVE A NEGATIVE IMPACT ON THEIR SOCIAL RELATIONS. If targets view the change as adversely affecting the way they relate to people significant to them, acceptance is reduced.

Targets believe significant relationships will be improved or remain positive.

Targets believe significant relationships will be adversely affected or remain negative.

8. . . . WHEN TARGETS BELIEVE THERE WILL NOT BE ADEQUATE ORGANIZATIONAL SUPPORT FOR THE CHANGE. If the change requires organizational resources that targets think are inaccessible (money, time commitments by certain managers, new equipment/facilities, specialized training, etc.), they tend to become disenchanted with the idea and withdraw.

Targets are confident that the necessary organizational support will be provided.

Targets are confident that the support will not be provided.

9. . . . CHANGE IS INTRODUCED TOO QUICKLY OR TOO SLOWLY. When planning how fast a change is introduced, it is necessary to think in terms of optimal timing. The most appropriate speed of change may not correspond to the maximum speed possible.

Targets believe an appropriate amount of time has been allowed between awareness and implementation.

Targets believe too much or not enough time has been allowed between awareness and implementation.

10. . . . THE HABIT PATTERNS OF TARGETS ARE IGNORED. The sponsor or change agent who lacks knowledge and sensitivity concerning the target's behavior patterns tends to promote distrust and alienation.

Targets feel their habit patterns are being respected.

Targets feel their habit patterns are being ignored.



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RESISTANCE IS INCREASED WHEN . . .

11. . . . THE TARGETS ARE UNCOMFORTABLE WITH THE TIMING OF THE IMPLEMENTATION. The amount of time between when the targets are made aware of the change, and when it actually occurs is critical to their acceptance. Usually the more time they have available to acclimate to the change, the less resistance is generated.

Targets believe there will be plenty of time between awareness and implementation.

Targets believe virtually no time exists between awareness and implementation.

12. . . . THE TARGETS HAVE BEEN EXPOSED TO A LONG HISTORY OF MEANINGLESS AND/OR POORLY EXECUTED CHANGES. If the targets perceive that the organization is involved in another of its many useless and ill planned events designed primarily to keep management from being bored, their enthusiasm will be greatly diminished for the change.

Targets treat the change as a meaningful event warranting their attention.

Targets treat the change as just another "change for change sake" to be ignored or tolerated.

13. . . . THERE IS A FEAR OF FAILURE. Change involves learning and learning usually involves mistakes. When people are not given the freedom to make mistakes while learning, they become afraid and easily discouraged.

Targets feel the freedom to fail while learning.

Targets fear any failure associated with the change.

14. . . . THERE IS A TENDENCY TO SEEK SECURITY IN THE PAST. If the change produces frustration or anxiety, targets may long for an earlier time when life wasn't so complicated

Targets have low needs for the security of the past.

Targets have high needs for the security of the past.

15. . . . THE TARGETS LACK CONFIDENCE IN THEIR CAPACITY TO IMPLEMENT THE CHANGE. Targets must perceive that they already possess the skill and knowledge required for implementing the change or that the necessary training will be provided by the organization.

Targets have a high level of confidence in their own capability.

Targets have a low level of confidence in their own capability.

16. . . . THERE IS A LACK OF RESPECT AND TRUST IN THE SPONSOR. When targets view the sponsor as someone they dislike or mistrust, a lack of acceptance and enthusiasm for the change will quickly become evident.

Targets have high respect/trust for sponsor.

Targets have low respect/trust for sponsor.



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 RESISTANCE IS INCREASED WHEN . . .

17. . . . THERE IS A LACK OF RESPECT AND TRUST IN THE CHANGE AGENT. When targets view the change agent as someone they dislike or mistrust, a lack of acceptance and enthusiasm for the change will quickly become evident.

Targets have a high respect/  
trust for change agent.

Targets have low respect/  
trust for change agent.

18. . . . EXCESSIVE PRESSURE IS INVOLVED. When targets are already busy and under stress, the additional pressure brought on by the change may become too much for them to assimilate.

Targets feel low pressure  
for results.

Targets feel high  
pressure for results.

19. . . . VESTED INTERESTS ARE INVOLVED. A major source of resistance is when the change represents a threat to the target's economic or prestige interests.

Targets have no vested interest  
threatened by the change.

Targets have strong vested  
interest threatened by the change.

20. . . . THE TARGETS TEND TO DISTORT CHANGE-RELATED INFORMATION TO COINCIDE WITH WHAT THEY EXPECT OR WANT TO BELIEVE. Once a preconceived attitude about a change has been developed, the targets respond to all other information within the framework of that perspective.

Low information distortion  
about the change by the targets.

High information distortion  
by the targets.

21. . . . THERE IS A PERCEIVED INCOMPATIBILITY BETWEEN ORGANIZATIONAL OBJECTIVES OF THE CHANGE AND PERSONAL GOALS OF THE TARGETS. Resistance is increased if targets believe the change will block or significantly restrict the achievement of their own personal ambitions.

Targets perceive high congruence  
between change objectives  
and their own personal goals.

Targets perceive low congruence  
between change objectives  
and their own personal goals.

22. . . . THE STATUS QUO CANNOT BE REESTABLISHED IF THE CHANGE PROVES UNACCEPTABLE. The easier it is to reverse the change and the fewer permanent consequences that result from having tried the change, the more likely it is that targets will not resist implementation.

Targets feel it will be relatively easy to  
reverse any consequences if the  
change should not be fully adapted.

Targets feel if the change should not  
work, it will be impossible to reverse  
the consequences.



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APPENDIX C  
COVER LETTER AND SURVEY FORM

June 6, 1988

OSU, Technical Branch, Okmulgee  
Okmulgee, Ok 74447

Dear :

As part of the requirements for my master's degree and with the concurrence of Bob Klabenes for an institutional study on change, I am administering this survey to the faculty and employees of OSU, Tech Branch, Okmulgee.

During the past academic year, curriculum reform has been a major institutional project. This survey has been designed to evaluate reasons people commit to (or resist) the curriculum reform. This is an attitude survey and the questions have no 'right' or 'wrong' answers. As a result of your input, I hope to identify areas where the institution has done well in building the commitment and other areas where more work must be done. The results of the study will become part of my thesis and will be available to you.

Please take some time to fill out the enclosed survey and return it to your supervisor or department head by 2:00 P.M. on Friday, June 10. Your answers will remain anonymous. Please use the envelope provided to return the survey. Your supervisor/department head will check your name off of a list I have provided. I only need to know that you returned a survey.

Thank you for helping me with this effort.

