

A COMPARISON OF VIEWS TOWARD CHANGE AND
PROPOSALS FOR REFORM IN OKLAHOMA
HIGHER EDUCATION

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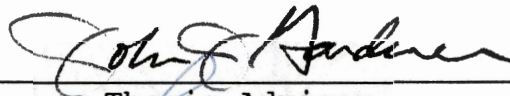
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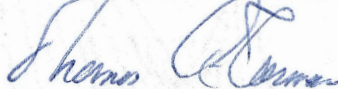
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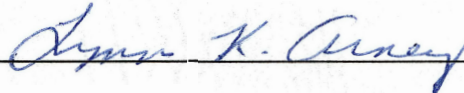
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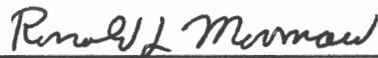
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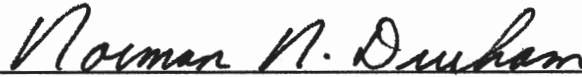


Thesis Advisor









Dean of the Graduate College

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. (Machiavelli,1532)

In the recent past, there has been considerable interest in the structure and performance of higher education in the United States. Much has been written about the need to change or reform the educational process to better serve the changing needs of society and to ensure the continued supply of leaders for both business and government [Jacobson(1986), Levine(1985)]. Various suggestions have been made and some of these, such as the "Nation at Risk" publication (National Commission on Excellence in Education,1983), have created great controversy both within education and in society-at-large. Many colleges and universities have formed committees and task forces to study reform possibilities in their respective institutions (Evangelauf,1986).

Oklahoma has not escaped this reform movement and is currently struggling to identify areas of higher education

that could benefit from change. In addition to the problem of identification, the state has yet to come to grips with the equally difficult problems of "What type of change is needed?" and "How do we implement reform?" In Oklahoma, the engine behind the reform movement is the recent set of recommendations of the Task Force on Higher Education which was established in 1986 by the legislature. The suggestions of this committee have been met with both approval and criticism from educators and non-educators across the state.

The problem with reform and change is that most people agree that some is needed, but there is little agreement on what form it should take and where it is needed the most. Changes have been suggested for areas such as undergraduate education, teacher education, administration, accreditation, higher education structure, and the number of colleges within a state. Wise (1983) stated "In apparent frustration and desperation, policymakers prescribe excessive controls, introduce complicated procedures, offer inappropriate and simplistic solutions, and engage in wishful thinking." (pg. 93)

The time is right for a closer look at reform in higher education. Policy makers need a firm foundation upon which to base and evaluate change proposals so that the situation described above does not occur.

Need for this Study

The reform movement in Oklahoma seems to be almost stalled. As mentioned earlier, there is little agreement among various interest groups on what changes should be made. Perhaps it would speed the reform progress if an assessment of support and an identification of the differences in opinion on reform held by the various constituencies within the state were made. By identifying the differences and similarities in attitudes about reform among these interest groups, compromises and agreements may be possible that would enable a comprehensive reform plan to be developed. Such a plan might greatly reduce the uncertainty and fear that large-scale change inevitably causes (Johnson, 1984). As noted earlier, a great number of studies and reports have come out both nationally and here in Oklahoma. Many suggestions and recommendations have been made on how to improve higher education in Oklahoma. Areas that have particularly been singled out for reform are: (1) governance -- the number of operating boards should be reduced and training for board members should be provided; (2) funding -- not only should higher education be better funded, but the allocation method should be changed as well; (3) overlap -- duplicative programs should be eliminated and unneeded colleges closed; (4) faculty -- incentives must be in place to recruit and keep 'star' faculty; and (5) students -- entrance requirements should be

raised, and better measurement of student achievement is needed. (Tolbert Report, 1987)

Statement of the Problem

This study undertakes a comparison of views toward change and proposals for reform in Oklahoma higher education. It will examine views held by internal institutional constituencies, legislators, and business leaders.

Specifically, the research questions for this study are whether or not differences exist between or among the following groups regarding views toward specific changes and proposals for higher educational reform in Oklahoma:

1. administrators of junior colleges, regional universities, and comprehensive universities.
2. faculty of junior colleges, regional universities, and comprehensive universities.
3. legislators and internal constituency groups of junior colleges, regional universities, and comprehensive universities.
4. legislators and business leaders.
5. administration and faculty.
6. business leaders and internal constituency groups.

In addition to exploring how the above groups may differ in their attitudes about reform in Oklahoma, other factors will be tested to see if they lead to any signifi-

cant differences being found within and across groups.

Specifically,

7. Is gender, level of knowledge about reform, age, or educational achievement level associated in any significant way with attitudes held about reform in Oklahoma higher education.

Operational Definitions

Administrators

This group includes all people listed in Oklahoma public colleges and universities catalogs and on personnel rosters as having administrative status. Presidents, vice-presidents, deans, and associate deans make up the vast majority of this group.

Business Leaders

Owners or officers of companies located in the state of Oklahoma.

Community Colleges

Defined as the public two-year institutions that offer an Associate degree. Colleges which are in this classification are Carl Albert Junior College, Connors State College, Eastern Oklahoma State College, El Reno Junior Col-

lege, Murray State College, Northeastern Oklahoma A & M College, Northern Oklahoma College, Oklahoma City Community College, Rogers State College, Rose State College, Seminole Junior College, Tulsa Junior College, and Western Oklahoma State College.

Comprehensive Universities

Defined as doctoral granting research institutions. The two public universities in this group are the University of Oklahoma and Oklahoma State University.

Faculty

This term will be used to describe all those employed in a full-time faculty position at a public college or university in the state of Oklahoma. Department heads are considered faculty for the purposes of this study.

Internal Constituency Groups

Faculty and administration at each institution or at each type of institution.

Legislators

Current members of the Oklahoma House of Representatives and Oklahoma State Senate.

Regional Universities

All those public institutions that offer a bachelors degree and offer some graduate work with a Masters degree being the highest degree that can be earned. Institutions in this group include Cameron University, Central State University, East Central State University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Panhandle State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Sciences and Arts at Chickasha.

Limitations of the Study

No assumptions are being made as to exactly how these various constituency groups will differ with regard to their views on change. The only assumption made is that differences exist and that some of these differences will be significant.

The validity of the Likert scale used in the questionnaire in this study has been well established. The limita-

tion of the Likert scale is the one common to all attitude and opinion scales. As Gay (1981) states "The researcher can never be sure that the individual is expressing his or her true attitude rather than a socially acceptable attitude." (pg.128) Given the type of questions used in this study (non-personal) and the anonymity of the participants, this problem should be minimal. The validity of the questions themselves has been verified by the expert opinion of higher education administration faculty members, and other education leaders.

The reliability of the questionnaire was checked by the "test-retest" method to insure consistent results (Gay, 1981). There are three steps in this method: (1) give the test to the selected group; (2) wait some period of time (perhaps 10 days) and give the same test to the same group; and then (3) correlate the two scores to get a coefficient of correlation. If this statistic is high, then the reliability is fairly high. The major problem associated with using test-retest reliability is knowing how long to wait between the two test administrations. Too short a time could result in participants remembering how they responded the first time, thus falsely increasing reliability. Too long an interval could result in an artificially low coefficient of stability due to participant learning between sessions. Gay (1981) notes that there is not one "perfect" interval between tests, but that a month is usually too long and a day is usually too short a period between tests. For

the purpose of testing the reliability of this instrument, a small group was tested approximately 14 days apart and the scores correlated. The resulting coefficient of correlation of .88 was considered adequate.

While this study will tend to identify groups which are more favorable to reform and those which are less favorable, it must be recognized that these are relative descriptions of positions rather than absolute statements. Also, it must be noted that this study assesses attitudes toward specific proposals for change made recently by state committees and influential individuals. It would be hazardous to generalize that any differences found would apply to an entirely different set of reform proposals. Thus, conclusions drawn are limited to the responses of the study groups to these 'reforms' currently proposed and under consideration.

It should be noted that a resultant neutral average for any group may conceal a wide disparity of views within that group. Some caution should be exercised in the interpretation of the neutral position outcomes. Thus, a neutral group score may at times be the result of balancing these disparate views, while few within the group may have actually responded as neutral.

It should again be noted that while generalizations may be made that one group is more favorable to reform than another, this is in reference to the specific reforms pro-

posed and as precisely worded in the research questionnaire. In some instances, the addition or deletion of one or two words might well change the resultant responses.

Significance of the Results

The results of this study will indicate which groups are generally least accepting of reform and which groups are generally more in favor of reform. Groups that have conflicting attitudes toward reform will be identified, as will groups that have similar attitudes. The disclosure of these attitudes may assist the state's reform progress by pinpointing those groups which are resistant to cited reforms so that an effort can be made to find out why they are opposed. Perhaps a compromise can be worked out which will be beneficial to higher education in Oklahoma. As noted above, the study will also differentiate between those specific reforms which are more acceptable and for which there is greater support and those reforms which are not. Thus, those most likely to gain popular and political support will be identified.

CHAPTER II

REVIEW OF THE LITERATURE

The literature on change and reform in higher education can be divided into two categories; the first category includes current thinking on change theory, and the second category deals with recent efforts to initiate reform and change in Oklahoma.

Change Theory

Change is little understood by most people and, as a consequence, tends to be feared. To overcome this problem, much research has been done on change theory. Change theory is devoted to understanding the process of change from the initial idea, to implementation, and finally to the outcomes of the process. Some of the more significant theories of change are organizational development, population ecology, symbolic action, and the political model. Change might be better understood if an examination of these theories and their relevance to higher education is undertaken.

Organizational Development

The first change theory, and the simplest, that we will examine is called organizational development (OD). OD is also known as "planned change." The basic premise of this theory is that the initiative and the incentive for change comes from within the organization. Changes in the culture of the organization, as well as attitude, behavioral and structural changes are commonly considered under this framework (Goodman and Kurke, 1982). Among the more important factors studied are the organizational values. The values of the organization will determine not only how change is approached but whether or not the planned change will be accepted by the members of the organization (Margulies, 1972).

Margulies (1972) describes the process of OD as being composed of three steps: (1) data collection; (2) organizational diagnosis; and (3) action intervention. Application was made of this theory to a university setting and several interesting developments were noted. In the first step of the process (data gathering), an interview was employed by the outside consultant to gather information from all university members to ascertain current conditions at the school. For the second step (diagnosis) feedback sessions were held to discuss with university members the major areas of concerns and problems identified by the interviews. After the problem areas were identified and dialogue was

established between groups with opposing viewpoints, a series of strategies (action interventions) were developed to implement the suggested changes. It was found that there are several characteristics of institutions of higher education which make initiating change more difficult than in other types of organizations. Among the problems encountered by Margulies were: (1) the academic environment requires that the change initiator have the 'proper credentials' to engage in change activity; (2) a tendency toward blaming others for the difficulties being experienced; and (3) sustaining change is difficult (Margulies, 1972).

A different view of OD is provided by Kytte (1977) in his work on ideology and social change. In this article the theory on OD by Beckhard (1969) is discussed and one finds that Beckhard sees much more in OD than did Margulies. Beckhard sees six elements in OD: (1) planning; (2) organization-wide change; (3) it is managed from the top to; (4) raise organization effectiveness through; (5) planned intervention using; and (6) behavioral science knowledge. Once again a survey is used to gather data and feedback sessions are used to discuss the findings. Kytte (1977) argues that OD serves only the highest level in administration and not the faculty because the consultants do not wish to displease the people who hired them. According to Kytte, the process of OD glosses over conflicts and prevents those with little power or visibility from having any impact on the change strategies developed for use. Kytte sums up his view by

stating: "In the end, most of the long-range changes produced by OD are cosmetic; the basic economic and political structures remain untouched" (pg. 701).

Another set of change theories are devoted to differing assumptions about the importance of the environment in the change process. One views the environment as being the most important source of change, while the other gives greater power to the administration of the organization. (Aldrich and Pfeffer, 1976) The first theory is known as "population ecology" and the latter as "symbolic action" (Hannan and Freeman, 1977).

Population Ecology

Population Ecology theory basically suggests that Darwin's 'survival of the fittest' idea is extendable to organizations. The environment, therefore, determines whether an organization changes or not, and the failure to change will cause an organization to die. The core of the population ecology approach to change is best summed up by Cameron (1984) who writes that:

Most organizations change, therefore, not because of intelligent or creative managerial action but by the random development of characteristics that are compatible with the environment. Managerial discretion and influence is neither present nor relevant (pg. 126).

Using this theory alone to explain changes in institutions of higher education would be difficult and results

provided might not be valid. Public colleges and universities are fairly well insulated from competition of the type assumed by this theory, and seldom have need to be concerned about extinction (Kimbrough and Todd, 1967). Rapid changes in response to environmental shifts is not found in most universities. Even though higher education institutions are very much influenced by their environments, the administration and faculty still have a great amount of influence in determining how and when the university will change.

Symbolic Action

A theory that does attribute a vital role to administration is the symbolic action approach to organizational change. The basic idea of this theory, according to Peters (1978), is that administration through its ability to alter definitions and organizational symbols can change the behavior and attitudes of faculty without actually altering the organizational structure. Weick (1976), Pondy (1978), Peters (1978), and Pfeffer (1981), have identified five ways that administration can affect organizational change by manipulating symbols. These are: (1) administration can interpret and reinterpret history and current events for members; (2) ceremonies and rituals can be used to convey messages to members; (3) the time that administrators spend doing certain tasks indicates to others what is considered

to be important; (4) changing the setting (office, furniture, view...) can tell others that a change is expected, and (5) by injecting doubt into a situation, administration can increase the likelihood that change will be accepted by the members of the organization.

This approach, as noted earlier, attributes great power and influence to administration and less power to the environment. This theory does appear to have some merit for those considering change in higher education. Colleges and universities are very much steeped in tradition and the use of ceremonies and rituals is quite pronounced. The interpretation of the colleges mission and history is usually left to the administration and so it can be 'reinterpreted' if a change is felt to be needed. Office space and clerical help is used in universities, as in business, to convey a sense of status and importance to other university members. Having the affirmative action office, for example, next door to the president can convey a high priority to faculty and administration alike. Obviously, however, the extent to which administration can use symbols to initiate change does depend to a certain degree on the environment in which the institution operates. The environment may make some symbols more powerful, and others less so.

Political Model

The fourth theory of change is known as the political model. The political model is another look at 'planned change' and focuses on the political aspect of initiating change in an organization. A good definition of the political model is provided by Votruba (1981) who wrote:

The Political approach...emphasizes power, influence, and leverage. Primary importance is placed on building coalitions, identifying and influencing gatekeepers, and using leverage based on political advantage (pg. 17).

Baldrige's book Power and Conflict in the University (1971) is the classic study in this area. Baldrige's theory centers around the policymaking process because his, he believes, is where the most interest group activity of a critical nature occurs. The model itself is based on six assumptions as listed below.

1. Member inactivity is more common than activity --- Most people did not want to spend the time and energy to get involved in policymaking. This means that a small number of people actually make most decisions.
2. A member's involvement in policymaking is usually transient --- Most people, if they are active, do not stay active very long. Once again this implies that a relatively few, determined individuals will dominate the decision-making (Baldrige, 1983).
3. Interest groups are prevalent --- Most faculty and administration belong to different groups whose goals and purposes are not the same as those

espoused by the other groups (Kotter and Schlesinger, 1979); (Lindquist, 1974).

4. Conflict is common --- The existence of interest groups almost guarantees that some conflict will exist. It is important to note, however, that this conflict need not be harmful to the university (Kotter and Schlesinger, 1979).
5. Authority is limited --- Decisions are not handed down from on high. The presence of powerful interest groups means that most policymaking will be done by compromise and not by decree (Baldrige, 1983).
6. The environment is important --- Outside interest groups can and do have a great amount of influence on campus decision-making, especially when it comes to initiating change (Baldrige, 1983); (Hough, 1978).

An interesting idea emerging from this theory is that the leader in higher education should not be an autocrat, but instead should be a statesman who mediates, arranges compromises, and who persuades (not fights) interest groups to support moves that will benefit the institution as a whole (Baldrige, 1983). Another implication of this model is that in order for significant change to occur, the proposed change must have the support of one of the more powerful interest groups (Conrad, 1978); (Kimbrough and Todd, 1967).