Sincerely,



Ann Alexander

Instructions

1. Please check the appropriate employee classification and the number of years you have worked for OSU Tech.
2. Your attitude toward curriculum reform cannot be expressed by simply selecting one of the phrases at the opposite end of a scale. Attitudes are sometimes hard to express as black or white, appropriate or inappropriate. To provide a more accurate profile of your feelings, please answer each item by splitting ten (10) points between the two alternatives. (The higher number indicates stronger agreement.)

For example:

What is your *involvement in planning* the curriculum reform?

I did feel involved in the planning of the reform.    I did not feel involved in the planning of the reform.

3

7

The person completing the sample has indicated a belief that they did not feel very involved in the planning of the reform. If the person thought he/she was more involved the scoring might have been 6|4. If he/she felt totally involved, the score would have been 10|0



## SURVEY OF OSU TECH INSTITUTIONAL CURRICULUM REFORM

MY EMPLOYEE CLASSIFICATION IS:

Classified

Faculty

Professional, nonfaculty

Serve on Academic or Administrative Council

I HAVE WORKED FOR OSU TECH:

Less than a year

Between 1 and 5 years

More than 5 years

1. Is the *purpose* of the institutional curriculum reform *clear*?

The purpose for the reform is clear.

The purpose is unclear.

2. Is there a *need* for institutional curriculum reform?

I perceive a low need for the curriculum change.

I perceive a high need for the curriculum change.

3. What is your *involvement* in planning the reform?

I do not feel involved in planning the curriculum change.

I feel very involved in planning the curriculum change.

4. What is the *quality of communication* regarding the curriculum reform?

I believe meaningful communication has taken place related to the curriculum reform.

I believe miscommunication has taken place related to the reform.

5. What has been the *cost* of the curriculum reform?

I believe the change has had a low cost.

I believe the change has had a high cost.

6. What is the *level of reward* of the curriculum reform?

I believe the change has a low level of reward.

I believe the change has a high reward.

7. How *close* do you view the reform aligning with what *most people in the institution believe* is the *right* direction to be going?

I perceive that most people feel that the reform is not the direction the institution should be going.

I perceive that most people feel the reform is what the institution should be doing.



8. How *compatible* is the curriculum reform with your personal beliefs?

I perceive the change represents certain values that are in direct conflict with my own personal beliefs.

I perceive that the change represents a good fit with my own personal beliefs.



9. What is the *impact* of the reform on *relationships* with other employees?

I believe relationships will be improved or remain positive because of the change.

I believe relationships will be adversely affected or remain negative as a result of the change.



10. Is there adequate organizational *support* for the institutional reform?

The necessary support is not being provided.

The necessary organizational support is being provided.



11. Was the *amount of time* between the *introduction* of the concept of curriculum reform and its *implementation* appropriate?

An appropriate amount of time has been allowed between awareness and implementation.

Too much or not enough time has been allowed between awareness and implementation.



12. Is curriculum reform *significant* to you?

The change is just another 'change for change sake' to be ignored or tolerated.

The change is a meaningful event warranting my attention.

13. Do you have a *fear of failure* regarding the curriculum reform?

It is OK for me to make mistakes while implementing the reform.      I fear any failure associated with the reform.



14. Did you feel more *secure* with the institution's *previous curriculum*?

I have high needs for the security of the previous curriculum.

I have a low need for the security of the previous curriculum.



15. Do you have *confidence in your capability to implement* curriculum reform?

I have a high level of confidence in my own capability to implement this change.

I have a low level of confidence in my own ability to implement this change.



16. Do you have *respect and trust* for the *sponsor* of the curriculum reform?

I have low respect/trust for the sponsor of the reform.

I have high respect/trust for the sponsor of this reform.



17. Do you feel *pressure* relating to implementation of the reform?

I feel low pressure for results

I feel high pressure for results.



18. Do you have any *economic or prestige-type interests* in the curriculum reform?

I have economic or prestige interests threatened by the change.

I do not have economic or prestige-type interests threatened by the change.



19. Do you see a *relationship* between the *curriculum reform* and your *personal goals*?

I believe the reform will block or restrict the achievement of my own personal goals.

There is high affiliation between the reform and my personal goals.

20. Will you be able to *reverse the change*, if curriculum reform doesn't work?

It will be possible to reverse consequences of curriculum reform, if it doesn't work.

If the reform should not work, it will be impossible to reverse the consequences.

21. What *reasons* do you have for *supporting* curriculum reform?

**THANK YOU FOR TAKING TIME TO COMPLETE THIS TASK.**

\* This questionnaire is adapted from the *Organizational Change Readiness Scale* by Daryl R. Conner O. D. Resources, inc.; 2900 Chamblee-Tucker Road; Atlanta, Ga.

APPENDIX D  
RAW DATA

Empl Yrs

Class	Empl	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
1	1	2	3	0	3	4	4	8	7	8	3	7	7	7	5	8	7	5	5	8	8
1	1	3	7	0	2	5	8	8	5	7	2	4	6	5	7	8	8	8	5	8	5
1	1	8	7	0	3	2	9	6	8	5	3	6	9	7	8	9	7	6	3	8	6
1	1	7	2	0	5	2	2	4	1	3	6	8	10	5	2	9	4	5	5	5	2
1	1	0	5	0	0	3	6	4	5	8	5	5	8	6	4	3	5	10	10	5	5
1	2	2	6	0	6	6	7	6	8	7	6	8	7	7	8	8	6	9	10	8	8
1	2	2	5	1	5	5	5	6	5	5	6	6	6	5	5	7	8	5	8	5	5
1	2	5	7	10	4	5	4	5	8	7	6	5	8	2	2	6	8	2	5	5	6
1	2	7	5	6	6	4	6	4	4	6	5	5	6	6	4	6	6	6	4	6	6
1	2	10	10	0	6	3	10	7	10	7	6	6	10	3	10	0	10	9	9	10	8
1	2	6	8	3	3	4	7	8	7	6	5	5	7	5	5	8	2	5	9	8	5
1	2	1	2	0	3	5	2	2	1	5	9	9	8	5	5	9	10	8	10	5	10
1	2	5	6	0	5	5	6	5	3	5	6	5	7	3	3	5	5	3	0	5	7
1	2	8	7	0	6	7	9	4	7	6	5	4	9	5	3	5	9	4	2	5	6
1	2	10	7	0	5	5	10	10	10	5	8	5	10	1	7	10	8	8	7	10	5
1	2	4	7	2	5	2	3	5	4	5	5	5	4		3		5		10	5	
1	2	3	5	3	4	2	5	3	6	5	3	5	7	5	2	9	9	6	4	5	10
1	2	3	2	2	2	3	5	3	5	5	5	5	6	5	5	5	5	5	6	5	5
1	2	3	4	0	6	5	7	3	3	5	3	6	4	7	4	5	5	7	7	2	10
1	2	4	7	0	5	5	6	7	6	5	5	5	7	5	5	6	4	5	5	5	5
1	2	2	3	0	3	4	4	4	5	2	5	3	5	5	5	5	5	5	5	5	0
1	2	6	9	0	0	1	7	8	5	6	5	3	8	10	1	10	5	4	5	9	5
1	2	3	4	2	8	5	3	6	6	3	3	4	3	7	5	7	2	6	8	6	1
1	2	8	6	2	5	4	6	5	7	6	5	6	7	8	7	8	8	4	6	7	7
1	2	3	6	8	5	3	4	7	5	4	4	7	8	6	5	6	7	3	5	4	3
1	2	1	5	0	5	7	7	5	2	6	6	3	4	5	2	7	5	6	6	4	10
1	2	7	10	10	0	3	5	0	4	3	3	6	2	5	3	3	2	7	0	0	3
1	2	3	8	2	8	2	8	10	10	10	8	8	10	7	5	7	10	10	10	10	8
1	2	5	8	0	5	5	5	6	8	5	10	2	6	5	8	10	8	10	10	5	5
1	2	6	6	0	4	8	7	3	9	5	4	6	7	4	8	8	10	10	5	5	9
1	2	3	9	0	4	3	8	8	6	5	6	2	10	3	2	9	9	5	10	10	10

Empl Yrs		Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
1	3	6	6	2	0	5	8	3	8	5	0	8	5	8	7	9	10	9	10	10	8
1	3	4	7	1	8	6	5	7	8	9	4	2	7	9	9	5	8	8	3	8	9
1	3	5	5	10	3	0	5	3	5	5	3	5	7	5	3	3	10	0	3	5	10
1	3	6	5	0	2	3	5	1	5	5	5	5	7	10	0	10	5	5	0	5	9
1	3	2	9	0	0	0	2	5	4	2	1	3	5	6	2	5	2	1	6	3	6
1	3	10	10	2	8	8	10	6	10	8	9	9	10	9	2	9	10	5	9	10	10
1	3	8	5	0	9	5	5	4	4	5	10	8	8	10	0	10	10	10	10	10	0
1	3	3	5	0	2	0	5	3	10	4	7	0	7	5	5	5	8	7	6	5	10
1	3	6	7	2	2	1	8	8	5	5	7	8	7	4	5	7	5	4	5	5	5
1	3	4	7	7	4	3	7	5	3	3	7	1	2	2	5	7	2	3	8	7	9
1	3	9	9	0	7	8	9	5	8	7	8	8	10	10	5	8	5	8	10	10	10
1	3	10	10	1	7	5	10	7	10	7	7	8	10	8	10	8	10	3	10	7	7
1	3	2	0	0	0	1	2	1	1	1	2	5	0	2	5	5	2	0	10	5	0
1	3	3	5	1	3	1	5	5	5	9	5	5	4	5	5	6	8	5	5	5	1
1	3	10	10	0	2	7	8	2	10	5	5	2	10	8	8	9	10	2	10	10	0
1	3	3	2	0	3	1	2	0	2	3	8	5	0	8	0	9	0	8	8	5	1
1	3	10	7	0	7	2	5	5	8	5	7	5	9	0	2	5	7	0	0	10	0
1	3	2	3	0	1	8	1	3	7	4	5	5	8	7	0	8	4	3	3	4	9
1	3	3	3	0	0	0	0	0	0	0	5	2	2	1	5	8	0	0	0	0	0
1	3	4	2	7	3	5	8	6	7	6	3	2	3	5	6	5	6	4	7	8	6
1	3	7	3	2	2	3	4	4	3	2	4	3	6	4	2	6	6	3	7	6	3
1	3	6	5	2	7	5	7	3	6	2	4	5	3	5	4	8	8	7	3	3	2
1	3	0	0	0	2	5	0	0	0	5	2	3	0	5	5	5	5	5	2	2	5
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1	3	2	1	0	0	0	0	0	1	1	0	3	8	1	0	10	0	0	0	7	8
1	3	0	9	0	1	5	7	5	4	1	3	0	0	0	10	5	5	1	6	10	
1	3	10	10	10	10	0	10	10	10	10	10	10	10	0	10	10	10	0	10	10	10
1	3	3	6	10	1	2	2	2	5	4	3	5	5	5	5	8	2	10	10	5	10
1	3	2	0	0	0	0	0	0	0	5	5	2	2	5	2	5	5	2	5	5	2
1	3	7	7	0	9	3	5	7	4	6	6	3	8	5	5	5	8	3	3	5	3
1	3	2	2	1	2	2	2	8	2	2	8	2	2	8	2	8	2	2	2	10	2

Empl Yrs																					
Class	Empl	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
1	3	0	0	0	0	0	0	0	0	0	0	0	10	0	0	0	10	0	10	0	10
1	3	6	5	0	5	3	4	3	10	5	7	6	5		4	5	4	7	10	10	10
1	3	3	7	1	4	8	5	3	5	4	6	3	8	9	1	8	6	5	7	8	5
1	3	3	8	0	2	1	8	2	8	1	7	1	8	1	8	1	8	2	9	9	2
1	3	8	3	0	5		3	8	7	5	5		6		10	7	7	6	10	10	6
1	3	10	10	0	10	0	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
1	3	5	6	0	5	5	5	8	2	1	5	6	6	9	7	2	3	2	5	9	1
1	3	5	5	0	2	2	2	2	4	5	2	0	10	2	2	10	5	5	0	2	1
1	3	4	5	4	6	5	7	7	5	6	5	5	7	6	5	6	5	7	5	5	5
1	3	0	0	0	10	0	0	0	0	0	10	0	10	10	0	10	0	0	0	0	0
1	3	4	5	0	2	5	6	5	5	7	8	6	8	9	3	4	6	8	5	5	9
1	3	3	3	5	4	1	8	2	2	2	5	5	5	5	2	9	5	1	1	5	5
1	3	5	5	3	5	3	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5
1	3	4		0	2			2	4	5											6
1	3	8	7	2	5	3	5	5	5	3	3	3	3	5	5	5	5	7	3	7	5
1	3	3	5	0	0	2	8	4	10	5	5	5	5	5	5	8	5	10	10	10	0
1	3	5	6	2	5	2	6	8	6	5	5	5	6	8	8	8	8	8	8	2	8
1	3	8	6	0	2	3	7	5	4	4	4	5	5	3	4	6	4	4	8	4	5
1	3	10	10	0	10	10	10	0	10	10	0	10	10	0	10	10	10	0	10	10	10
1		10	8	10	2	2	6	0	4	1	9	4	6	2	10	4	7	4	7	8	8
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2	1	5	8	7	5	5	8	7	7	2	9	2	9	7	5	9	9	2	8	7	9
2	1	7	7	5	5	5	6	5	8	3	5	5	9	5	7	9	5	5	5	6	5
2	1	8	7	5	3	5	8	6	8	3	7	2	7	7	8	8	9	2	9	5	8
2	1	6	4	2	7	2	5	4	6	8	2	7	8	5	5	4	3	8	5	5	1
2	1	7	8	5	6	3	8	7	6	5	4	5	8	9	10	7	5	2	4	7	5
2	1	5	4	3	3	3	3	2	2	7	3	8	2	7	4	10	10	8	8	8	9
2	2	5	10	2	3	2	10	4	5	7	8	0	10	0	10	10	5	2	10	10	2
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2	2	2	5	1	5	5	3	5	5	0	3	5	7	3	7	7	5	0	10	5	5
2	2	8	8	5	9	4	8	5	9	7	9	10	10	6	7	9	10	9	5	9	0