The unfortunate corollaries of this model are: (1) that beneficial and needed change can be blocked or severely limited by those interest groups opposed to that change or (2) that unneeded change can be forced through by political power (Votruba, 1981).

In summary, one would have to say that all of these models and theories could explain the change process in certain organizations and under certain situations. Some organizations will follow the path outlined under organizational development, others will let the environment dictate change as suggested by the population ecology approach, still others can benefit by symbolic action, and finally other reasons for change can be found in the political model.

Synthesis of Models

OD is a very broad theory that encompasses several other theories. For example, a person could make a good case for the political model being just another planned change model under OD. The OD approach possibly could be used to explain certain reform suggestions made by outside consultants with regard to Oklahoma higher education.

The population ecology model, as explained earlier, is relatively simplistic in its view toward organizational change. Outside forces are important, but probably not usually to the extent attributed to them by this theory. There is evidence, however, that colleges and universities are becoming more vulnerable to outside pressures (Baldrige and Deal, 1983); (Hough, 1978); (Lindquist, 1974).

Symbolic action theory is a much more subtle approach to change. It is one of few theories that looks at the

results associated with changing the 'reality' of the organization through the use of symbols. As mentioned earlier, this theory gives too little weight to environmental factors, but it does provide some useful insights into change within universities.

The theory which seems to relate to the process currently underway in Oklahoma is the political model. The concept of interest groups determining change, and in conflict over proposed change, is a relevant one in helping to explain the convoluted situation in Oklahoma. There are many different groups of people (legislators, regents, faculty, public groups, and firms...) who have a special interest in higher education. As predicted by the political model, these groups frequently have competing and incompatible goals. Conflicts such as the ongoing dispute over fund division between legislators, college presidents, and the Oklahoma State Regents for Higher Education, are an example of interest group clashes of the type discussed by this theory. The final course of change will probably be determined by the formation of alliances and compromises among and between the more powerful of these groups.

Change is a chameleon, it comes in many different colors. The theories of change presented here represent a cross-section of the more dominant theories today. None of these, by itself, can explain all situations in which change is occurring. They can, however, offer valuable insights

into the process of change and provide assistance and counsel to those involved in change.

Oklahoma Movements

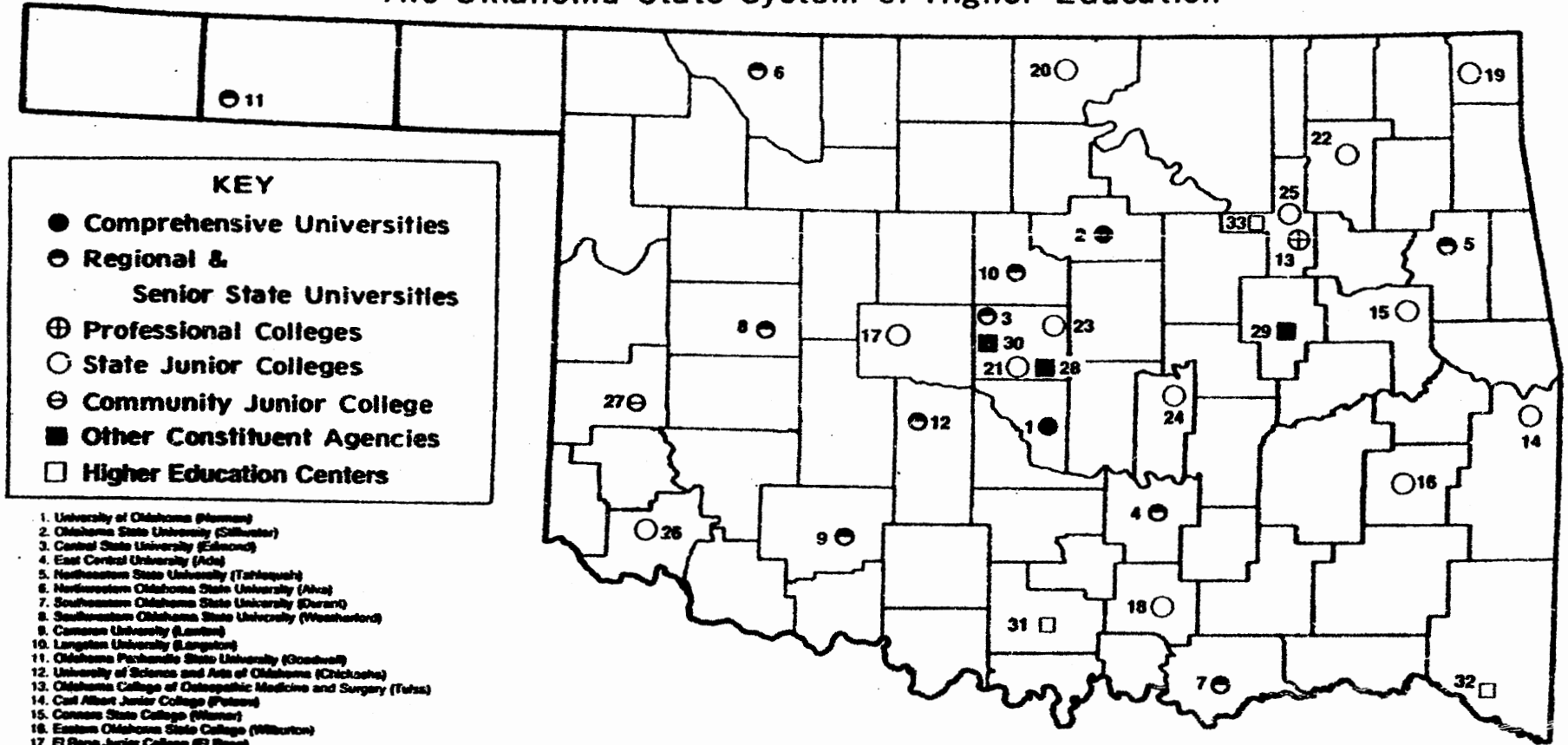
Historical and Legal Perspective

To better understand the dynamics of change in the state of Oklahoma, or in any organization, it is well to examine the historical events that have shaped the present day system of higher education in Oklahoma.

Oklahoma has long been known as a populist state. In higher education, populism translated into a tendency to promote access to education for many rather than quality for a relatively few (Jaschik, 1989). The geographic distribution of Oklahomans' colleges and universities (shown in Figure 1 on the next page) shows that relatively few citizens are more than 30 miles from a public institution of higher learning. The fact that most legislators have a college in their district, or serving their constituents directly, sets the stage for political clashes and power struggles, like the Political Model predicts.

It was only ten years after statehood, in 1917, that the first attempt was made to change the number of colleges in the state. The governor believed, as many do today, that there were too many colleges in the state. The system of

The Oklahoma State System of Higher Education



KEY

- Comprehensive Universities
- ⊙ Regional & Senior State Universities
- ⊕ Professional Colleges
- State Junior Colleges
- ⊖ Community Junior College
- Other Constituent Agencies
- Higher Education Centers

1. University of Oklahoma (Norman)
2. Oklahoma State University (Stillwater)
3. Central State University (Edmond)
4. East Central University (Ada)
5. Northeastern State University (Tahlequah)
6. Northwestern Oklahoma State University (Alva)
7. Southeastern Oklahoma State University (Durant)
8. Southwestern Oklahoma State University (Weatherford)
9. Cameron University (Lawton)
10. Langston University (Langston)
11. Oklahoma Panhandle State University (Goodwell)
12. University of Science and Arts of Oklahoma (Chickasha)
13. Oklahoma College of Osteopathic Medicine and Surgery (Tulsa)
14. Carl Albert Junior College (Pawnee)
15. Conners State College (Winnemucca)
16. Eastern Oklahoma State College (Wauraton)
17. El Reno Junior College (El Reno)
18. Hume State College (Tishomingo)
19. Northeastern Oklahoma A&M College (Miami)
20. Northern Oklahoma College (Tulsa)
21. Oklahoma City Community College (Oklahoma City)
22. Rogers State College (Claremore)
23. Ross State College (Midwest City)
24. Seminole Junior College (Seminole)
25. Tulsa Junior College (Tulsa)
26. Western Oklahoma State College (Albus)
27. Sayre Junior College (Sayre)
28. OU Health Sciences Center, (Oklahoma City)
29. OSU Technical Branch (Oklahoma City)
30. OSU Technical Branch (Oklahoma City)
31. Ardmore Higher Education Program (Ardmore)
32. McCurtain County Higher Education Program (Mabel)
33. University Center at Tulsa (Tulsa)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 State Capitol, Oklahoma City

FIGURE 1

Fig 1. Geographical Distribution of Colleges and Universities in Oklahoma

funding at that time allowed the governor to close ten colleges by vetoing their funds. Within two years, however, the legislature had reopened eight of the ten that had been closed, and then they established a new college (Governing, 1988)!

The funding system mentioned above also contributed to political and interest group conflict by having each college come individually to the legislature for its funds. Those colleges who were most in favor, or who were in a powerful legislator's district, tended to fair better than their peers. Personnel and leadership decisions were often made on a political basis. The situation finally grew so odorous that a state question was proposed to the people to overhaul the system of higher education in the state. The question passed and Article XIII-A, titled the "Oklahoma State System of Higher Education," was added to the state constitution on March 11, 1941 (Oklahoma Constitution, Art. XIII-A).

Clearly the reform effort is influenced by the legal environment in which change is considered. The power and authority to implement change by the various interest groups is constrained by constitutional law. The Oklahoma Constitution, which is one of the longest in the world, distinguishes the powers of the legislature, the Oklahoma State Regents for Higher Education, and the local institutional governing boards.

Article XIII-A, Section 2, establishes the State Regents as a body. According to the law their duties and responsibilities are as follows:

The Regents shall constitute a co-ordinating board of control for all state institutions with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine functions and courses of study in each institution to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution and (5) it shall have the power to submit to the Legislature proposed fees for all such institutions, and any such fees shall be effective only within limits prescribed by the legislature. (Oklahoma Constitution, Article XIII-A, pg. 354)

Special note should be taken of the power to allocate funds. The state regents have the sole authority for the allocation for funds to each individual institution. As one can see from the above listing, and from Figure 2 on the next page, the practical powers of the body are extensive. These responsibilities make the state regents a powerful force in implementing or blocking any change in Oklahoma higher education.

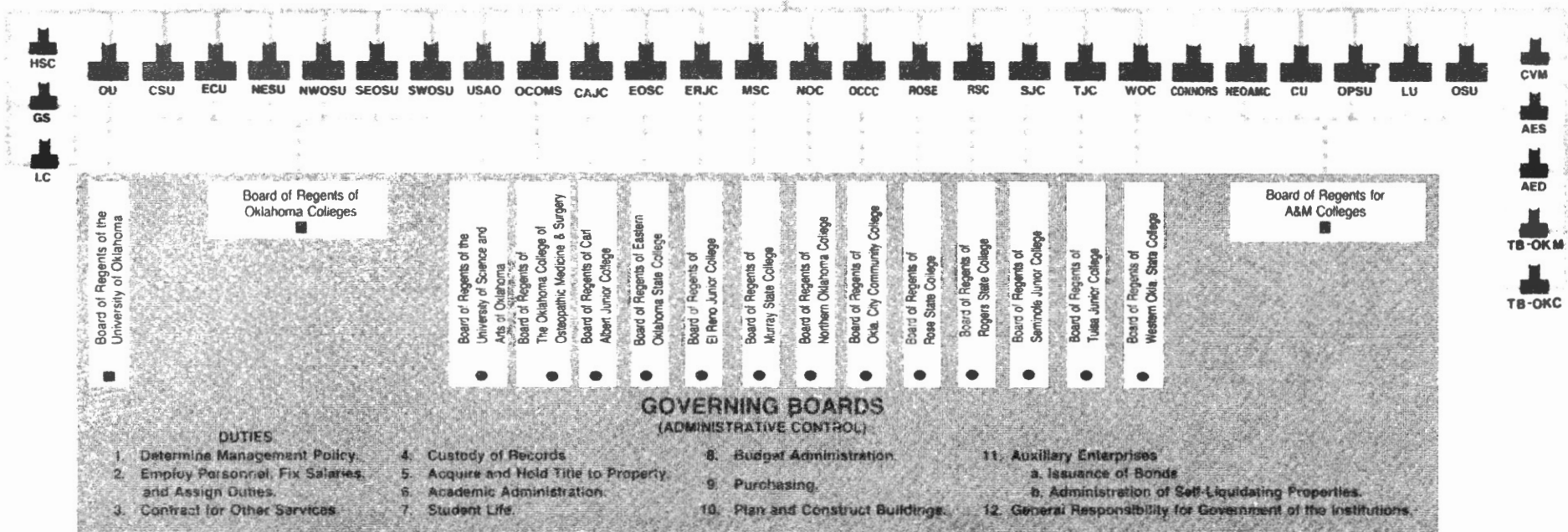
The legislature also wields a great amount of power. It has broad powers in the establishment of laws, rules and regulations which affect colleges and universities in the state. The major power, of course, is control of the purse strings. Only the legislature can appropriate money to the higher education system, but only the state regents can allocate the money to each public institution. The legis-

THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
(COORDINATING BOARD OF CONTROL)

DUTIES:

1. Determine Functions and Courses of Study	5. Allocate Funds Appropriated by State Legislature.
2. Prescribe Standards of Education.	6. Allocate Revolving Funds.
3. Grant Degrees and Other Forms of Academic Recognition.	7. Determine Student Fees.
4. Recommend to State Legislature Budget Allocations.	8. General Coordination.
	9. Research, Study and Planning.



State law provides for boards of trustees for the three higher education centers—The Ardmore Higher Education Program, the McCurtain County Higher Education Program, and the University Center at Tulsa. These boards serve as administrative agencies for the centers where educational programs and services are provided by participating State System institutions.

Seyre Junior College, a municipally-owned two-year institution, receives state support and is therefore a part of the State System, although not depicted on this chart of state colleges and universities. The local board of education, consisting of five members elected by the people of the Seyre school district, serves as the board of trustees for the college.

- Constitutional Boards
- Statutory Boards

Fig 2. Governance Structure of the Oklahoma State System of Higher Education

lature cannot legally mandate the amount that an individual college or university receives from the appropriation to the system. This "separation of powers" has created a great amount of animosity at times between some members of the legislature and the state regents. Currently, there appears to be a move in the legislature to require that the state regents provide their allocation model to the legislature prior to any appropriation.

The legislature also has the authority to change the name of any institution in the state if that institution was founded and named by the legislature; the power to establish governing boards for institutions and to move an institution from under one board to another governing board; and only the legislature can open or close a college or university in Oklahoma.

The third sector that is set up in the Oklahoma Constitution are the three institutional governing boards. These three boards are imbedded in the constitution and so have greater freedom from outside influence in the internal affairs of colleges under their control. Many colleges, however, do not have this protection. Thirteen of the colleges are governed by statutory governing boards. Statutory boards are created by the legislature and can be disbanded by the legislature. These institutions, shown in Figure 2, are potentially more vulnerable to political tampering, and thus to change or "reform." Among the duties of these local governing boards is the right to set compen-

sation levels and other personnel policies. (Oklahoma Constitution, Art. XIII-A)

As the preceding passages demonstrate, the process of change in Oklahoma higher education will be constrained by historical events and the current system of governance. This system has the power to implement various types of reform (institution closings, allocation of funds, and salaries, as examples) scattered among different groups. These groups are not always in agreement and are sometimes at odds over the nature and extent of needed change in Oklahoma's system of higher education.

As mentioned earlier, Oklahoma has been slow in joining the reform movement. The negative publicity concerning alleged wrongdoing and accounting practices at the chancellor's office, Rose State College, Southeastern Oklahoma State University, Northern Oklahoma College, Northwestern Oklahoma State University, Central State University, and various foundations has served to undermine the credibility of higher education. However, little of a concrete nature has been done to change higher education in Oklahoma.