Empl Yrs		Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
2	2	5	2	2	6	3	1	3	3	5	3	3	4	6	3	8	4	1	2	4	1
2	2	2	4	0	1	0	5	1	1	2	2	5	9	1	5	9	0	2	5	5	3
2	2	3	8	0	1	4	3	3	6	5	3	4	8	5	5	9	5	7	5	5	3
2	2	8	10	1	1	6	9	6	8	4	7	6	9	9	8	10	9	7	9	9	9
2	2	8	6	6	4	3	6	5	10	10	7	8	10	10	10	10	8	2	7	8	9
2	2	8	10	10	8	5	9	2	5	5	2	5	8	5	5	8	10	0	2	8	10
2	2	5	8	7	6	8	8	6	8	8	7	5	9	9	5	10	8	7	10	5	10
2	2	8	2	9	9	5	7	6	9	9	9	7	8	9	1	9	8	5	9	9	9
2	2	5	4	2	3	2	6	2	6	4	4	8	7	8	5	6	7	4	5	7	8
2	2	4	6	2	4	4	5	4	8	0	4	0	10	7	7	3	5	2	9	6	1
2	2	9	8	8	8	7	9	7	9	9	4	8	9	8	9	9	8	2	9	8	8
2	3	4	5	0	2	2	5	4	5	3	3	2	6	5	5	10	6	3	5	6	6
2	3	6	5	2	4	3	5	3	5	5	6	7	6	4	5	7	6	3	5	5	6
2	3	3	5	2	2	5	3	4	7	6	5	8	8	6	8	9	8	2	2	5	1
2	3	3	7	3	7	3	7	7	8	8	5	8	8	5	4	7	8	5	5	8	2
2	3	6	7	4	4	4	5	4	7	6	5	4	9	6	7	8	10	7	10	6	3
2	3	7	7	6	3	5	7	2	9	2	4	5	7	5	7	8	5	5	10	9	5
2	3	6	6	3	5	6	5	4	7	7	5	7	5	7	7	9	9	8	8	8	9
2	3	6	6	5	6	6	7	3	5	6	6	6	6	5	6	6	7	3	6	6	3
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2	3	3	8	8	4	3	6	8	8	3	6	3	5	5	4	8	5	2	5	5	8
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2	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	3	8	5	6	7	8	6	5	8	7	6	8	6	8	5	9	9	5	5	6	8
2	3	0	7	10	10	7	7	5	8	8	10	10	10	10	5	10	10	8	10	10	10
2	3	6	6	8	5	8	5	4	5	8	9	3	9	9	10	10	10	3	10	10	10
2	3	10	8	8	8	1	9	5	8	8	8	3	10	10	10	8	9	2	8	8	9
2	3	8	5	2	7	3	4	4	4	7	3	2	9	8	4	8	9	1	10	10	3
2	3	5	7	6	7	3	8	3	9	5	6	3	9	1	9	10	9	3	10	10	10
2	3	6	8	1	2	6	7	6	9	8	8	7	9	9	9	10	10	5	5	10	0
2	3	7	8	5	3	3	4	4	9	5	6	7	8	8	8	8	5	2	7	9	2

Empl Yrs		Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
2	3	2	8	9	1	3	2	3	7	4	4	4	6	5	5	9	1	3	7	8	2
2	3	5	5	1	2	2	5	5	5	8	9	6	7	10	10	10	7	9	5	5	5
2	3	8	9	9	7	1	10	4	10	7	7	2	9	6	7	8	9	2	2	7	0
2	3	8	7	5	3	3	4	2	2	5	6	3	5	8	10	10	2	8	2	5	2
2	3	8	4	2	5	4	5	4	4	5	3	5	6	5	3	10	5	8	5	5	4
2	3	8	7	0	6	5	5	6	6	3	5	3	1	10	5	10	6	8	10	5	5
2	3	3	8	1	4	5	7	5	6	7	7	2	5	5	7	7	5	3	4	5	5
2	3	4	8	2	5	7	9	6	10	8	3	7	9	7	10	7	3	6	5	8	2
2	3	4	2	7	2	5	1	0	4	5	3	0	8	7	3	10	0	3	4	7	1
2	3	5	10	0	2	5	3	5	5	5	5	5	5	5	5	10	5	5	5	9	5
2	3	0	2	0	0	0	2	0	0	0	0	5	2	5	5	8	0	2	5	5	2
2	3	10	10	3	7	4	8	7	10	8	7	7	10	10	10	10	10	2	8	10	2
2	3	7	6	0	2	4	7	3	7	2	5	4	7	5	6	8	5	6	3	6	2
2	3	3	6	5	5	3	6	1	6	4	5	9	3	8	4	5	5	3	9	6	1
2	3	4	7	9	2	2	8	6	7	6	3	5	10	7	10	10	3	4	6	7	7
2	3	8	0	0	5	2	8	2	8	5	5	5	10	10	9	10	0	5	8	9	5
2	3	1	6	0	2	5	1	3	7	9	6	6	8	6	1	5	1	9	8	9	7
2	3	10	6	0	0	0	8	2	10	0	10	10	10	10	3	10	10	8	10	10	10
2	3	10	5	5	0	0	0	0	5	5	10	0	5	5	5	5	5	5	5	5	5
2	3	2	10	10	1	0	0	0	1	5	1	1	5	5	5	10	2	9	5	5	2
2	3	7	8	8	7	5	8	5	7	10	5	5	10	0	3	8	6	8	5	8	7
2	3	8	6	3	6	7	3	4	7	6	7	8	6	8	4	10	10	6	6	6	10
2	3	5	5	5	3	3	3	2	5	5	4	5	4	5	5	8	5	5	5	5	3
2	3	8	6	5	7	4	6	4	5	6	4	6	6	7	6	10	7	4	7	6	4
2	3	7	10	1	2	4	7	5	5	3	2	5	10	8	6	10	5	5	4	7	3
2	3	8	7	8	7	8	8	6	9	3	6	8	8	8	8	9	9	2	9	9	8
2	3	8	7	7	7	8	9	5	9	6	7	10	10	8	9	10	8	8	7	9	6
2	3	5	8	2	4	10	8	6	9	5	0	8	10	9	9	10	8	2	5	10	10
2	3	3	5	10	0	5	2	0	3	0	0	4	10	5	5	10	3	2	4	2	2
2	3	7	7	5	6	5	7	7	6	6	7	6	9	7	6	9	9	4	10	5	7
2	3	4	4	9	4	2	8	7	8	4	6	8	2	3	2	8	2	3	10	10	3

Empl Yrs

Class	Empl	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
2	3	7	5	7	6	5	5	6	8	7	7	5	7	8	10	10	9	4	5	5	10
2	3	10	10	5	3	3	6	5	8	9	8	10	8	9	5	9	8	6	5	7	2
2	3	2	2	8	8	8	2	4	4	2	1	2	5	4	2	9	5	1	5	5	1
2	3	10	0	0	0	0	0	0	0	0	0	0	0	10	0	10	0	0	0	0	10
2	3	3	5	3	1	3	5	1	5	6	3	4	5	5	6	7	4	1	4	5	6
2	3	8	2	4	8	7	9	6	9	8	9	6	9	7	8	8	9	8	8	8	8
2	3	2	0	0	2	0	0	0	0	2	0	5	0	0	0	10	0	0	0	1	8
2	3	10	10	10	10	0	10	10	10	0	10	10	10	10	10	10	10	0	10	10	10
2	3	10	0	0	10	10	0	0	0	0	0	5	10	10	0	10	10	10	10	0	
2	3	10	10	4	5	5	10	5	9	7	6	3	10	8	9	10	9	5	10	10	5
2	3	8	10	0	3	2	5	3	8	8	9	8	10	10	8	10	10	0	10	10	4
2	3	8	8	5	7	3	8	7	8	9	10	5	10	8	2	10	10	2	10	9	8
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2	3	7	4	6	3	7	4	3	4	5	7	1	9	6	4	7	8	3	8	5	6
2		8	6	6	5	5	6	2	5	5	5	5	6	5	2	8	6	0	5	5	5
2		1	0	0	0	0	2	1	0	0	0	0	10	0	0		0	0	0	0	1
2		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2		3	8	0	3	3	10	8	6	6	7	2	7	0	3	10	10	3	8	10	8
2		5	7	4	3	4	5	4	7	7	5	0	10	6	7	7	8	3	4	10	3
2		4	5	5	4		0	2	4		5	0	5	0	10	0	5	5	10	10	10
2		7	7	0	5	7	6	5	7	5	6	2	7	10	7	8	6	4	4	5	6
2		10	5	1	10	5	10	9	8	7	5	7	3	5	1	10	8	10	10	10	10
2		10	10	0	0	0	10	10	10	10	0	0	0	0	10	10	0	0	0	0	0
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3	1	5	7	5	2																
3	1	7	6	2	7	8	8	3	7	8	6	6	8	6	4	7	8	4	3	8	7
3	1	8	10	0	7	8	5	4	10	3	5	5	10	10	10	10	8	10	10	5	5
3	1	10	0	0	0	0	0	0	0	0	10	10	0	10	0	0	0	0	10	10	0
3	2	6	3	0	3	3	3	3	5	5	6	4	10	2		10		10	0	8	2
3	2	10	7	0	10	5	8	4	8	5	7	5	7	8	8	10	9	9	5	6	5
3	2	5	7	1	4	5	5	4	7	6	6	6	8	6	6	8	10	4	10	10	7

Empl Yrs		Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
3	2	8	9	0	10	5	10	7	10	10	7	10	5	10	10	10	10	10	10	10	10
3	2	10	9	0	5	5	5	5	5	5	5	5	8	5	5	5	5	10	5	5	5
3	2	10	6	0	4	8	10	10	10	10	7	4	10	10	10	0	10	10	10	7	0
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3	2	0	6	1	5	6	6	5	6	6	6	6	5	4	4	7	5	6	5	5	7
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3	3	5	5	0	7	7	6	5	5	4	7	7	9	1	3	6	8	1	1	5	5
3	3	9	9	5	8	6	9	7	8	8	8	8	9	5	9	9	10	4	5	9	5
3	3	1	5	0	0	0	0	0	5	0	0	0	0	10	10	10	0	0	10	10	5
3	3	5	4	5	6	2	2	3	5	4	7	2	5	2	5	7	7	8	2	2	5
3	3	8	8	1	8	3	9	1	9	8	10	8	10	10	10	10	10	9	10	10	7
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4	2	4	7	3	2	2	3	1	4	2	4	1	6	6	5	8	2	1	7	5	2
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4	3	10	7	9	2	5	5	6	7	7	8	4	10	3	7	10	10	2	5	8	7
4	3	10	9	9	10	4	8	8	10	9	9	7	7	9	9	10	9	2	10	8	7
4	5	10	10	10	8	10	6	5	10	10	9	10	10	8	10	10	10	10	10	7	7
4	5	9	10	6	6	1	8	6	7	8	8	2	10	8	9	9	6	5	7	10	8
Inst Avg		5.87	6.17	3.08	4.5	3.98	5.76	4.37	6.12	5.32	5.42	5.01	7.04	6	5.69	7.76	6.32	4.63	6.33	6.73	5.52