Commission on Reform of
Oklahoma State Government

Several studies have been done on the subject of higher education reform in Oklahoma. The first major report was completed in 1984 by the Commission on Reform of Oklahoma

State Government. This commission was established by Governor Nigh with Executive Order 84-1. The purpose of the commission was to identify areas in state government that needed changing to serve the public better. Reforms suggested for higher education included:

1. A board of regents for each of the regional universities instead of the current one board for all six.

The logic of this proposition is that if each regional university had its own board, those board members could pay closer attention to the needs of that institution. The current setup divides board members attention and lessens their contact with each institution.

2. No free-standing university at Tulsa.

The commission believes that the students in Tulsa can be most efficiently be served by expanding operations at the university Center and not by the expensive creation of a new university.

3. Junior colleges should be allowed to seek tax support from their service area.

The commission recognizes that Oklahoma higher education has long been underfunded. This is one way to increase

funding without spending scarce state tax money.

4. More funding for research at the University of Oklahoma and Oklahoma State University.

The report supplies no rationale for this provision, but one can assume that this is meant to improve the quality and national standing of these institutions.

5. The Oklahoma State Regents should provide training programs for new governing board members.

The commission feels that board members need this training in order to be more effective as institutional caretakers.

6. Neither comprehensive universities or the regional universities should offer any remedial courses.

It is felt that it is not the function of these institutions to provide this type of course work. The junior colleges should be the level in the system where developmental courses are offered. Students should take these courses so as to improve academically to enable themselves to transfer to a senior institution at a later date.

7. The comprehensive universities and the regional universities "should not make any exceptions to their selective admissions and retention standards, either for individuals or for special groups." (pg. 217)

The implication of this proposal is that no concessions to quality should be made to allow an outstanding trumpet player or football linebacker into the universities. This statement also seems to say that special 'quotas' for minority groups should not be allowed to influence admissions.

8. A study to determine which institutions should be closed or merged.

The study recommends that outside consultants be brought in to help devise minimum standards for justifying the existence of colleges and universities. It is suggested that the need for education in sparsely populated areas be taken into account.

Oklahoma Higher Education

Task Force

The most significant study was released in January, 1987. This study by the Oklahoma Higher Education Task Force was commissioned by the Enrolled House Concurrent Resolution No. 1005, and its purpose was to formulate propo-

sals to revamp higher education in Oklahoma. The title of the report was "Oklahoma's Secret Crisis." It is also called the "Tolbert Report," for its chairman, James Tolbert. The task force argues that it is a secret crisis because our officials have not done a good job of explaining the needs of education to the people, and the funding process does not encourage excellence. Among the many changes suggested were:

1. Reduce the number of boards of regents to five instead of the current seventeen.

The Tolbert report argues that Oklahomas' current system of governance is fragmented and obsolete. It is argued that a three level system of governance can oversee higher education more effectively. They propose that the University of Oklahoma and Oklahoma State University each have their own board, and that the Board of Regents for Oklahoma Colleges should be changed to include all other four-year schools, establish an interim board for the University Center at Tulsa that will report to the Board of Oklahoma Colleges, and finally it was suggested that the state establish one board to govern all junior colleges (14 at that time).

This has generated opposition from many of the college presidents, particularly those at the junior colleges. It has been argued by these opponents that such a move would

undermine the close rapport that junior colleges have with their local communities. This would, in turn, seriously disrupt the community service aspect of their missions. Another fear is that these changes would simply add another layer of bureaucracy to an already highly bureaucratic organization (Public Hearings before the State Higher Regents, 1987).

2. The term "university" should be removed from all public institutions except for the University of Oklahoma and Oklahoma State University.

This report argues that the title "university" at the regional schools is misleading and results in the public's perception that Oklahoma has too many colleges. In addition, the removal of this title will assist in clarifying the various roles of the three types of institutions: comprehensive universities, regional colleges, and junior colleges. The only colleges on record as supporting this proposal are the University of Oklahoma and Southeastern Oklahoma State University. (Public Hearings, 1987)

3. University Center at Tulsa should be recognized as a distinct operating agency.

It is recognized that UCAT is a political compromise, but it is felt that the time has come for a change. The

report notes that UCAT could evolve into a branch of a current institution, but suggests that this solution, pending further study, is the best one for the state.

There is some opposition to this proposal, especially from those institutions currently providing programs there. Langston, in particular, is opposed to being taken out the urban area (Public Hearings before the State Regents, 1987).

4. Standardized exams must be passed by students at the end of their second year in order for them to receive an Associate degree or go on to the third year.

The primary role for these tests is assessment. Students who fail to pass these exams will be encouraged (if not required) to take remedial work in the areas in which they are weak. These tests will help assure that students are adequately prepared for upper-level undergraduate work.

Opponents of this suggestion point out that currently there is no standardized general education program in Oklahoma. Further, it is argued that standardization is undesirable and that each institution must have some freedom in determining its curriculum and course requirements. There are guidelines as to how many hours in certain broad areas that a student must take, but few specifics. It would be difficult, they argue, to design a single "fair" test. Another point made is that this increases the level of fear

on the part of the students. Fear is increased, especially for older students, that they will spend two years and then be faced with the embarrassment and stigma of failing the test.

5. Fifty percent of all new money for faculty salary increases should be awarded on a merit basis.

This is intended to provide motivation for excellent teaching and research. It ties in somewhat with another proposal that would have four-year colleges and universities compete for "Centers of Excellence" which would provide extra funding for three to five institutions. There is some uncertainty, however, as to how this is to be implemented. Specifically, higher education officials are unsure whether merit pay should be dictated and allocated by the State Regents, or to let local college officials determine who receives the added compensation. Present law places this responsibility on local governing boards and institutional administration.

Most higher education institutions support the idea of merit pay, but few would appear to favor this proposal if the State Regents were in charge of individual merit pay determination (Public Hearings Before the State Regents, - 1987).

6. State regents should have a state policy on the selection of institution presidents and assure that it is followed.

This proposal is aimed at insuring a more active and visible role for the state regents in the governance of colleges and universities. For institution president positions, the report argues that only a national search can provide the most qualified applicants for the position for president.

In the public hearings on this recommendation, all the speakers opposed the idea of the state regents becoming this involved in institutional governance. Many felt that it is strictly up the local governing board to determine the scope of the search process. Many colleges indicated that they already have national (or at least regional) search policies for selecting presidents. There was also discussed the possible legal conflicts of such a plan if implemented as it was stated (Public Hearings before the State Regents, 1987).

7. State Regents should establish the mission for each level of higher education.

The report states that because the missions of the institutions at the various levels are not well-defined, confusion over purpose and program offerings results that

wastes resources and leads students to enter higher education at the wrong level. Having the State Regents define the missions of each level more specifically could eliminate much of the problem.

8. Oklahoma City Community College, Oklahoma State University Technical Branch, and Rose State should be merged into a single college with three campuses.

Oklahoma City is seen as being well-served by higher education. Inefficiency arises, in the committee's view, because there are three colleges in competition for the same students. According to the report, the consolidation of the three institutions into one college would enhance the effectiveness of higher education at this level in Oklahoma City.

The two junior colleges involved in this are on record as opposing this merger. Rose State argues that this would not be cost-effective because of the differing contractual arrangements, duplication would not be lessened, and the local support of the junior colleges would be weakened by putting all of these institutions under one board of regents. Oklahoma City Community College also sets forth its opposition. Their arguments are similar to those of Rose State but they add that additional problems would be encountered by merging Oklahoma State University Technical Institute with the junior colleges (Public Hearings before the State Regents, 1987).

9. Institutions should compete for funding with rewards going to those colleges that show improvement in various areas (instruction, services, etc.)

This proposal, it is believed, will increase the quality level at all institutions. Competition is seen as providing a high level of motivation for institutions to strive for excellence.

Critics point out that it was to avoid the ruinous competition between institutions for state funds that prompted the 1941 constitutional amendment that established the current system of funding and governance. This proposal, it is argued, would represent a step backward rather than forward.

10. Out-of-State students should be actively recruited by Oklahoma's colleges and universities.

Out-of-state students, the report states, can provide another source of revenue to the state, somewhat on the order of tourists. It is also thought that these students provide a more cosmopolitan atmosphere on state campuses.

Opponents of this suggestion state that the effects of out-of-state students are the opposite of those depicted by the report. It is argued that such students are a drain on the resources of the state and not a plus. It is suggested that many of the graduate programs at the University of

Oklahoma and Oklahoma State University are duplicatory and serve almost entirely foreign and out-of-state-students. The net effect is thought to be the siphoning away of resources needed to educate Oklahoma students (Public Hearings before the State Regents, 1987).

11. Shortfalls in funding should not be borne equally by all institutions. The State Regents should establish "priorities" that will get extra funding when additional monies are available, and be cut less when funding is reduced.

The logic of this proposal is that as funding increases or if shortfalls occur these should not be spread equally, but instead should be distributed according to the cost effectiveness of the changes and the greater good of the system of higher education in Oklahoma. The theory appears to be that some institutions supported by higher education appropriations may be more important than others.

Opponents to this reform suggestion believe that it ignores the political dimension of higher education funding. Establishing priorities inevitably involves subjective judgments on the part of the state regents, and these may be influenced by political or other sources of bias rather than "cost-effectiveness." The concern appears to be that "priority" funding of special activities takes money away from

meeting basic budget needs (Position paper by Northern Oklahoma College, 1987).

12. The State Regents should establish additional fellowships for graduate students at the four-year and comprehensive universities.

The Tolbert report points out that Oklahoma has no state-wide policy of recognizing and rewarding student achievement. The providing of this extra money will increase student quality by providing money for outstanding academic achievement.

Obviously, the universities and four-year colleges tend to be supportive of this idea, the comprehensive universities especially. Junior colleges are lukewarm toward the idea as they see it mostly benefiting the larger institutions. They do not disagree, however, with the concept of rewarding academic merit (Public Hearings before the State Regents, 1987).

13. Comprehensive universities should be given a significant amount of extra funding each year for the retention or addition of "Star Faculty."

The last proposal addressed the issue of student quality, and this proposal looks at increasing faculty quality at the two comprehensive universities in the state. It is

believed that these institutions need this extra funding because they have to compete nationally for their faculty.

The University of Oklahoma is on record as supporting this proposal, but most of the other colleges are not enthusiastic about it. The critics naturally argue that this benefits only the University of Oklahoma and Oklahoma State University, and that since resources are scarce the only way these "star faculty" can be funded is to take money away from the other institutions in the state system (Public Hearings before the State Regents, 1987).

The Holt Plan

A third report has been written by Smith Holt, former Secretary of Education, and is entitled "Education in Oklahoma: Access and Excellence." Some of Dr. Holt's underlying assumptions are: (1) education equates with economic prosperity; (2) jobs are changing and we need better educated workers; (3) extra help should be available for students who need it; and (4) more money is needed if we are to attain higher levels of quality in Oklahoma higher education. Three broad areas that Holt believes need major work are retention, articulation, and the integrity of the baccalaureate degree.

Some of the specific recommendation made in this report are:

1. Prospective students should pass some core area exams before they are allowed to take college classes.
 - A. If they fail, remedial non-credit courses should be available for them to take.
 - B. Two-year colleges should do most of this remedial work.

The purpose of these exams, according to Smith Holt are: (1) insure that students know what is expected of them; (2) inform high schools what preparation their graduates will need; (3) identify student problem areas; and (4) establish the same level of quality at all institutions.

No public hearings were held on the Holt recommendations. The only real opposition to this proposal on record is from some of the junior colleges. They fear that they will be labeled as "remedial schools" and so will be downgraded in the eyes of the public (Northern Oklahoma College position paper, 1987).

2. There should be a statewide foreign language requirement for the bachelor's degree.

It is argued that in order to increase Oklahoma's position in national and international markets, as well as to take into account the rise in Hispanics, students will need some degree of multi-lingual ability.

3. Until the above mentioned exams are in place, "rising junior exams" should be given before students are admitted to the junior year.

This is proposed for the same reasons mentioned earlier: to assess student outcomes. The proposal calls for common exams among all colleges and universities. As discussed in the Tolbert Report remarks, this raises difficulties as there are few specific common courses required in all institutions at the lower division level. Instead broad areas of general education are named.

4. Universities should require a comprehensive senior exam or senior thesis.

According to Smith Holt this would demonstrate that the students understood and could use the knowledge that was taught to them at Oklahoma's universities.

5. The University of Oklahoma and Oklahoma State University should consciously reduce the number of freshmen that they admit so that classes would be smaller and more individual attention could be given to students.

This is designed to increase the quality of instruction that students would receive at Oklahoma's two comprehensive universities. The question of funding the two universities

when the current system is seen as being enrollment driven is not discussed.

6. The University of Oklahoma and Oklahoma State University should actively recruit undergraduate students from out-of-state.

The Holt Plan argues, as does the Tolbert report, that the attraction of out-of-state students to Oklahoma's colleges and universities is a big plus to the state's economy. It is believed that quality out-of-state students will enhance the well-being of Oklahomans rather than their home states by being here (Holt, 1987).

Opponents, as mentioned before, believe out-of-state students are a drag on the scarce resources of Oklahoma higher education and are simply being supported by the tax payers of Oklahoma instead of their home states, to which they will return after they graduate.

Academy for State Goals

A fourth report that contains suggestions for reforming higher education was released in February of this year. It is by the Oklahoma Academy for State Goals. Many of the recommendations are similar to those listed in "Oklahoma's Secret Crisis," but certain of these are separately noteworthy and are listed below.

1. Tuition should be increased to 30% of the cost of higher education instruction.

Few could say that the tuition in Oklahoma has been high when compared to that charged by many other states. The State Regents have raised tuition every year for the past four years and plan on raising it more over the next two to three years. Tuition increases are now meeting greater opposition politically. It has been noted that a common percentage cannot be applied to all colleges, universities, and professional schools without serious problems.

2. \$25 million dollars should be appropriated to endow chairs at the University of Oklahoma, Oklahoma State University, and the four year colleges.

This report suggests that this money be raised on a matching-funds basis over a three to five year period.

Critics believe that this proposal favors the two comprehensive universities in that they have well established and successful fund-raising capabilities (Public Hearings before the State Regents, 1987). Indeed this has been borne out by early results of a program passed in 1988 implementing this suggestion.

Summary

As can be seen, many of these proposals are quite different from the status quo. In addition, certain of the suggestions offered by one study are different from those listed in other studies. This disagreement shows the confusion and difficulty that comprehensive reform efforts can generate.

As of this date, only a few of the suggestions in any of the reports have been acted upon by the state regents or the legislature. In December, 1988, the state regents passed a proposal that will raise the standardized test scores (ACT & SAT) required for admission to the two comprehensive universities. The legislature recently passed a \$15 million appropriation for an endowed chairs program. An appropriation has also been made to the newly created Oklahoma Council on Science and Technology (OCAST) for the support of research and technology transfer programs in business and industry. A "Centers of Excellence" program for Oklahoma higher education has also been established under OCAST. Rules for this appear to exclude colleges other than the two major universities. Most of these programs require matching funds to be provided by the recipient institution.

Critics of these programs point out their favoritism of these programs toward the two comprehensive universities both by definition and by the fund raising requirements.

There is also some concern that the constitutional body for higher education fund allocation, the Oklahoma State Regents for Higher Education, is being circumvented by a statutory agency (OCAST) in the funding of institutions.

Thus, although it appears that some changes are indeed being made in keeping with reform proposals, these are viewed with some alarm among college and university leaders. A controversial funding plan adopted by the state board in July, 1988, setting different priorities for fund allocation has been publicly denounced by a resolution signed by eighteen college and university presidents and a similar resolution by the Oklahoma House of Representatives.

At this writing, political responses from the state's legislature appear to have resulted in withdrawal of some of the more controversial aspects of the new funding system. Negative reactions of legislators may be sufficiently strong as to negate or retard other contemplated changes.

CHAPTER III

METHODOLOGY

Design and Procedures

The descriptive design was selected for this study based on the desire to measure the current attitudes and opinions toward reform in the state of Oklahoma. Gay (1981) stated that the descriptive design "answers questions about the current status of the subject of the study....it reports the way things are" (p.12).

Sample Size Determination

Mason (1983) noted that the formula for determining the minimum sample size is

$$N = \frac{z * s^2}{E}$$

Where:

N = Sample Size;

z = z score associated with the desired degree of confidence;

s = standard deviation; and

E = allowable error.

Difficulty arises when deciding what numbers to use in this equation. William Warde, professor of statistics at Oklahoma State University, suggested a standard deviation of 12, a z score of 1.96 (at the 95% confidence level), and that the allowable error should be set at 5. Based on these figures the sample size for each group should not be less than

$$N = \frac{1.96 * 12^2}{5} = 23$$

Since the actual return rate of the test instrument is unknown, and keeping the minimum required sample size in mind, an arbitrary return rate of 30% was assumed. As discussed in the population section below, a sufficient number of people were surveyed to insure that this minimum requirement would be met for all groups.

Population and Samples

The subjects, definitions, and number of each type of subject to be included in this study are as described below.

Administration

This group consists of presidents, vice presidents, deans and other administrators of Oklahoma colleges and universities. Those who were included were randomly

selected from college catalogs and personnel rosters. Three institutional types will be recognized: comprehensive universities, regional universities, and two year colleges. The survey samples will include 130 (13 x 10) from two-year colleges; 130 (10 x 13) from the regional universities; and 90 (2 x 45) from the comprehensive universities.

Faculty

This group consists of survey samples of 195 (13 x 15) from the junior colleges; 200 (10 x 20) from the regional universities; and 230 (2 x 115) faculty from the comprehensive universities. Department chairpersons will be considered as faculty for the purposes of this study. The survey samples will be selected by applying random numbers to faculty rosters obtained from the various institutions.

Business Leaders

The data base of the Office of Business and Economic Research at Oklahoma State University was utilized in the identification of a survey sample of 300 business leaders in the state. These were randomly selected from within the data base without regard to business type, size of business, or geographic location. The assumption was made that the data base itself is representative of business activity within the state.

Legislators

A questionnaire was sent to each of the 144 current members of the Oklahoma State Senate and House of Representatives.

Data Collection

A self-report research approach was used with a questionnaire being sent to each subject in the sample. The questionnaire consisted of thirty reform proposals drawn from the reports discussed previously and by consultation with the faculty of the higher education administration department at Oklahoma State University. In addition to soliciting for responses to the reform proposals, each person was also requested to supply his/her age, gender, and highest degree earned. All group members were also asked to give an assessment of his/her own level of knowledge about reform efforts in Oklahoma higher education.

The questionnaires were sent out with an accompanying cover letter explaining the purpose and the goals of the study (see Appendix A). Included in the cover letter was a request to return the questionnaire within two weeks in the self-addressed, stamped envelope provided. After two weeks passed the examination of the returned questionnaires began. A copy of the questionnaire is shown in Appendix B.

Tools of Analysis

A Likert scale [(5) Strongly Agree --- (4) Agree --- (3) Neutral --- (2) Disagree --- (1) Strongly Disagree] was used to assess the strength of the agreement or disagreement with the reform suggestions on the questionnaire.

The individual questionnaires will be tabulated using the Likert scale. A score of 150 (30 x 5) would indicate total agreement with all reform proposals while a score of 30 (30 x 1) would show total disagreement. A neutral attitude toward reform would be shown by a score of 90 (30 x 3).

After all the individual questionnaires were scored, the questionnaires were distributed into their respective subject groups (eg., faculty, business) and the analysis of the data began.

The analysis of variance statistical technique was chosen to determine if the various groups' attitudes toward reform, as measured by the Likert scores, are different from one another. Since the groups are independent of one another, and since the sample scores should be normally distributed, the requirements to use this test and get valid results should be met (Olson and Picconi, 1983; Wonnacott, 1972).

When using Analysis of Variance and the f-statistic justifies rejecting the null hypothesis that the group means are not significantly different, the task still remains to identify those means that are significantly different.

Given the small likelihood that all eight groups will be the same size, the post-hoc "Scheffe' Test" was chosen to probe for differences. Dinham (1976) wrote that "the most powerful and most generally respected technique for unequal sample sizes is Scheffe's method of contrasts" (p.234). Another benefit to using the Scheffe' test, according to Gilbert (1976), is that its validity is not compromised when the population is not normally distributed or when variances are not equal.

This test will provide information as to which groups are significantly different from one another with regard to reform attitudes and which groups are not significantly different in their views on reform and change (Dinham,1976; Green and Margersia,1979).

In addition to the foregoing, results will be tabulated by item for separate study groups and analyzed using the Chi-Square testing method. This will highlight similarities and differences among study groups on each reform item as well as reveal those items with which there is common agreement or for which there is little common acceptance. Thus the study will not only yield information on attitudes toward reform in general, but also on the specific reforms which have been proposed.

Validity

The common definition of a valid test is that it is one that examines what it is supposed to examine. The content validity of the questionnaire is of the greatest concern. Content validity is the degree to which the test measures the area that it was designed to measure. Since the content validity of a questionnaire is best determined by expert opinion, several faculty members of higher education administration were asked to assess the validity of the questionnaire used in this study (Gay, 1981). Their suggestions for change were incorporated.

Reliability

Reliability is basically defined as whether or not the test provides uniform results when used for its intended purpose. The "test-retest" method was used to assess the reliability of the questionnaire. Basically this method involves giving the test to a sample group, then waiting some period of time, and then readministering the test to the same sample group. The scores are then correlated to get a coefficient of stability. If this statistic is low, then the reliability is low. If the coefficient of stability is high, then the reliability of the test is high.

A random sample group of faculty at Northern Oklahoma College was the test group for the purpose of assessing the

reliability of the instrument used in this study. The time lapse between the two test sessions was 12 days. The calculated coefficient of reliability for the 38 people who answered the questionnaire twice was .89. It is believed that this is sufficiently high to establish the reliability of the test instrument.

Summary

The design of the study is an implementation of the search process for answers to the research questions, an outgrowth of the thesis problem itself. This chapter has presented information showing sample sizes to be adequate, study groups to be clearly identified, and the research instrument to be both valid and reliable. Selection of treatment techniques have been set forth with reference to authoritative opinion. It is believed that the study is properly grounded in accepted research procedures.

CHAPTER IV

PRESENTATION OF RESULTS

Returns of Questionnaire

As discussed in the previous chapter, the faculty lists, legislative rolls, and the business list were gathered from various sources. Random selection was used to select the names from each group to be sent a questionnaire. The number to be sent to each group was set with an awareness that a minimum number of responses must be returned in order to use analysis of variance and Chi-Square techniques properly.

One concern that must be addressed is that the return rate of 56% might weaken the results. According to Gay (1981) a 70% return rate is needed to avoid any weakening of the ability to generalize from the sample back to the population. The guaranteed confidentiality and anonymity of the participants in this study meant that it was not possible to identify nonrespondents so as to increase the return rate. Gay also notes that a return rate of 40% is the norm on one mailing, thus 56% is an exceptionally good return rate given the constraints on this study. Discussions with statis-

itician William Warde also indicated that the significance of the results, given the above, may not be significantly weakened.

The political model of change, however, does offer a rationale for accepting the validity of conclusions drawn from the statistical findings. The political model argues that most decisions are made by only a few people and that most persons involvement in the change process is transitory. Most decisions, therefore, are made by a few "core" individuals. In the case of this study, the "volunteer bias" associated with mail surveys (Olson and Picconi, 1983) may enhance the validity of the results. Those who responded to the questionnaire may be those individuals who have the most intense views and feelings on reform. These people, according to the political model, are the ones who make most decisions and so whose views would be most significant in determining the degree of favorability that reform has to a given group.

A total of 1419 questionnaires were sent, and Table I on the next page shows the number sent to each group, the number returned, and the percentage return rate.

TABLE I
QUESTIONNAIRE RETURN DATA

Group	Number Sent	Number Returned	Percentage Returned
Junior College Administration	130	85	65%
Regional University Administration	130	76	58%
Comprehensive Univ. Administration	90	58	64%
Junior College Faculty	195	103	53%
Regional University Faculty	200	158	79%
Comprehensive Univ. Faculty	230	103	45%
Business Leaders	300	109	36%
Legislators	<u>144</u>	<u>67</u>	<u>46%</u>
TOTALS	<u>1419</u>	<u>759</u>	<u>56%</u>

As the data shows, the group with the largest number of returns (and the highest return rate) is the regional university faculty. This group's return rate is 14 percentage points above that of the second highest group, the two-year college administration, and 43 percentage points above the business leader group, which had the lowest return percentage of 36%.

It is beyond the scope of this study to determine positively the reasons behind the return percentages, but it should be noted that many of the recent reform proposals, the scandals, and the funding dispute all have a direct impact on the regional universities. This may contribute to the forming of stronger opinions and a greater interest in the issues brought out by the study instrument. The low return rate from Oklahoma businesses was not unexpected since they are not usually directly involved in higher education reform to the extent that the other groups are. An exceptionally large number (300) of questionnaires was sent to this group to compensate for a possible low return rate.

Aggregate Results

As shown in Table I, a total of 759 questionnaires were returned. The results were tabulated, and the aggregate statistics of all the variables included in the study are listed below in Table II.

TABLE II
AGGREGATE STATISTICS

Variable	Mean	Median	Mode	Std. Dev.	Min	Max
Score	95.97	96	91	14.88	51	140
Knowledge	3.77	4	4	.99	1	5
Education	5.14	5	6	1.03	1	6
Age	47.61	48	47	9.15	23	73

N = 759

Recall from Chapter III that the possible score on the questionnaire ranges from a low of 30, which would show total disagreement with the reform suggestions, to a high of 150 which would represent total agreement with the reform proposals on the questionnaire. A score of 90 would signify a neutral attitude toward reform in Oklahoma higher education.

From Table II, one can see that the mean score is 95.97. From this number it appears that, overall, the groups tend to be in slightly in favor of these reform suggestions for change in Oklahoma higher education. The standard deviation shows that most scores lie within ± 14.88 of 95.97.

The mean self-reported knowledge level is 3.77. The scale on the questionnaire ran from a one, which indicated low knowledge of reform, to five which represented a high level of educational reform knowledge. Given that the median and the mode both equal four, most people surveyed rated themselves fairly high in knowledge about reform efforts in Oklahoma higher education. This relatively high level of self-reported knowledge is not surprising when the composition of the sample is taken into account (mostly educators). Of the 759 responses, 77% were from those groups which are most directly involved in higher education either as a faculty member or as an administrator. It would not seem unusual for these groups to have a high level of awareness to what has recently transpired in the area of reform.

The average educational level of the respondents is also quite high. The mean of 5.14 signifies that, on average, the educational achievement of respondents is a master's degree. The mode, at 6, indicates that the most common reported degree was a doctorate. In fact, 46% of those returning questionnaires indicated possession of a doctoral degree.

As with the knowledge variable, this high mean level of educational achievement is not surprising when the occupation of the target population is considered. When surveying groups which are mostly composed of people in higher educa-

tion, it would be surprising if the average level of achievement were not fairly high.

The mean reported age of those who returned the test instrument was 47.6 years. The standard deviation shows that 68% of the sample are from 38 to 57 years in age. One-half of the sample were over 48 years old, and the most common age was 47.

Variable Statistics

As mentioned in the research questions and in the methodology section of this study, data were collected from each respondent in five areas: gender, knowledge level, age, education level, and group membership. In order to gain a better view of the attitudes toward reform of higher education in Oklahoma, it will be useful to break the aggregate data out by each of these variables. Doing this will assist in showing whether or not reform attitudes may be associated with any of these variables.

Gender

Of the 759 respondents to the test instrument, 631 (83%) indicated that they were male, and 126 (17%) reported their gender as female. On two questionnaires the respondents failed to answer this question. Table III shows a breakdown of the variables by gender.

TABLE III
AGGREGATE STATISTICS BY GENDER

Variable	<u>MALE</u>		<u>FEMALE</u>	
	Mean	Std. Dev.	Mean	Std. Dev.
Score	96.61	15.07	92.76	13.60
Knowledge	3.82	.96	3.57	1.06
Education	5.13	1.06	5.17	.90
Age	47.98	9.09	45.81	9.26

The table shows that some differences appear to exist between the sexes. It seems that males have a slightly more favorable attitude toward reform than do females, based on their scores on the test instrument. Men also rate themselves somewhat higher in knowledge about reform in Oklahoma higher education and, on average, are about two years older.

Females seem to have a very slight lead in educational achievement over their male counterparts. Whether or not these differences are significant will be addressed in the data analysis section later on.

Knowledge Level

In the questionnaire, each person was asked to rate his or her knowledge level about reform in Oklahoma higher

education. The scale used went from a one (low knowledge) to a five (high knowledge). Table IV displays the variable statistics by knowledge level.

TABLE IV
AGGREGATE STATISTICS BY KNOWLEDGE LEVEL

Level	Score	Sex	Education	Age	Number
1	90.79	1.36	4.11	43	19
2	93.73	1.16	4.21	45	56
3	94.65	1.19	4.79	46	196
4	97.48	1.15	5.31	48	290
5	96.19	1.12	5.60	50	198

The trends shown by this table are very interesting. Favorable attitudes toward reform tend to increase as the knowledge level rises. The low of 90.79 occurs at the lowest level of knowledge, while the two highest mean scores (97.48 and 96.19) occur in those reporting a level of knowledge of 4 or 5 respectively.

The information shown by the sex variable seems to confirm the data discussed in the previous table. With a "1" representing male and a "2" representing female, we can see that the largest (percentage wise) number of women are in the lowest three levels of self-reported knowledge about reform efforts in Oklahoma. As shown in Table III, females

reported a lower level of knowledge as a group than did men. Females also had a lower group mean attitude score than did men.

It appears that the educational level of respondents increases with the level of knowledge. Those reporting a knowledge level of "1" have, on average, about a bachelor's degree. Those who rate themselves highest in knowledge about reform in higher education average a doctors degree as their highest educational achievement.

The age variable also follows this pattern of increasing along with the level of knowledge. Those who rate themselves low in knowledge appear to be younger in age than those who believe themselves to be well-informed about Oklahoma reform efforts.

Age

Age was another piece of demographic information that was collected from each respondent. Six categories were used to distribute people into based on their age. Group 1 contains those 25 and under; group 2 is 26 to 35; group 3 is 36 to 45; group 4 is 46 to 55; group 5 is 56 to 65; and group 6 contains those age 66 and up. Table V shows variable statistics by age group.

TABLE V
AGGREGATE STATISTICS BY AGE

Age	Score	Sex	Knowledge	Education	Number
1	104.50	1.50	2.75	4.50	4
2	93.75	1.24	3.36	4.88	79
3	97.89	1.18	3.70	5.06	218
4	96.54	1.15	3.91	5.30	298
5	92.40	1.13	3.91	5.12	142
6	98.00	1.11	3.78	4.66	9

Some general comments can be made from the data shown in this table. First, the mean scores appear to follow no specific pattern. The age groups which have the most favorable views toward reform in Oklahoma higher education are "1" and "3." The groups with the lowest scores are "2" and "5."

The value for the variable "Sex" shows that the percentage of women in each age group grows smaller as the age level increases. This is consistent with the finding from Table III where it was observed that female respondents were, on average, younger than their male counterparts.

As age increases, the reform knowledge level of the respondents also tends to increase, although a slight drop-off does occur in the oldest age group.

Similar to the knowledge variable, the educational achievement of the sample also tends to rise with age. The drop-off in the highest age group, however, is more severe.

Education Level

Each person who participated in this study was asked to state his/her highest level of education. The six classifications of educational achievement are: 1 = high school; 2 = some college work; 3 = Associate degree; 4 = bachelor's degree; 5 = Master's degree; and 6 = Doctoral degree. The results are summarized in Table VI.