Empl Yrs

Class Empl	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19	Qu20
	5.58																			
Classif	4.89	5.58	1.66	3.94	3.49	5.42	4.49	5.39	4.83	5.15	4.71	6.38	5.33	4.68	6.84	6.05	4.96	6.04	6.23	5.74
Faculty	6.05	6.3	4.18	4.5	4.2	5.77	4.27	6.38	5.4	5.17	5.03	7.31	6.41	6.09	8.53	6.19	4.22	6.43	6.85	5.47
Nonfac	6.88	6.4	1.64	5.56	4.17	6.38	4.21	6.79	5.96	6.54	5.83	7.21	6.42	6.35	7.21	7	5.96	6.54	7.13	5.71
Admin CCL	8.69	8.38	6.69	5.92	5	6.62	4.69	7.62	6.62	6.92	5.23	8.77	6.23	7.85	8.85	7.85	3.23	7	8.15	4.23

APPENDIX E  
RESPONSES TO QUESTION 21

## RESPONSES TO QUESTION 21

**21. What reasons do you have for supporting curriculum reform?****Classified**

1. I think the Director has made some very positive decisions regarding the curriculum reform, and I support his decisions totally.
2. I don't. This school was established to offer "Technical" education to people who desired that form of education or who could only afford this type of education. If students wanted a more intensive education in "General Education", its fine to offer it, but to Require it in order to graduate in my thinking is to minimize the original purposes of this school. I disagree with the efforts to bring Tech up to almost a Junior College level. I believe we should effectively train and teach the students the Technical portions of their selected fields where they will be able to compete successfully in their given field, rather than to require them to concentrate so much on classes that, quite honestly, have no bearing on the quality and knowledge they possess in their given field.
3. When I graduated from Tech I received a diploma in Accounting. Recently I inquired as to how many classes I would have to take to get my Associates degree. Most of the classes I would have to take will be to my benefit, but I don't feel that I should have to repeat an English class (and algebra) that I have already taken (as far as I'm concerned) in order to receive my degree. Four of the classes I'm required to take are totally useless as far as I'm concerned with my field of study. I want my degree but I resent having to pay for classes that were paid for once when they were called something different.
4. Future goals.
5. Everything that changes at OST, I feel is done for the best for the students. After all students have to be ready when they leave OST. Ready to meet the challenges in the work place. If the school can't prepare them for that task, then I feel that we, as employees and teachers, have failed in their reasons for being here.
6. None.

7. The success of the institution depends on staying abreast of change.
8. It is for the betterment of the institution.
9. Need to look at the kind of students we are recruiting for school. What can we offer the student by looking at it academically. Can the student comprehend what we are offering them on their educational level. Are we getting away from a Vocational Technical school and turning into a 4 or 2 year Junior college. Some students cannot or do not have the educational background to survive with curriculum reform. It is necessary to upgrade all education, for the change of times we are now in.
10. Advanced education is necessary to be competitive in the work force today. I think it is important to have flexibility in your chosen career due to our ever-changing society.
11. I have been poorly informed on the subject and know very little about it. Therefore, I can offer very little support.
12. None, there are a number of two year institutions of higher learning. The school was built and has a high reputation for its technical trade teaching. This curriculum change will erase all of this and make it just another two year university. There will be no reason for the out of state students of students from other parts of the state to travel a great distance to Okmulgee to attend a 'junior college'.
13. We need to change with the times and with technology. Offer more computer courses. During the day and evening. It will help me to learn more, get more education so I can get a position with a company where I can work upward.
14. I feel that eventually the reform will benefit the institution by upgrading the types of students. On the other hand, new student enrollment will decrease drastically. My long range perspective indicates a much smaller student population being trained in higher tech areas, with less emphasis on reaching the "everyday" type programs currently offered by which a large majority of people are sent to retrain, etc.
15. Curriculum reform is necessary and completely compatible with our educational goals. With advancing technology being what it is we have no choice but to reform our curriculum. With reform we have a total imbalance in our educational programs.
16. Support personnel had little to none input on curriculum reform. Some of the changes were positive, but I feel the mission of the school has been changed drastically and I feel that we are becoming more academically oriented, as



opposed to technical hands-on experience. The total faculty did not have the input on curriculum like they should have. The students have had to make the biggest adjustment and I feel the change will cost us a lot of students.

17. Knowledge of declining enrollment at OSU/Okmulgee. b. Knowledge of changes in workplace toward more technology. c. Understanding of OSU/Okmulgee losing its niche in vocational training to the Vo-Tech schools.
18. It is what has been dictated.
19. Curriculum reform is good when needed. But, I have no idea why this survey was sent to me, a classified employee, who's ideas or opinions doesn't amount to very much. Curriculum reform is not part of my "territory". What do you think about this subject? I really don't know what reform has been made in the curriculum. I do know we have a big drop in students, which does reflect in my job security.
20. My job (position) wouldn't have any sort of impact (pos/neg) pertaining with curriculum reform, although I do feel that changes are needed every year to keep abreast of ever-changing standards in the job/work field, that our students come here to learn.
21. None. I believe administration has lost sight of what OST was established for. Enrollment is half or less. Morale of all employees is at an all time low. The dedicated people are replaced by money hungry personnel and buck passers.
22. None.
23. I couldn't say either way. I am for anything that will better student enrollment. Or what ever changes that needs to be made to make OST a place that students would be proud to go to.
24. If curriculum reform is done with the best interest in mind of the student who's looking for a technical education, I guess this could be considered as great. But if it's just to make a name for this school it's not necessary, because it's plenty of colleges in the state of Okla. to get a degree if that's what you're looking for.
25. No comment.
26. None.
27. None.
28. I don't support it.

29. To keep up with the way the world is changing.
30. I feel that any upgrading in Higher Education is always needed. If we want people to look at this institution as a base for their education, then we need the highest standards in academics that money can buy. If you give a \$100.00 to someone they will just spend it foolishly but if you make them earn it they will appreciate it more and spend it more wisely. If we implement this curriculum reform, in which I feel we should, we must not turn back and return back like we were, that will be perceived by the public that we are not concerned with education and training but with training only. To lower standards after they have been set high would be seen as not caring about the students education but only their pocket books and student count. It might take a few years but the word will get out that this institution is the "Yale" of technical institutions and our student count will increase from then on, plus the quality of students will be better and it will be easier to place these students in which will give you a good recruiting program. So, you see it will have a snowball effect, but we need to have patience and a positive attitude to accomplish our goal which is to make OSU Tech the premier higher ed. technical institution in the US.
31. None
32. In my present capacity it is hard to see the big picture of why we are reforming, but in my past experiences raising standards has usually brought out the best in those involved. I feel I should trust the people above me and support them or leave.
33. I don't!
34. Whenever an institution recognizes and responds to the needs of a society, all individuals living within that society are affected. I personally feel the changes reflect a "good eye" for the future.
35. In favor for a change as long as it is for the better/improvement as a whole.
36. My job.
37. Results will be better educated students, better and more diversified job opportunities, and better salaries.
38. Job security.
39. A need for hi-tech/hands on education. An edge against competing technical schools. Chance for personal growth in skills and knowledge.