TABLE VI
AGGREGATE STATISTICS BY EDUCATION LEVEL

Level	Score	Sex	Knowledge	Age	Number
1	93.67	1.00	2.33	48.00	3
2	93.43	1.13	2.73	49.66	30
3	94.70	1.20	2.90	46.40	10
4	96.74	1.09	3.27	46.38	123
5	91.83	1.24	3.68	45.46	241
6	98.81	1.14	4.15	49.23	352

There does not appear to be any consistent relationship between the level of education and the attitude toward reform. The most favorable views toward reform are held by

those with a doctorate, but people with a master's degree show the least favorable views of the reform proposals.

Females were at their highest percentage in the masters degree classification and at their lowest in the high school (none) and the bachelors degree classifications.

Knowledge about reform efforts in Oklahoma exhibits the clearest trend in this table. As the level of educational achievement increases, so does the level of knowledge about reform.

The age variable seems to show no pattern or relationship between age and education level. The average age was the highest in category "2" and "6", and lowest in levels "4" and "5".

Group Statistics

In this section the results are broken down into the eight groups which were included in this study. The Political Model, as discussed in Chapter II, strongly suggests that these different interest groups will have different attitudes and beliefs about higher education reform. Research questions one through six address this issue and were the main focus of this study. Table VII on the next page provides a clear picture of how the groups' aggregate statistics vary.

TABLE VII
AGGREGATE STATISTICS BY GROUP

Group	Score	Sex	Know	Educ	Age	Number
Junior College Administration	83.55	1.21	4.10	5.25	49.2	85
Regional Univ. Administration	89.89	1.24	4.18	5.49	47.8	76
Comprehensive Administration	109.28	1.07	4.40	5.71	49.2	58
Junior College Faculty	90.52	1.24	3.66	5.09	45.7	103
Regional Univ. Faculty	91.91	1.25	3.68	5.54	46.4	158
Comprehensive Faculty	109.37	1.09	4.03	5.96	48.6	103
Business Leaders	100.82	1.03	3.07	3.95	49.8	109
Legislators	96.60	1.13	3.57	3.93	43.6	67

Table VII clearly shows the similarities and differences between the groups with regard to the variables included in this study. With respect to the score on the Likert scale, the two groups that are most favorable to the reform proposals are the administrators and faculty members at the two comprehensive universities in the state, the University of Oklahoma and Oklahoma State University. The groups with the least favorable attitudes toward the reform proposals

are the two-year college administrators, the regional university administration, and the two-year college faculty respectively.

As far as gender is concerned, men outnumber women significantly in all of the groups. Three groups: regional university faculty, two-year college faculty, and regional university administration, are almost tied for having the highest percentages of women. Women are a very small percentage of the business leader and comprehensive university administrator groups.

Examining reform knowledge, it can be seen that administrators at comprehensive universities rate themselves the highest and business leaders rate themselves the lowest. Comprehensive university faculty rated themselves higher in knowledge than other faculty groups and almost as high as the administrator groups. It is not surprising that all six of the higher education groups rated themselves as being more knowledgeable about reform efforts in Oklahoma higher education than the two non-educator groups did.

The educational achievement level of group members falls into an expected pattern. The two highest mean education levels are from the comprehensive university faculty and administrators. The third and fourth highest level of achievement belong to regional university faculty and administration, and the fifth and sixth highest levels of education are from the two-year administration and faculty. Note that only at the two-year level does ad-

ministration average a higher education level than faculty. Business leaders and legislators average a bachelor's degree as their highest education level, while all educator groups have a mean level of education that is above the master's degree.

The ages of the members of the groups do not appear to lie in any clear pattern. Business leaders have the highest average age, and legislators the lowest. In the education groups the administration of each type of institution tends to be older than their faculty.

Statistical Tests

The required statistical tests outlined in the methodology section were performed, and the output from these tests are reported in this section by variable.

Gender

Since there are only two levels of this variable (male and female) analysis of variance could not be used. Instead, an independent groups t-test was performed to check if the attitudes held by males and females toward reform were different. The output from the ABSTAT computer program is shown in Appendix C-1.

The results show that the null hypothesis that there is no difference between the two means can be rejected. The T-

statistic was 2.66, $df=755$, $\alpha = .05$. Both the one- and two-tailed probabilities are well below .01.

The t-test indicates that male and females do hold significantly different views toward the specific reform proposals for Oklahoma higher education discussed in this study. Women are not as favorably disposed toward the cited reform proposals as men are.

Knowledge

Since there are five levels in the knowledge variable, analysis of variance was valid for this test. The calculations are given in Appendix C-2. Table VIII provides summary statistics.

TABLE VIII
ANOVA ON KNOWLEDGE

Source	df	Ms	F
Between	4	451.57	2.05
Within	754	220.42	
Total	758		

As is shown, a one-way analysis of variance was performed comparing the means of the five levels of know-

ledge. The F was not statistically significant ($F=2.05$, $df=4$, $P > .05$). The post-hoc Scheffe' test was performed and also indicated that the mean scores for the five levels of knowledge were not significantly different from one another.

Education

As in the other variables, a test was performed with the score on the test instrument as the dependent variable and the education level as the independent variable. Appendix C-3 contains the calculations, and Table IX gives the summary statistics.

TABLE IX
EDUCATION LEVEL ANOVA

Source	df	Ms	F
Between	5	451.6	6.80*
Within	753	220.4	
Total	758		

* $P < .05$

A one-way analysis of variance was performed comparing the means of the six levels of education. The F was statistically significant ($F = 6.80$, $df = 5$, $p < .05$). The

post-hoc Scheffe' test was calculated and indicated that the mean score for those with a masters degree (91.83) was statistically significantly different ($p < .01$) from the mean score for those with a doctorate (98.60).

Age

Recall from earlier discussion that the ages of the study groups were distributed into six categories. Appendix C-4 contains the computer generated output, and Table X summarizes the important results.

TABLE X
AGE ANOVA

Source	df	Ms	F
Between	5	697.87	3.18*
Within	753	219.12	
Total	758		

* $P < .007$

A one-way analysis of variance was performed comparing the mean scores on the test instrument of the six age levels. The F was statistically significant ($F = 3.18$, $df = 5$, $p < .05$). The Scheffe' test was performed and showed that, at the .05 level, the mean score for age level 3

(those between 36 and 45 years old) was significantly different from the mean score for age level 5 (those from 56 to 65 years of age).

Group

The principal issue addressed by this study, and discussed in the research questions, was whether or not these eight groups had differing attitudes toward the reform proposals listed on the questionnaire. The calculations involved in the determination of these differences are given in Appendix C-5. Table XI shows the necessary summary statistics.

TABLE XI
GROUP ANOVA

Source	df	Ms	F
Between	7	7562	49.36*
Within	751	153	
Total	758		

* $P < .00001$

A one-way analysis of variance was performed comparing the mean scores of the eight groups on the reform questions. The F was statistically significant ($F = 49.36$, $df = 7$, $P <$

.05). The post-hoc Scheffe' Test of Multiple Comparisons was performed, and the groups whose means are significantly different (at the .05 level) are shown in Table XII below.

TABLE XII
SIGNIFICANTLY DIFFERENT GROUPS

Group 1	Group 2	(1)-(2) Mean Diff.	Scheffe Prob.
J. C. Admin.	Comp. Admin.	-25.7	.0000
J. C. Admin.	J. C. Faculty	- 6.9	.0404
J. C. Admin.	Regional Faculty	- 8.4	.0008
J. C. Admin.	Comp. Faculty	-25.8	.0000
J. C. Admin.	Bus. Leaders	-17.3	.0000
J. C. Admin.	Legislators	-13.0	.0000
Regional Admin.	Comp. Admin.	-19.4	.0000
Regional Admin.	Comp. Faculty	-19.5	.0000
Regional Admin.	Bus. Leaders	-10.9	.0000
Comp. Admin.	J. C. Faculty	18.8	.0000
Comp. Admin.	Regional Faculty	17.4	.0000
Comp. Admin.	Bus. Leaders	8.5	.0143
Comp. Admin.	Legislators	12.7	.0000
J. C. Faculty	Comp. Faculty	-18.8	.0000
J. C. Faculty	Bus. Leaders	-10.3	.0000
Regional Faculty	Comp. Faculty	-17.5	.0000
Regional Faculty	Bus. Leaders	- 8.9	.0000
Comp. Faculty	Bus. Leaders	8.6	.0008
Comp. Faculty	Legislators	12.8	.0000

As can be seen, the number of significant differences is very high. Out of a possible twenty-eight differences, this study reveals that nineteen (68%) were statistically significant. The table presents the data clearly, but an

even better picture of what did and did not occur may be obtained by discussing each group individually.

The first group shown is composed of two-year college administrators. In comparing their mean score on the reform proposals with the other groups, significant differences were found to exist in six out of seven (86%) of the comparisons. The only group whose mean score was not significantly different from the two-year college administrators was the group composed of the regional university administration.

When comparing the regional university administrators' mean score with the other seven groups, significant differences were found in only 3 (43%) of the comparisons. This group's mean score on the questionnaire was not statistically significantly different from two-year college administration, two-year college faculty, regional university faculty, or the legislator's mean scores.

The score of the comprehensive university administrators group was found to differ significantly in six out of seven (86%) of the comparisons made. The comprehensive university faculty was the only group whose score was not found by the Scheffe' test to be significantly different from the administrators' score.

Two-year college faculty were found to differ significantly with the other groups' mean scores in four out seven (57%) of the comparisons. No significant differences were found between the two-year college faculty and the

regional university administration, regional university faculty, and the legislator groups.

In seven comparisons, the mean score of regional university faculty were found to be statistically significantly different from four (57%) of the other groups. Significant differences were not found to exist between this group and regional university administration, two-year college faculty, or legislators.

Six out of seven (86%) of the Scheffe' test group comparisons found significant differences between comprehensive university faculty and the other groups. The non-significant result occurred between this group and the comprehensive university administrator group.

The business leaders' group score was significantly different from other groups in six out of seven (86%) of the comparisons. This group's mean score was not significantly different from the mean score of the legislators.

The last group was composed of members of the state legislature. Significant differences were found to exist in only three of the seven (43%) possible comparisons. No significant differences were found between legislators and regional university administration, two-year college faculty, regional university faculty, and business leaders.

Looking at educator groups vs. non-educator group comparisons, Table XII shows that out of thirteen comparisons, nine (69%) revealed significant differences between these two broad groups. In most cases the non-

educator groups were more in favor of the reform proposals than the educator groups were.

Educator vs. educator group comparisons show that ten out of the possible fifteen (66%) group comparisons were significant. Administrators differed significantly from other administrators in two out of three (66%) of the cases. Administrators' scores were significantly different from faculty scores in six out of nine (64%) of the possible comparisons, and finally, faculty differed from other faculty in two out of three (66%) of the Scheffe' comparisons.

Chi-Square Analysis

As discussed in the research questions, one objective of this study is to identify groups that have similar or different attitudes toward each of the thirty reform proposals on the test instrument.

To accomplish this goal, the chi-square test of significance was selected to check for significant differences. The purpose of the chi-square statistic is to determine how well an observed set of data fit an expected set. The chi-square tells if there is a significant difference between these two sets of data. The null hypothesis is that there is no significant difference.

The chi-square test can be weakened by having cells with very small expected values. In early examination of

the data collected, it was noted that in some comparisons this might be a problem. Oklahoma State University statistician William Warde suggested that this would not cause any significant loss of validity in these comparisons. Suggested precautions that were followed in the analysis were the collapsing of cells to increase the expected values (when applicable) and the use of the .01 level of confidence instead of the .05 level.

Dr. Warde also assisted in advising on the proper layout of reporting chi-square results. Given the large number of chi-square tests performed in the analysis of the data (840), the method of presentation for each of the reform proposals was to have a table showing the cell percentages in the body of the paper, and listing the chi-square statistics in the appendix. This method was used and the chi-square statistics are shown in Appendix D. The cell percentages were rounded to the nearest integer.

In all of the chi-square tests, except where noted, the degrees of freedom were equal to four $(rows-1)(columns-1)$. For those comparisons in which cells were collapsed, the degrees of freedom was three. For all tests where $df = 4$, the critical value associated with a .01 level of confidence is 13.33; for $df = 3$, the value is 11.34. Any chi-square result that is reported as being significant in this section has a statistic that is greater than the associated critical value. In these cases the null hypothesis, that there is no

difference between the observed and expected responses to a proposed reform, can be rejected.

Specific Reforms Chi-Square

Analysis

1. Major changes are needed in Oklahoma higher education.

Two-Year college administrators' responses to this question (shown in Table XIII) were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the regional university administrators.

Regional university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administration and faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college and regional university administrators.

TABLE XIII
 MAJOR CHANGES NEEDED
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin	16	59	9	15	0
Reg. Admin	30	47	7	12	4
Comp. Admin	60	33	7	0	0
JC Faculty	47	42	8	3	1
Reg. Faculty	44	41	9	6	1
Comp. Faculty	68	26	3	2	1
Business Leaders	49	34	10	6	2
Legislators	40	45	12	3	0
Averages	44	41	8	6	1

Two-year college faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

Regional university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and the comprehensive university faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one that was not significantly different were the comprehensive university administrators.

Business leader's responses to this question were found to be significantly different from one (29%) of the other study groups. The one group that was significantly different were the two-year college administrators. Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and the comprehensive university faculty.

Descending rank order in favorableness toward this proposal by groups were: comprehensive university faculty, comprehensive university administration, legislators and business leaders and regional university faculty are tied for third, two-year faculty, regional university administration, and two-year college administrators.

2. Quality, rather than access, should be the focus of reform of higher education in Oklahoma.

Two-year college administrators' responses to this question (shown in Table XIV) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administration, two-year college faculty, and legislators.

TABLE XIV
 QUALITY AS THE FOCUS OF REFORM
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	5	39	22	30	5
Reg. Admin.	18	41	16	18	7
Comp. Admin.	53	24	12	5	5
JC Faculty	19	38	17	22	2
Reg. Faculty	23	47	16	11	3
Comp. Faculty	55	31	4	7	3
Business Leaders	36	43	15	6	1
Legislators	18	36	30	15	3
Averages	28	37	17	14	4

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administration and faculty, and Oklahoma business leaders.

Comprehensive university administrators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty and business leaders.

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were signi-

ificantly different were the comprehensive university administrators and faculty, and business leaders.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, and comprehensive university administrators and faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administration.

Business leader's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university administrators and faculty.

Legislators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, comprehensive university faculty, and business leaders.

Descending rank order in favorableness toward this proposal by groups were: comprehensive university faculty, comprehensive university administrators, business leaders, regional university faculty, two-year college faculty,

legislators, regional university administrators, and two-year college administrators.

3. Oklahoma has more of problem with the location of its colleges than with the total number of colleges.

Two-year college administrators' responses to this question (shown in Table XV) were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the two-year college faculty.

Regional university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university faculty, and the two-year college administrators and faculty.

Two-year college faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the two-year college administrators and the legislators.

TABLE XV
LOCATION VERSUS NUMBER OF COLLEGES
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	13	36	16	27	7
Reg. Admin.	7	18	11	41	24
Comp. Admin.	0	14	10	43	33
JC Faculty	9	29	26	30	6
Reg. Faculty	4	17	23	41	15
Comp. Faculty	4	7	17	37	35
Business Leaders	7	11	18	48	16
Legislators	1	16	27	43	12
Averages	6	18	18	39	19

Regional university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, business leaders, and legislators.

Comprehensive university faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the regional university administrators and the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly

different were the two-year college administrators and faculty, and legislators.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and business leaders.

From high to low in degree of favorableness to this proposal were: two-year college administrators, two-year college faculty, regional faculty, legislators, business leaders, regional administrators, comprehensive faculty, and comprehensive administrators.

4. Oklahoma can adequately support the two comprehensive universities in their drive for national prominence without adverse effects on other institutions.

Two-year college administrators' responses to this question (shown in Table XVI) were found to be significantly different from none of the other study groups.

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, regional university faculty, and the comprehensive university faculty.

TABLE XVI
 SUPPORT OF UNIVERSITIES WITHOUT
 ADVERSE EFFECTS ON OTHER INSTITUTIONS
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	12	28	8	32	20
Reg. Admin.	7	24	8	21	41
Comp. Admin.	22	33	9	26	10
JC Faculty	13	37	4	37	16
Reg. Faculty	9	27	8	32	24
Comp. Faculty	14	17	13	34	23
Business Leaders	17	39	14	21	9
Legislators	10	39	7	36	7
Averages	13	30	9	29	19

Comprehensive university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the regional university administrators.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university administration and the comprehensive university faculty.

Regional university faculty's responses to this question were found to be significantly different from one

(14%) of the other study groups. The one group that was significantly different was the business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college faculty and the two non-educator groups.

Business leaders' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university administrators, and the faculty from the regional and comprehensive universities.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university administration and comprehensive university faculty.

From high to low in degree of favorableness to this proposal were: business leaders, comprehensive administrators, legislators, two-year faculty, two-year administrators, regional faculty, comprehensive faculty, and regional administration.

5. The term "reform" seems to be used by some to justify political tampering with the system of higher education in Oklahoma.

Two-year college administrators' responses to this question (shown in Table XVII) were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and the legislators.

TABLE XVII
"REFORM" AS POLITICAL TAMPERING
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	26	47	21	4	2
Reg. Admin.	33	33	24	6	4
Comp. Admin.	12	19	31	26	12
JC Faculty	32	40	20	8	0
Reg. Faculty	27	41	25	6	2
Comp. Faculty	12	26	44	8	11
Business Leaders	19	27	15	36	4
Legislators	10	33	22	27	7
Averages	21	33	26	15	5

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and the legislators.

Comprehensive university administrators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty and legislators.

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and the legislators.

Regional University faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administration, faculty, and the legislators.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and the group composed of legislators.

Legislators' responses to this question were found to be significantly different from six (86%) of the other study

groups. The one group that was not significantly different was the comprehensive university administrators.

From high to low in degree of favorableness toward this proposal were: two-year faculty, two-year administrators, regional administrators, business leaders, comprehensive faculty, legislators, and comprehensive administration.

6. Every college and university should have its own governing board of regents.

Two-year college administrators' responses to this question (shown in Table XVIII) were found to be significantly different from five (71%) of the other study groups. The two that were not significantly different were the two-year college faculty and business leaders.

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three that were not significantly different were the comprehensive university administrators, regional university faculty, and comprehensive university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three that were significantly different were the two-year college administrators, regional university faculty, and comprehensive university faculty.

TABLE XVIII
GOVERNING BOARDS FOR EACH INSTITUTION
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
J.C. Admin.	6	24	6	18	16
Reg. Admin.	7	9	13	29	42
Comp. Admin.	7	7	16	33	38
JC Faculty	24	33	10	20	13
Reg. Faculty	11	16	9	41	23
Comp. Faculty	5	16	22	32	25
Business Leaders	17	28	15	28	12
Legislators	4	13	24	46	12
Averages	14	18	14	31	23

Two-year college faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two that were not significantly different were the two-year college administration and business leaders.

Regional University faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three that were significantly different were the two-year college administrators, two-year college faculty, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three that were

significantly different were the two-year college administrators and faculty, and business leaders.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three that were not significantly different were the two-year college administrators and faculty, and legislators.

Legislators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three that were not significantly different were the comprehensive university administrators, regional university faculty, and comprehensive university faculty.

From high to low in degree of favorableness toward this proposal were: two-year administrators, two-year faculty, business leaders, regional faculty, legislators, comprehensive faculty, comprehensive administrators, and regional administrators.

7. The term "university" should be reserved for only the two comprehensive universities.

Two-year college administrators' responses to this question (shown in Table XIX) were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the

regional university administrators, faculty, and comprehensive university faculty.

Regional university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the regional university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university administrators and faculty.

TABLE XIX
RESERVATION OF TERM "UNIVERSITY"
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	25	20	13	28	14
Reg. Admin.	8	5	12	29	46
Comp. Admin.	36	29	14	14	7
JC Faculty	25	25	15	25	10
Reg. Faculty	8	14	10	34	34
Comp. Faculty	52	20	13	13	12
Business Leaders	19	27	15	36	4
Legislators	13	27	16	33	10
Averages	23	21	14	27	17

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university administrators, faculty, and comprehensive university faculty.

Regional university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the regional university administrators.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university administration, faculty, and comprehensive university faculty.

Legislators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university administration, faculty, and comprehensive university faculty.

Descending rank order in favorableness toward this reform by group were: comprehensive university faculty,

comprehensive administrators, two-year faculty, business leaders, two-year administrators, legislators, regional faculty, and regional administrators.

8. The state regents, rather than local governing boards, should prescribe criteria for selection of new presidents.

Two-year college administrators' responses to this question (shown in Table XX) were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the regional university and comprehensive university administration.

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university administrators, two-year college administrators, and two-year college faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university faculty, business leaders, and legislators.

TABLE XX
SELECTION CRITERIA
FOR NEW PRESIDENTS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	8	11	4	32	46
Reg. Admin.	11	20	7	29	34
Comp. Admin.	7	26	12	26	29
JC Faculty	10	30	14	29	17
Reg. Faculty	13	30	18	25	15
Comp. Faculty	17	27	25	22	8
Business Leaders	14	39	20	24	3
Legislators	12	34	31	16	6
Averages	12	27	16	25	20

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administration, business leaders, and the legislators.

Regional university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the administrators of two-year colleges and regional universities.

Comprehensive university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were

significantly different were the administrator groups from all three types of colleges.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional and comprehensive university faculty, and the legislators.

Legislators' responses to this question were found to be significantly different from four (43%) of the other study groups. The three groups that were not significantly different were the regional and comprehensive university faculty, and the group composed of business leaders.

From high to low in favorableness toward this reform, the order of the groups were: business leaders, legislators, comprehensive faculty, regional faculty, two-year faculty, comprehensive administrators, regional administrators, and two-year administrators.

9. Oklahoma has too many colleges and universities.

Two-year college administrators' responses to this question (shown in Table XXI) were found to be significantly different from all seven of the other study groups.

TABLE XXI
EXCESSIVE NUMBER OF COLLEGES AND UNIVERSITIES
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	5	8	12	28	47
Reg. Admin.	18	28	11	25	18
Comp. Admin.	60	22	9	9	0
JC Faculty	8	17	18	36	21
Reg. Faculty	17	28	15	25	15
Comp. Faculty	68	23	3	4	2
Business Leaders	31	17	13	32	7
Legislators	21	34	9	25	10
Averages	29	22	11	23	15

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administration, comprehensive university administrators, and comprehensive university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from five (71%) of

the other study groups. The two groups that were not significantly different were the regional university administrators and faculty.

Regional university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, two-year college faculty, and legislators.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the administrators of the comprehensive universities.

Business leaders' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the regional university administrators and legislators.

Legislators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, faculty, and business leaders.

The order of the groups in the degree of favorableness toward this proposal were: comprehensive faculty, comprehensive administrators, business leaders, legislators,

regional faculty, regional administrators, two-year faculty, and two-year administrators.

10. The University Center at Tulsa should be allowed to become a free-standing university.

Two-year college administrators' responses to this question (shown in Table XXII) were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the business leaders.

TABLE XXII

THE UNIVERSITY CENTER AT TULSA
AS A FREE-STANDING UNIVERSITY
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	11	24	19	28	19
Reg. Admin.	5	29	20	21	25
Comp. Admin.	5	14	12	24	45
JC Faculty	10	26	36	14	15
Reg. Faculty	4	23	32	25	16
Comp. Faculty	11	20	17	27	24
Business Leaders	11	23	41	16	9
Legislators	13	15	37	22	12
Averages	9	22	27	22	21

Regional university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the business leaders.

Comprehensive university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, and the comprehensive university administrators and faculty.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administration and faculty.

Regional university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administration.

Comprehensive university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college faculty and business leaders.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other

study groups. The three groups that were not significantly different were the faculty from the two-year colleges, regional universities, and the legislators.

Legislators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administrators.

The rank of the groups in degree of favorableness toward this reform proposal were: business leaders, two-year faculty, legislators, two-year administrators, regional faculty, regional administrators, comprehensive faculty, and comprehensive administrators.

11. The state regents should clarify and distinguish the missions for each level of higher education.

Two-year college administrators' responses to this question (shown in Table XXIII) were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administrators.

Regional university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administrators.

Comprehensive university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university faculty, business leaders, and the legislators.

Two-year college faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administrators.

TABLE XXIII

CLARIFICATION OF MISSIONS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	26	61	7	6	0
Reg. Admin.	22	50	16	7	5
Comp. Admin.	57	43	0	0	0
JC Faculty	27	54	12	5	10
Reg. Faculty	20	61	8	9	2
Comp. Faculty	39	47	11	3	1
Business Leaders	35	54	8	2	1
Legislators	37	49	7	4	1
Averages	33	52	9	5	3

Regional university faculty's responses to this question were found to be significantly different from two

(29%) of the other study groups. The two groups that were significantly different were the comprehensive university administrators and faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the regional university faculty.

Business leaders' responses to this question were found to be significantly different from none of the other groups in this study.

Legislators' responses to this question were found to be significantly different from none of the other study groups.

From high to low in degree of favorableness toward this proposal, the order of the groups were: comprehensive administrators, business leaders, comprehensive faculty, legislators, two-year administrators, two-year faculty, regional faculty, and regional administration.

12. Opportunity for access to higher education should be maintained geographically even at some additional costs.

Two-year college administrators' responses to this question (shown in Table XXIV) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were

the regional university administration, faculty, and two-year college faculty.

TABLE XXIV
OPPORTUNITY FOR ACCESS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	35	47	6	9	2
Reg. Admin.	21	43	14	13	8
Comp. Admin.	5	21	5	45	24
JC Faculty	21	47	16	14	3
Reg. Faculty	25	45	9	17	3
Comp. Faculty	4	25	13	37	21
Business Leaders	7	33	14	37	9
Legislators	12	55	21	7	4
Averages	16	40	12	22	9

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and business leaders.

Comprehensive university administrators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty and business leaders.

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university faculty, administrators, and business leaders.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the administrators and faculty from the comprehensive universities, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university administrators and business leaders.

Business leaders' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty and the legislators.

Legislators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, two-year college faculty, and regional university faculty.

Descending rank order in degree of favorableness toward this proposal by groups were: two-year administrators,

regional faculty, two-year faculty, legislators, regional administrators, business leaders, comprehensive faculty, and comprehensive administrators.

13. The number of governing boards should be reduced from seventeen to one board for all two-year colleges, one for all regional universities, and one for each major university.

Two-year college administrators' responses to this question (shown in Table XXV) were found to be significantly different from all seven (100%) of the other study groups.

Regional university administrators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the two-year college faculty and regional university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the administrators from the two-year colleges and regional universities, plus the two-year faculty.

TABLE XXV
REDUCTION OF GOVERNING BOARDS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	5	14	1	15	65
Reg. Admin.	14	34	12	20	20
Comp. Admin.	33	21	21	21	5
JC Faculty	10	24	13	21	32
Reg. Faculty	16	39	17	18	10
Comp. Faculty	36	39	16	8	2
Business Leaders	21	28	28	19	5
Legislators	10	22	39	19	9
Averages	18	28	18	18	19

Two-year college faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the regional university administrators.

Regional university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional and comprehensive university administration, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from six

(86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university administrators, regional university faculty, and legislators.

Legislators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university administration and business leaders.

The order of the groups in degree of favorableness toward this proposal were: comprehensive faculty, comprehensive administration, business leaders, regional faculty, legislators, regional administrators, two-year faculty, and two-year administrators.

14. State funding should be set aside to attract and retain "star" faculty at the two major universities.

Two-year college administrators' responses to this question (shown in Table XXVI) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were

the regional university administrators, two-year college faculty, and regional university faculty.

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, faculty, and regional university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty, and business leaders.

TABLE XXVI
ATTRACTION AND RETENTION OF "STAR" FACULTY
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	0	21	21	40	18
Reg. Admin.	7	21	12	41	18
Comp. Admin.	45	36	10	9	0
JC Faculty	5	24	17	34	20
Reg. Faculty	7	30	18	26	19
Comp. Faculty	37	35	12	11	6
Business Leaders	25	46	15	15	0
Legislators	16	33	27	16	7
Averages	18	31	17	24	11

Two-year college faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, regional university administrators, and regional university faculty.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, and the comprehensive university faculty and administration.

Comprehensive university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university administrators, business leaders, and legislators.

Business leaders' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the faculty and administrators from the two comprehensive universities.

Legislators' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly

different were the faculty from the regional and comprehensive universities.

From high to low the order of the groups in degree of favorableness toward this proposal were: comprehensive administrators, comprehensive faculty, business leaders, legislators, regional faculty, two-year faculty, regional administrators, and two-year administrators.

15. The state regents should establish priorities for extra funding, even though these may not be distributed equitably among all institutions.

Two-year college administrators' responses to this question (shown in Table XXVII) were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators and faculty, and business leaders.

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, comprehensive university faculty, and business leaders.

TABLE XXVII
EXTRA FUNDING PRIORITIES
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	4	49	7	29	11
Reg. Admin.	5	41	12	24	18
Comp. Admin.	53	40	3	3	0
JC Faculty	7	44	11	25	14
Reg. Faculty	10	47	6	27	9
Comp. Faculty	46	50	3	1	1
Business Leaders	22	61	8	8	0
Legislators	12	43	13	21	10
Averages	20	47	8	17	8

Comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the business leaders.

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and business leaders.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were

significantly different were comprehensive university administrators, faculty, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the administrators from the comprehensive universities.

Business leaders' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Legislators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive administrators, faculty, and business leaders.

From high to low the order of the groups in degree of favorableness toward this proposal were: comprehensive administrators, comprehensive faculty, business leaders, legislators, regional faculty, two-year faculty, two-year administrators, and regional administrators.

16. Special funding should be set aside for endowed chairs at regional and comprehensive universities.

Two-year college administrators' responses to this question (shown in Table XXVIII) were found to be sig-

nificantly different from six (86%) of the other study groups. The one group that was not significantly different was the two-year college faculty.

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, comprehensive university administrators, and comprehensive university faculty.

Comprehensive university administration's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the comprehensive university faculty and the legislators.

TABLE XXVIII
 ENDOWED CHAIRS
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	0	31	29	27	13
Reg. Admin.	13	51	12	16	8
Comp. Admin.	43	40	9	9	0
JC Faculty	7	31	16	31	16
Reg. Faculty	8	45	23	16	8
Comp. Faculty	37	37	10	9	8
Business Leaders	17	51	23	8	1
Legislators	21	46	22	6	4
Averages	18	41	18	15	7

Two-year college faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the two-year college and regional university administrators.

Regional university faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the regional university administration and the members of the legislature.

Comprehensive university faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the university administrators and the legislature.

Business leaders' responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the regional university administrators and the legislators.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and faculty.

From high to low the order of the groups by degree of favorableness toward this proposal were: comprehensive administrators, comprehensive faculty, business leaders,

legislators, regional administrators, regional faculty, two-year faculty, and two-year administrators.

17. Tuition charged to students should be doubled or tripled if necessary to cover 30% of the costs of providing higher education.

Two-year college administrators' responses to this question (shown in Table XXIX) were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and the Oklahoma business leaders.

TABLE XXIX
TUITION INCREASES
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	2	21	5	47	25
Reg. Admin.	7	41	8	29	16
Comp. Admin.	21	38	17	16	9
JC Faculty	7	24	17	37	16
Reg. Faculty	7	25	16	35	16
Comp. Faculty	21	29	19	27	3
Business Leaders	11	31	12	31	15
Legislators	7	27	18	31	16
Averages	10	30	14	32	15

Regional university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college faculty, administrators, and regional university faculty.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administrators and faculty.

Regional university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administrators and faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from two (29%) of the other

study groups. The two groups that were significantly different were the two-year administrators and the comprehensive university faculty.

Legislators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university faculty.

From strongest to weakest the order of the groups by level of agreement with this proposal was: comprehensive administrators, comprehensive faculty, business leaders, regional administrators, legislators, regional faculty, two-year faculty, and two-year administrators.

18. Institutions should compete against one another for state funds.

Two-year college administrators' responses to this question (shown in Table XXX) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, two-year college faculty, and regional university faculty.