40. No reason.
41. To honor goals of this institution.
42. I believe the curriculum reform will set OSU Technical Branch apart from other tech schools and the result will be more students attending.
43. To be better prepared for the changing world of tomorrow.
44. If it will benefit the students and faculty I'm for it.

### **Faculty**

1. For the betterment of the institution the reforms are appropriate. The implementation has affected morale. Too many unknown factors. Future institutional goals are unclear.
2. It's a move in the right direction. We have to move forward, not backwards.
3. To upgrade the institution, to be more geared towards the student's needs for a better quality education.
4. More advantageous for students pursuing higher degrees. More prestigious student image. Better quality employees offered prospective employers in industry
5. Do not support.
6. The declining enrollment trend has made it necessary to implement some kind of change. State Vo-Tech schools have made inroads into our old sphere. So we must change for us to continue to exist. I feel that equipment money will have to be spent before the reform will work well. It will also take reforming equipment access time (after hours) for the reform to work.
7. I had already made suggestions for modernizing the program in my area. Most of the changes were part of my proposal.
8. OSU Tech must establish its own strong position in technical education with an emphasis on expertise not easily offered by other institutions and private concerns. Our curriculum level must be of a high expertise and quality in order to draw more competent students, then we must challenge those students to excel.

9. The industry will leave us (further) behind if we don't. We broke large class areas into smaller blocks of instruction more applicable to student needs and abilities. When (hopefully not "if") equipment needs are updated, the curriculum will be enhanced even more. Historically, education has been stereotyped as being slow or resistant to change. I think this happened to us at Tech over the last 10 years. Hopefully, we are not so far away from catching up. Reform is what will help make this possible.
10. I believe it allow our students to solve problems more on their own and be more self-sufficient. The negative side is that people do not have to learn to work together as much.
11. The competition in education is forcing us to evolve our mission. Our job should be to support policy of administration (if we can't support the change we should leave?) I like our direction. I feel our school's reputation is going to be enhanced. One problem: the art students need more shop time (hands on).
12. Quality education.
13. Since our department has stayed "current" by upgrading and updating regularly it has had little effect. I can see why most departments needed to breakdown the credit hours but feel they were like my department and stayed current although I have no way of knowing. As for General Ed. I have said for 20 years that this was needed and the end result will be a better overall product. However, I worry how this will affect "hands on" automotive and diesel students, thus overall enrollment (& maybe some of their friends). I am glad somebody had the guts to do it and hope for the best.
14. The only reason I have for supporting the reform is the school will have a better end product.
15. What reason could I possibly have for not supporting curriculum reform? Change is imperative. We must strive constantly to retain our unique position in higher education while supplying a viable product (our graduates) to the work force. To resist change would constitute sheer folly but if change is essential let's commit some funding to acquisition of equipment. I've been teaching too long with inadequate and outmoded training aids. Most dating back to W.W.II. That is a travesty!
16. To keep OSU Tech at the forefront of technical education.
17. Graduate qualifications. Justification for current equipment; standards. For prestige, if item 2 is satisfied. Knowledge fulfillment if change is supported by active participation in educational schools, seminars, etc.

18. Change is necessary, frightening at times, but necessary.
19. Personal pride. Personal security. Institutional advancement.
20. I agree that some changes do need to be made. I believe that general education requirements should be viewed very closely and altered where needed. In some cases the requirements should be more stringent, some just changed. Sometimes I feel that the reason for some students being here is not addressed very strongly; a job. But I also feel that the more of an education that a person receives, the more valuable to himself and his employer he becomes.
21. Progress and modernization.
22. I am for any and all steps in the right direction, that will enhance student life and attract quality students and staff.
23. Change is necessary. Curriculum development is a continuous and never ending process. The school curriculum reflects the needs of our society and should be a product of our time. What we well is our curriculum. It must be attractive to our customers (students). They must find it useful and rewarding. We must be able to compete with other educational institutions. We must provide a comprehensive answer to the question "What should be teach?".
24. We do need to keep up with new technology, however, I cannot see much future success if we try to teach the latest technology when we have no minimum entrance requirements. We must begin to recruit a different type of student if we plan to focus on "high tech" curriculum.
25. We either become more collegiate or become more Vo-Tech. Which do we want?
26. I feel there could easily be 2 tracks. Students need college credit but other good (not so bright) also need what we have in some areas. We need a diploma program for them. I have always believed in bringing in a higher level for those who want it but others need attention too. Meeting students needs is important in my personal goal of being good at my job. The whole community has an economic stake. Economic stake is prestige. To this extent I do (support). Unwise changes also may threaten this.
27. The curriculum reform has raised the educational standards of the institution. As a result, the higher standards have helped the students to change their attitudes about education, set higher educational goals, and increase their self-image. I believe OSU Tech still has to push to be recognized as an OSU

affiliate (as opposed to the traditional "Okmulgee Tech"), and the reform supports that status. The new curriculum supports our image as an OSU affiliate, and because this affiliation produces a high visibility factor, continual upgrading is critical. The reform supports and protect the advances and efforts we have made as a technical school.

28. What curriculum reform? Reform is needed. Market for skills is changing or has changed.
29. The Director said to.
30. I feel that under the reform I am able to do my job under much less pressure than before. I feel much more comfortable with the changes. I feel that responsibility has been shifted to the students where it should have been all along. I believe that a more mature and responsible student body will evolve a better institution in the long run. The fact that some of the change itself is causing some anxiety, I believe, is well worth the benefits. Once the major shift is complete I think anxiety will disappear as it would for any other change. I feel that my administrator (Dept. level) is not fully supportive of the change but I hope that they will come across. They want things to be the way they were it seems. The old system was too rigid and showed little respect for employees. I think the new developments have greatly enhanced the working atmosphere for me personally. There have been improvements, I believe the Director should communicate (if he doesn't already) more clearly the goals. It seems the communication from top to bottom is lacking or being lost on the way down to some extent. I appreciate the opportunity to express my opinion.
31. The direction of the reform is appropriate.
32. Social and economic changes in the population.
33. Change is necessary for growth and development. Everyone must stay current or become obsolete.
34. Long range survival of institution. Meet needs of student. Should be aware of "high tech hysteria" and avoid. As important as the curriculum is, I believe we are doing a very poor marketing job and marketing is important to our survival.
35. An interest in the future of our institution as a viable part in the Oklahoma higher education system.
36. It will be easier to transfer some courses to some other colleges.
37. I want to see the school become attractive to as many people as possible.