Regional university administrators' responses to this question were found to be significantly different from one

(14%) of the other study groups. The one group that was significantly different was the business leaders.

Comprehensive university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year administrators and regional university faculty.

TABLE XXX
COMPETITION FOR STATE FUNDS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	1	8	9	40	41
Reg. Admin.	4	20	16	33	28
Comp. Admin.	5	28	21	22	24
JC Faculty	10	14	15	44	26
Reg. Faculty	0	14	18	41	27
Comp. Faculty	8	30	17	31	14
Business Leaders	8	26	23	36	7
Legislators	4	22	16	37	19
Averages	5	20	17	36	23

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and business leaders.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the comprehensive university administrators, faculty, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, faculty, and regional university faculty.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university administrators, legislators, and comprehensive university faculty.

Legislators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

From strongest to weakest the order of the groups by level of agreement with this proposal was: business leaders, comprehensive faculty, comprehensive administrators, legislators, regional administrators, two-year faculty, regional faculty, and two-year administrators.

19. Local ad valorem tax districts should be created for all two-year colleges.

Two-year college administrators' responses to this question (shown in Table XXXI) were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university faculty and business leaders.

TABLE XXXI
CREATION OF TAX DISTRICTS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	14	32	21	15	18
Reg. Admin.	7	28	30	25	11
Comp. Admin.	19	41	28	7	5
JC Faculty	17	33	25	15	11
Reg. Faculty	5	30	41	16	8
Comp. Faculty	15	36	28	13	9
Business Leaders	3	34	28	29	6
Legislators	7	37	15	30	10
Averages	11	34	27	19	10

Regional university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university administrators.

Comprehensive university administrators' responses to this question were found to be significantly different from

four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, faculty, and comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university faculty and business leaders.

Regional university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administrators, comprehensive university faculty, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the business leaders.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the legislators, and the regional university administrators and faculty.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different

were the comprehensive university administrators and faculty.

From strongest to weakest the order of the groups by level of agreement with this proposal was: comprehensive administrators, comprehensive faculty, two-year faculty, two-year administrators, regional faculty, legislators, business leaders, and regional administrators.

20. Decisions on merit pay funding should be transferred from local institutional discretion to the state board level.

Two-year college administrators' responses to this question (shown in Table XXXII) were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the business leaders and legislators.

Regional university administrators' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college faculty, business leaders, and legislators.

TABLE XXXII
 MERIT PAY FUNDING
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	2	7	13	32	46
Reg. Admin.	3	4	13	37	43
Comp. Admin.	7	5	5	24	59
JC Faculty	9	18	17	27	29
Reg. Faculty	4	21	10	35	30
Comp. Faculty	2	8	12	29	50
Business Leaders	8	24	28	39	2
Legislators	1	18	37	34	9
Averages	5	13	17	32	34

Comprehensive university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college and regional university administrators, and comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the two-year college administrators and regional university faculty.

Regional university faculty's responses to this question were found to be significantly different from four

(57%) of the other study groups. The three groups that were not significantly different were the two-year college and regional university administrators, and two-year college faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the administrators of the three types of institutions.

Business leaders' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the legislators.

Oklahoma legislator's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the business leaders in Oklahoma.

From high to low the order of the groups by level of agreement with this proposal was: business leaders, legislators, two-year faculty, two-year administrators, regional administrators, comprehensive faculty, and comprehensive administrators.

21. Additional funding for research at the two major universities should be given even though it might mean reducing the funds available to other institutions.

Two-year college administrators' responses to this question (shown in Table XXIII) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university administration, two-year college faculty, and regional university faculty.

TABLE XXXIII
RESEARCH FUNDING
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	0	2	11	41	46
Reg. Admin.	4	4	5	43	43
Comp. Admin.	47	34	9	10	0
JC Faculty	2	15	10	37	37
Reg. Faculty	2	8	11	41	39
Comp. Faculty	46	46	7	1	1
Business Leaders	11	38	16	31	5
Legislators	7	28	16	33	15
Averages	15	22	11	30	23

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators, faculty, and regional university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college administrators and the two groups from the regional universities.

Regional university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college and regional university administration, and the two-year college faculty group.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the administration from the two comprehensive universities.

Business leaders' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the legislators.

Legislators' responses to this question were found to be significantly different from six (86%) of the other study

groups. The one group that was not significantly different was the business leaders.

From highest to lowest the order of the groups by level of agreement with this proposal was: comprehensive faculty, comprehensive administrators, business leaders, legislators, two-year faculty, regional faculty, regional administrators, and two-year administrators.

22. Funding of each college or university should be based on considerations other than enrollments and programs.

Two-year college administrators' responses to this question (shown in Table XXXIV) were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administration and faculty.

Regional university administrators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university administration and faculty.

TABLE XXXIV
ALTERNATIVE METHOD FOR FUNDING
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	16	33	12	33	6
Reg. Admin.	20	32	16	25	8
Comp. Admin.	52	33	9	7	0
JC Faculty	15	35	16	27	8
Reg. Faculty	16	41	13	22	8
Comp. Faculty	49	39	8	4	1
Business Leaders	8	35	26	28	4
Legislators	12	40	19	24	4
Averages	24	36	15	21	5

Comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and administrators.

Regional university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were

significantly different were the administrators and faculty from the comprehensive universities.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and administrators.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the faculty and administrators from the two comprehensive universities.

From strongest to weakest the order of the groups by level of agreement with this proposal was: comprehensive faculty, comprehensive administrators, regional faculty, legislators, regional administrators, two-year faculty, two-year administrators, and business leaders.

23. The quality of Oklahoma higher education is strengthened by the active recruitment of out-of-state and foreign students.

Two-year college administrators' responses to this question (shown in Table XXXV) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college faculty, business leaders, and legislators.

Regional university administrators' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the regional university faculty, business leaders and legislators.

TABLE XXXV
OUT-OF-STATE AND FOREIGN STUDENT RECRUITMENT
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	0	32	22	35	11
Reg. Admin.	11	51	9	21	8
Comp. Admin.	34	47	9	7	3
JC Faculty	6	25	21	34	14
Reg. Faculty	14	39	16	22	8
Comp. Faculty	43	35	13	9	1
Business Leaders	7	35	17	36	6
Legislators	10	31	24	23	12
Averages	16	37	16	23	8

Oklahoma's comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the regional university administrators, and the faculty and administration from the comprehensive universities.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, comprehensive university administrators, and comprehensive university faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and administrators.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the faculty and administration from the comprehensive universities.

From highest to lowest the order of the groups by level of agreement with this proposal was: comprehensive faculty, comprehensive administrators, regional administrators, regional faculty, legislators, business leaders, two-year administrators, and two-year faculty.

24. The state regents should set aside additional funding for graduate student fellowships at the universities.

Two-year college administrators' responses to this question (shown in Table XXXVI) were found to be significantly different from five (71%) of the other study groups. The two groups that were not significantly different were the two-year college faculty and the legislators.

Regional university administrators' responses to this question were found to be significantly different from three (57%) of the other study groups. The three groups that were significantly different were the two-year college and comprehensive university administrators, and the comprehensive university faculty.

TABLE XXXVI
GRADUATE STUDENT FELLOWSHIPS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	0	46	26	24	5
Reg. Admin.	14	49	14	14	8
Comp. Admin.	45	40	9	7	0
JC Faculty	7	43	23	19	8
Reg. Faculty	14	51	21	13	1
Comp. Faculty	58	31	4	7	0
Business Leaders	9	55	22	12	2
Legislators	6	50	28	10	6
Averages	19	46	18	13	4

Comprehensive university administrators' responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university faculty.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and administrators.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were

significantly different were the two-year college administrators, comprehensive university faculty, and the administrators from the comprehensive universities.

Comprehensive university faculty's responses to this question were found to be significantly different from six (86%) of the other study groups. The one group that was not significantly different was the comprehensive university administrators.

Business leaders' responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college and comprehensive university administrators, and comprehensive university faculty.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and administration.

From strongest to weakest in level of agreement toward this proposal the order of the groups was: comprehensive faculty, comprehensive administrators, regional faculty, business leaders, regional administrators, legislators, two-year faculty, and two-year administrators.

25. Universities should require students to pass a comprehensive examination before they can graduate.

Two-year college administrators' responses to this question (shown in Table XXXVII) were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the business leaders.

TABLE XXXVII
 COMPREHENSIVE EXAM
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	4	41	25	24	7
Reg. Admin.	16	39	16	22	7
Comp. Admin.	17	22	26	26	9
JC Faculty	16	46	15	18	6
Reg. Faculty	13	33	22	22	9
Comp. Faculty	11	30	29	24	6
Business Leaders	23	37	18	20	2
Legislators	15	30	34	15	6
Averages	14	35	23	21	7

Regional university administrators' responses to this question were found to be significantly different from none (0%) of the other study groups.

Comprehensive university administrators' responses to this question were found to be significantly different from none (0%) of the other study groups.

Two-year college faculty's responses to this question were found to be significantly different from none of the other study groups.

Regional university faculty's responses to this question were found to be significantly different from none (0%) of the other study groups.

Comprehensive university faculty's responses to this question were found to be significantly different from none (0%) of the other study groups.

Business leaders' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

Legislators' responses to this question were found to be significantly different from none (0%) of the other study groups.

From strongest to weakest the order of the groups by level of agreement with this proposal was: business leaders, two-year faculty, regional administrators, legislators, regional faculty, comprehensive faculty, comprehensive administrators, and two-year college administrators.

26. There should be a statewide foreign language requirement for the bachelor's degree.

Two-year college administrators' responses to this question (shown in Table XXXVIII) were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college faculty, regional university faculty, and legislators.

TABLE XXXVIII
FOREIGN LANGUAGE REQUIREMENT
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	4	39	14	36	7
Reg. Admin.	13	29	14	36	8
Comp. Admin.	16	34	14	24	12
JC Faculty	17	34	17	17	17
Reg. Faculty	15	28	14	28	15
Comp. Faculty	19	25	19	24	12
Business Leaders	14	34	20	27	6
Legislators	10	36	31	15	7
Averages	14	32	18	26	11

Regional university administrators' responses to this question were found to be significantly different from none of the other study groups.

Comprehensive university administrators' responses to this question were found to be significantly different from none of the other study groups.

Two-year college faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

Regional university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the legislators.

Comprehensive university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

Business leaders' responses to this question were found to be significantly different from none (0%) of the other study groups.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and regional university faculty.

From highest to lowest the order of the groups by level of agreement with this proposal was: legislators, business leaders, comprehensive faculty, two-year faculty, comprehensive administrators, regional administrators, regional faculty, and two-year faculty.

27. Remedial coursework should be assigned exclusively to the two-year colleges.

Two-year college administrators' responses to this question (shown in Table XXXIX) were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university administrators, two-year college faculty, and comprehensive university faculty.

TABLE XXXIX
REMEDIAL COURSEWORK
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	27	49	4	15	5
Reg. Admin.	17	25	11	32	16
Comp. Admin.	16	41	14	24	5
JC Faculty	25	33	7	30	5
Reg. Faculty	18	27	7	39	9
Comp. Faculty	28	37	18	14	3
Business Leaders	21	28	27	24	0
Legislators	18	33	18	25	6
Averages	21	34	13	25	6

Regional university administrators' responses to this question were found to be significantly different from three

(43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, comprehensive university faculty, and business leaders.

Comprehensive university administrators' responses to this question were found to be significantly different from none of the other study groups.

Two-year college faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the business leaders.

Regional university faculty's responses to this question were found to be significantly different from three (43%) of the other study groups. The three groups that were significantly different were the two-year college administrators, comprehensive university faculty, and business leaders.

Comprehensive university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the regional university administration and faculty.

Business leaders' responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the comprehensive university faculty, administrators, and legislators.

Legislators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the two-year college administrators.

From strongest to weakest the order of the groups by level of agreement with this proposal was: two-year administrators, comprehensive faculty, business leaders, two-year faculty, comprehensive administrators, legislators, regional faculty, and regional administrators.

28. Academic admissions requirements should be raised for entering freshmen at the two comprehensive universities.

Two-year college administrators' responses to this question (shown in Table XL) were found to be significantly different from none of the other study groups.

Regional university administrators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university faculty.

Comprehensive university administrators' responses to this question were found to be significantly different from none of the other groups included in this study.

TABLE XL
ACADEMIC ADMISSIONS REQUIREMENTS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	25	55	12	7	1
Reg. Admin.	24	49	13	11	4
Comp. Admin.	43	41	7	3	5
JC Faculty	30	45	11	14	1
Reg. Faculty	25	46	13	15	2
Comp. Faculty	50	37	8	4	2
Business Leaders	26	46	11	16	2
Legislators	21	48	12	18	1
Averages	31	46	11	11	2

Two-year college faculty's responses to this question were found to be significantly different from none (0%) of the other study groups.

The regional university faculty's responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university faculty.

Comprehensive university faculty's responses to this question were found to be significantly different from four (57%) of the other study groups. The three groups that were not significantly different were the two-year college

administrators, comprehensive university administrators, and two-year college faculty.

Business leaders' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the faculty of the two comprehensive universities.

Legislators' responses to this question were found to be significantly different from one (14%) of the other study groups. The one group that was significantly different was the comprehensive university faculty.

From highest to lowest the order of the groups by level of agreement with this proposal was: comprehensive faculty, comprehensive administrators, two-year administrators, two-year faculty, business leaders, regional administrators, regional faculty, and legislators.

29. Students should be required to pass proficiency exams in English and mathematics at the end of the sophomore year.

Two-year college administrators' responses to this question (shown in Table XLI) were found to be significantly different from none of the other study groups.

Regional university administrators' responses to this question were found to be significantly different from none of the other study groups.

TABLE XLI
 PROFICIENCY EXAMS
 (CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	13	55	15	13	4
Reg. Admin.	18	45	14	16	7
Comp. Admin.	10	64	14	9	3
JC Faculty	19	64	9	6	2
Reg. Faculty	20	51	15	11	4
Comp. Faculty	19	39	25	15	2
Business Leaders	25	54	9	12	0
Legislators	10	49	25	9	6
Averages	17	53	16	11	4

Comprehensive university administrators' responses to this question were found to be significantly different from none of the other study groups.

Two-year college faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and the legislators.

Regional university faculty's responses to this question were found to be significantly different from none of the other study groups.

Comprehensive university faculty's responses to this question were found to be significantly different from two

(29%) of the other study groups. The two groups that were significantly different were the two-year college faculty and business leaders.

Business leaders' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the comprehensive university faculty and legislators.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college faculty and business leaders.

From strongest to weakest the order of the groups by level of agreement with this proposal was: two-year faculty, business leaders, regional faculty, comprehensive administrators, comprehensive faculty, two-year administrators, regional administrators, and legislators.

30. Limits should be placed on the number of entering freshmen at the two comprehensive universities.

Two-year college administrators' responses to this question (shown in Table XLII) were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the legislators and business leaders.

TABLE XLII
ENROLLMENT LIMITS
(CELL PERCENTAGES BY GROUP)

Group	SA	A	N	D	SD
JC Admin.	25	41	15	15	4
Reg. Admin.	21	28	22	24	5
Comp. Admin.	16	26	16	31	12
JC Faculty	15	30	25	23	7
Reg. Faculty	15	42	20	18	6
Comp. Faculty	16	28	19	27	10
Business Leaders	9	25	17	39	10
Legislators	7	24	21	36	12
Averages	16	31	19	27	8

Regional university administrators' responses to this question were found to be significantly different from none of the other study groups.

Comprehensive university administrators' responses to this question were found to be significantly different from none of the other study groups.

Two-year college faculty's responses to this question were found to be significantly different from none of the other study groups.

Regional university faculty's responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were sig-

nificantly different were the business leaders and legislators.

Comprehensive university faculty's responses to this question were found to be significantly different from none of the other study groups.

Business leaders' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were significantly different were the two-year college administrators and regional university faculty.

Legislators' responses to this question were found to be significantly different from two (29%) of the other study groups. The two groups that were different were the two-year college administrators and regional university faculty.