38. If you are selling Ford trucks don't buy out a Dodge parts house!
39. Updating is very important in staying even with society. I see more and higher quality interaction with fellow institutions. Sometime, change is required before growth occurs.
40. Departments can handle more students with the same or less lab stations.
41. It is a positive direction for this institution and its faculty. I can already see the improvement in students and attitudes. In the opinion of this writer it is a giant step toward more quality education.
42. I believe it will help our school to be more competitive.
43. In order to provide the student with the best possible preparation to meet their employment goals constant updating is necessary and has always been a part of my efforts as an instructor. I take great pride in my work and this institution and will support improvements in any form. Cosmic concepts are grand if the money is available to implement the plan.
44. To be more like community colleges I suppose. However I question if it is a good move.
45. For the improvement of the college and the advance knowledge that the students are in need of in today's technology.
46. Was told to.
47. The new curriculum will provide the flexibility to change or adjust instruction objectives with change in industry. The change in curriculum has/is shifting responsibility for learning from the instructor to the student. By this I mean instructor responsibility is still the key in that direction of the student to the proper information, procedures etc. is important. Learning is accomplished by study increasing the responsibility on the student and increasing initiative of the student. I believe we will see equality in course/class importance after the change has occurred. General Ed will be as important as shop.
48. In most cases it is a needed change that was long overlooked.
49. It is time for a change.
50. You have always got to change to stay on top!
51. My reasons for supporting curriculum reform are based on the particular needs of reform in the program with which I am associated. The program

has not been realistically preparing students for employment and has not been a challenge to most students. Consequently, the prestige of the program and its student enrollment have been in decline.

52. Because, I feel you can't reverse the change it is necessary to support the change and make it work. This is the plan and we have to support it to make it succeed.
53. For such changes to be successful, full support and/or backing is necessary. Just as important, however, is the communication of such changes and utilization of faculty input, before decisions are made in concrete form. I think support of curriculum reform is often determined by the initial planning and implementation , at which time, all faculty involved should be asked for input.

### **Professional**

1. I believe the institution as a whole will benefit. In the long run we will see more academically challenged students and thus we will be more challenged.
2. Higher enrollment.
3. To make OSUTBO the best 2 year technical institution in the state of Oklahoma. By doing this, the work environment here will be stable thereby offering job security to those who work hard and have an open mind toward change.
4. Students and employees will be able to take more courses here that will transfer to major 4-year institutions.
5. To keep the school going.
6. OSU, Technical Branch, Okmulgee, has a definite need to upgrade its curricula. Rapid developments in technical fields require constant efforts to keep up with industry demands. There is an ongoing need here to continue to raise standards and to increase the level of instruction to a true college/university level. The curricula changes, at least those dealing with the course content and the addition of more required general education courses, are a first step in the right direction. However, the higher administration here seems to have created difficulties through a poorly-designed switch from 5 days per week classes to MWF classes. In many instances, no allowance was made for labs that require longer stretches of class time to be effective. This school still does not enjoy a college environment/status. Too many employees would like to maintain a regimented, high school atmosphere.



7. Hopefully the image of the institution will be improved as we turn out greater quality of students.
8. Change equals growth.
9. Better education offered students.
10. Change will upgrade the image of school and thus give credibility to professionals working at institution.
11. Upgrading programs was necessary. Changing philosophy of mission could be disastrous.

#### **Academic council.**

1. Increase enrollment.
2. It is apparent that if curriculum reform had not been implemented, OSU Tech would have been headed in the direction of being perceived as another area Vo-Tech. The results of this would have been lower enrollment, uncertain graduate placement and declining morale. Curriculum reform has been and will continue to be absolutely necessary if this institution is to remain a viable technical college.
3. The institution is finally on track to true collegiate course offerings to support its technical programs. OSU Tech can now be recognized throughout the state for its level of excellence. Curriculum reform represents a goal for the future; the previous curriculum was a dinosaur whose extinction would've soon resulted in the same fate for the institution.
4. North Central recommendations to upgrade General Education. Increased competition in our traditional programs. Increased computer and technical skills required in today's jobs. Advisory committee recommendations. Plummeting enrollment trend. Employer tendency to demand higher degrees. Transferability for students desiring it. Credibility with public in offering true college level work.
5. A lot of people were negative about these changes when the Director first brought them up. I believe a majority have changed that opinion and believe it is a good direction. With input from advisory committees, Regent's level staff, and educational periodicals, I think they realize now that Bob K. was a little ahead of the other institutions in the state in pressing for the changes.

6. Personal: Curriculum reform (CR) trends are personally intriguing new directions which reflect business changes occurring in our society. CR directions will allow institutions to gain strength and expertise in areas, therefore, business leaders opinion of OSU Tech will be more positive and, by extension, their opinion of me will be more positive. Professional: Institution cannot compete as Vo-Tech school access to Vo-Tech \$ is limited. Therefore, we must identify strategic target areas which we can capture and prevent Vo-Tech from entering. Obviously, these targets should be areas where either our expertise or student demographics strengthens our position and weakens V-Tech's interest. Seems like the right thing to do.
7. When OSU Tech first started, the institution offered a one of a kind technical education experience. The institution had a state wide mission to serve all people regardless of background or educational level. OSU Tech served that need well, and managed to establish an international reputation of excellence while doing so. Now in 1988 we are not the only educational facility offering "excellence in technical education" in the state of Okla. There are now 45 area Vo-Tech schools saying "they have the same type and quality of technical education" and are contemplating the associate degree. They have continually changed their mission since their conception. In print they are walking on the sacred ground that OSU Tech homesteaded. Our original mission and intent was strong enough to carry us up to this point, now OSU Tech must also change to stay in, and maintain its unique position in technical education. Few people realize the changes that have taken place in the area Vo-Tech system and their involvement in adult education. They have continued to expand the campuses to support their efforts. There is a chance that our enrollment could decrease for a while then get better.

VITA 2

Ann Elizabeth Alexander

Candidate for the Degree of

Master of Science

Thesis: THE COMMITMENT TO CURRICULUM ADVANCEMENT AT  
OKLAHOMA STATE UNIVERSITY, OKMULGEE OKLAHOMA:  
AN INSTITUTIONAL ASSESSMENT

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Biographical:

Personal Data: Born in Okmulgee, Oklahoma, December 14, 1946, the daughter of Robert Lin and Urith Bowden Alexander.

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