From highest to lowest the order of the groups by level of agreement with this proposal was: two-year administrators, regional faculty, regional administrators, two-year faculty, comprehensive faculty, comprehensive administrators, business leaders, and legislators.

Summary

This chapter has presented information showing a return of 56 percent of the study questionnaires, with males constituting the majority of respondents and most respondents being educated at either the master's or doctoral level.

Institutional constituencies rated themselves to be knowledgeable of issues while legislators and business leaders professed only moderate knowledge about reform efforts. At each level administrators believed themselves to be more knowledgeable than faculties.

Women were in general less in favor of the reform proposals and tended to rate themselves as being less knowledgeable.

Educational level and rated knowledgeability tended to be positively related. Self-rated knowledgeability and favor toward proposed reforms tended to be positively related. However, these relationships may be the result of the tendency for major university constituencies to hold the characteristics in common: higher educational level, higher self-rated knowledge, and more favorable views toward cited reforms.

Descending rank order in favorableness toward named reforms by groups were: comprehensive university faculty, comprehensive university administration, business leaders, legislators, regional university faculty, two-year college faculty, regional university administration, and two-year college administration. Comprehensive university faculty and administrators are significantly separated from other groups and are highly favorable toward the reform proposals. Two-year college administrators fall to the opposite end of the continuum with only regional university administration blending toward their views. This blending continues upward

with two-year college and regional faculty to include legislators. Business leaders are above, but similar to legislators, and different from either the university groups above or the preceding groups below. Thus, the continuum of favorableness tends to demonstrate some clustering at the highly favorable, moderately favorable, and least favorable levels of agreement.

Although there were none of the thirty suggested reforms on which significant differences of opinion were not found among groups, there were items on which differences were principally in level of agreement or disagreement. As examples, most groups tended to respond positively toward major changes being needed in Oklahoma higher education, more stress on quality as a point of focus, the need for institutional mission refinement, that reform may be used to justify political tampering, that funding should consider other elements rather than enrollments, additional funding for graduate fellowships, assignment of the remedial function to two-year colleges, raising admissions requirements at comprehensive universities, and that students should pass proficiency exams in mathematics and English at the end of the sophomore year.

Groups were common in their disfavor of institutions competing against one another for funding, and toward merit salary decisions being made at the state board level rather than the institutional level.

Significant variability was found among responses of groups toward other proposed reforms such as: changing the number of colleges, supporting the two comprehensive universities without harming other institutions, the number of governing boards of regents, the future of the University Center at Tulsa, the importance of access to higher education, setting aside funding for "star" faculty at the two comprehensive universities, establishment of funding priorities, endowed chairs, tuition changes, the creation of ad valorem tax districts for two-year colleges, extra funding for research at the comprehensive universities, recruitment of out-of-state students, the need of a comprehensive exam for the bachelors degree, foreign language requirements, and the placing of limits on the enrollment of freshmen at the two comprehensive colleges.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

From the preceding chapter in which research results were presented and analyzed statistically, certain findings were noted. These are divided sectionally for clarity.

Research Group Characteristics

1. The overall average of scored responses to the questionnaire was at the near neutral level.

2. The total study group perceived itself to be moderately knowledgeable of issues, averaged a master's degree in education, were in their upper forties in age, and were mostly male.

3. Persons rating themselves more knowledgeable of issues tended to be more favorable toward the cited reforms.

4. Persons with a higher educational level tended to rate themselves as more knowledgeable, and women tended to rate themselves as less knowledgeable than men. Older

persons tended to rate themselves as more knowledgeable than did those younger.

5. Female respondents tended to be younger.

6. Persons holding a doctorate were more favorable toward stated reforms while those with the master's degree were least favorable. This may be the result of institutional identification rather than level of education.

7. From low to high in agreement with the reform statements in aggregate, the groups were as follows: two-year college administrators, regional university administrators, two-year college faculty, regional university faculty, legislators, business leaders, comprehensive university administrators, and comprehensive university faculty.

8. Females tended to be least represented in the comprehensive university administration, comprehensive university faculty, and the business leaders groups.

9. Administrators' self-reported knowledge level tended to exceed that of other groups. Comprehensive university faculty saw themselves as being more knowledgeable than did other faculty groups. Legislators tended to believe themselves more knowledgeable than did business leaders, but both were generally below the education groups.

10. Comprehensive university administrators and faculty showed to have a higher educational level than other groups, while legislators and business leaders had the lowest level of education as would be expected.

11. Administrators and faculty from the same type of institution tended to be on the same side of any given reform proposal, the exception (twice, proposal 4 and 8) being the comprehensive university groups. Significant differences in attitude might exist on a reform proposal, but it was almost always a matter of the degree of favorableness or unfavorableness in which both groups held that proposal.

Aggregate Statistical Findings

1. Males and females are statistically different in their aggregate responses to the reform items, with men being more favorable. This may be a corollary of institutional group identification.

2. There were no significant differences among the mean reform scores for the five levels of knowledge.

3. Doctoral degree holders were found to have a significantly more favorable score toward reform than master's degree holders. This may be result of institutional group identification.

4. In aggregate scores on the reform items:

- A. Two-year college administrators were not significantly different from regional university administration.
- B. Two-year college administrators were significantly different from: comprehensive

university administrators, two-year college faculty, regional university faculty, comprehensive university faculty, business leaders and legislators.

- D. Regional university administrators were not significantly different from two-year college administrators, two-year college faculty, regional university faculty, and legislators.
- E. Regional university administrators were significantly different from comprehensive administration, comprehensive faculty, and business leaders.
- F. Comprehensive administrators were not significantly different from comprehensive faculty.
- G. Comprehensive administrators were significantly different from two-year administrators, regional university administrators, two-year college faculty, regional faculty, business leaders, and legislators.
- H. Two-year college faculty were not significantly different from regional administrators, regional faculty, and legislators.
- I. Two-year faculty were significantly different from two-year administrators, comprehensive administrators, comprehensive faculty, and business leaders.

- J. Regional university faculty were not significantly different from regional administration, two-year college faculty, and legislators.
- K. Regional university faculty were significantly different from two-year administrators, comprehensive administrators, comprehensive faculty, and business leaders.
- L. Comprehensive university faculty were not significantly different from the comprehensive university administrators.
- M. Comprehensive university faculty were significantly different from two-year college administrators, regional university administrators, two-year college faculty, regional university faculty, business leaders, and legislators.
- N. Business leaders were not significantly different from legislators.
- O. Business leaders were significantly different from two-year college administrators and faculty, comprehensive university administrators and faculty, and regional university administrators and faculty.
- P. Legislators were not significantly different from regional university administrators, two-year college faculty, and business leaders.

- Q. Legislators were significantly different from two-year administrators, and the comprehensive university administrators and faculty.

Findings from Responses to
Specific Reform Items

1. All groups agree that major changes are needed in Oklahoma higher education, but there are significant differences in level of agreement with two-year college and regional administrators being significantly less in strength of agreement than comprehensive university administrators and faculty.

2. As to whether quality rather than access should be the focus of reform, there was general agreement. Comprehensive university and the business leader groups favored this statement much more than did the other groups.

3. Comprehensive university groups disagree that the state has more of a problem with location than with the number of colleges. Other groups ranged from neutrality to mild disagreement in their average scores.

4. Business leaders were more of the opinion that Oklahoma can support the two comprehensive universities in their drive for national prominence without adverse effects on other institutions than were most other groups. The regional university groups and comprehensive university

faculty were significantly lower in agreement, while legislators tended to be neutral.

5. Two-year college, regional university, and business leaders groups believe that "reform" is being used by some to justify political tampering with higher education. The legislators and comprehensive university groups tend to average in the neutral zone in their responses.

6. Two-year college groups and the business leader group are neutral to the proposal that every college and university should have its own governing board, while regional university groups, comprehensive university groups, and legislators disagree.

7. Groups are divergent in their views on reserving the term "university" for only the two comprehensive universities. The regional university groups are significantly in opposition, and the comprehensive university groups are strongly in favor. The other groups tend toward neutrality on this issue.

8. All administrator groups are opposed to the state regents prescribing criteria for the selection of institutional presidents. The other groups are relatively neutral in average responses.

9. Comprehensive university administrators and faculty strongly agree that the state has too many colleges and universities while two-year college groups disagree. Other groups tend to average in the neutral zone.

10. Comprehensive university administrators are more opposed to the University Center at Tulsa becoming a free-standing university, followed by comprehensive university faculty and regional university administrators. Other groups tend toward neutrality, and no group favors this proposal.

11. All study groups were in agreement with the need for the state regents to clarify the missions for each level of higher education, with comprehensive administration showing a significantly higher degree of agreement than other groups.

12. Two-year college groups, regional university groups, and legislators endorsed the view that opportunity for access to higher education should be maintained geographically even at added cost. Comprehensive university groups were less favorable.

13. Two-year college groups were opposed to the reduction of governing boards from 17 to one for all two-year colleges, one for regional universities, and one for each major university, while comprehensive university groups and business leaders favored this proposal. Regional university groups and legislators averaged in the neutral zone.

14. Comprehensive university groups and business leaders strongly favor setting aside funds to attract and retain "star" faculty at the two major universities. Regional university and two-year college administrators and two-year

college faculty are opposed, while legislators and regional university faculty tend to average neutrality.

15. Comprehensive university groups and business leaders favor the establishment of priorities for extra funding, even though these may not be distributed equitably among all institutions. All other groups tended toward neutrality in their responses.

16. All groups other than the two-year college groups favored the setting aside of funds for endowed chairs at regional and comprehensive universities.

17. No group agreed with the proposal for doubling or tripling student fees if necessary to cover 30 percent of educational costs. The two-year college groups are opposed, and the others hover on the "disagree" side of neutral in their averages.

18. Most groups are opposed to institutions competing against one another for state funds. Comprehensive university faculty and business leaders scores were essentially neutral on this issue.

19. Comprehensive university administrators favor local ad valorem tax districts for two-year colleges while all other groups average neutral their scores.

20. No groups favor transferring decisions on merit pay funding from institutional discretion to the state regents. All educational groups were significantly opposed to this proposal, while business leaders and legislators tended to average a neutral position.

21. Responses were sharply divided to the proposal for giving additional funding for research at the two major universities even though it might mean reducing the funds available to other institutions. Comprehensive university groups significantly favor this, regional and two-year college groups significantly oppose it, and legislators and business leaders are different from both and have taken a neutral position.

22. Comprehensive university groups are strongly in favor of funding based upon considerations other than enrollments and programs, while all other groups register positions only slightly on the positive side of neutral on this issue.

23. Comprehensive administrators and faculty believe that the quality of Oklahoma higher education is enhanced by the recruitment of out-of-state and foreign students. These comprehensive university groups are significantly different from all other groups, which tend to hold in a neutral position.

24. Comprehensive groups strongly and significantly favor setting aside funding for graduate student fellowships at the universities, while regional university groups, business leaders, and legislators are significantly more favorable to this proposal than two-year college groups which average responses only slightly on the positive side of neutral.

25. Business leaders are moderately in favor of requiring students to pass a comprehensive exam before they can graduate. They are significantly different from other groups which tend toward a neutral position or just slightly favorable position on this issue.

26. While significant differences exist among groups about the requirement of a foreign language for the bachelor's degree, their differences are essentially within the neutral zone. This proposal has no definite endorsement from any group.

27. All groups other than the regional university ones favor the assignment of remedial coursework exclusively to the two-year colleges, and these regional university groups tend to be neutral to this proposal.

28. All groups favor raising admissions standards for entering freshmen at the two major universities. Comprehensive university faculty give this the strongest support and legislators support this the least.

29. All groups favor requiring students to pass proficiency exams in English and Mathematics at the end of the sophomore year, with two-year college faculty and business leaders giving significantly greater strength of endorsement to this proposal than did other groups.

30. The proposal to place limits on the number of entering freshmen at the two comprehensive universities received a modest endorsement from two-year college administrators while being modestly opposed by legislators and

business leaders. Other groups' responses averaged in the neutral zone.

Conclusions

General Conclusions

Since the inception of this research, efforts to implement change in Oklahoma higher education have resulted in a broadening schism in institutional ranks and, in some instances, conflicts between institutional leaders and the state coordinating board. These struggles have had political overtones, with legislators expressing their displeasure with state board actions. However, at the time of this writing it appears that the state regents have seen the need for a slower, more deliberative change process, and that little can be accomplished in areas so controversial that both educational and political forces align in opposition.

There are several very general conclusions which may be drawn from the findings stated in the previous section.

Among these are:

1. There is a general perception that educational "reform" may at times be a disguised political ploy. Thus, there is some suspicion of reform movements and reform proposals.

2. Perceived threats to institutional well-being, perceived diversions of funds for special purposes, and

perceived self-interests and territory all appear to be of great importance in determining the position of institutional groups on various reform proposals.

Since a number of these reform proposals would tend to enhance the status of the comprehensive universities, it is understandable that these reform suggestions would receive favor there but less so among other institutional groups.

3. Some institutional groups are willing to "reform" the environment of others while favoring the status quo for their own sector. An illustration of this is the divergence of views on the governing board system. Those who are governed by individual boards favor this for others while those under a multiple arrangement favor that as a "reform" for others.

4. Comprehensive university groups are most favorable toward the proposed changes while two-year college and regional university groups were least favorable. The views of legislators tended to be more similar to regional and two-year college groups, while those of business leaders tended toward those of the major university groups in favoring change. This may be a result of the constituent sources and source groups making the reform proposals upon which this research is based.

5. While all groups agreed with the view that major changes are needed in Oklahoma higher education, this chorus tends to dissolve when specific proposals for change are addressed. It would appear that each group has its own

agenda for change, that most proposals are not congruent with the agendas of regional and two-year college groups, and that certain of these proposals are unlikely to achieve legislative endorsement.

Conclusions With Policy Implications

One goal of this research has been to determine which, if any, proposals may find common acceptance among the study groups and which may be least acceptable. Controversial proposals have the least likelihood of implementation without disruption, while favored suggestions and those with the least organized opposition among interest groups have the greatest probability of successful implementation. Observations made relative to this general goal are presented in the remainder of this section.

Issues upon which there appears to be some level of positive consensus include the following:

1. Major changes are needed in higher education.
2. Quality should be the focus of reform.
3. Reform is used by some to justify political tampering with higher education.
4. Institutional missions should be clarified.
5. Geographic access should be maintained.
6. State regents should establish funding priorities.

7. Endowed chairs for comprehensive and regional universities should be supported.
8. Considerations other than enrollments and programs should be involved in funding.
9. Additional funding should be provided for graduate fellowships.
10. The remedial function should be assigned to the two-year colleges.
11. Admissions requirements should be raised at the two comprehensive universities.
12. Proficiency exams in English and mathematics should be required at the end of the sophomore year.

Issues upon which there appears to be some level of negative consensus include the following:

1. Location rather than the number of colleges is a principal issue.
2. The state can adequately support the two major universities in a drive for national prominence without adverse effects on the rest of the system.
3. Every college should have its own governing board.
4. State regents should prescribe criteria for selection of presidents.
5. The University Center at Tulsa should become a free-standing university.

6. Tuition should be doubled or tripled to reach 30 percent of institutional cost.
7. Institutions should compete for state funding.
8. Merit pay decisions should be made at the state level.

Proposals which failed to garner any consistency of approval or disapproval from the study groups include the following:

1. Two-year colleges should have local ad valorem tax districts.
2. Quality is enhanced by the recruitment of out-of-state and foreign students.
3. Universities should require a comprehensive exam for graduation.
4. The bachelor's degree should have a foreign language requirement.
5. Limits should be placed on the number of entering freshmen at the comprehensive universities.

Issues which appear to generate conflict include the following:

1. The term "university" should be reserved for only the two comprehensive universities.
2. Oklahoma has too many colleges and universities.

3. The number of governing boards should be reduced.
4. State funding should be set aside to attract and retain "star" faculty at the two comprehensive universities.
5. Additional funding should be provided for research at the two comprehensive universities even though this might reduce funding of other institutions.

Recommendations

The preceding section has identified a number of reform issues upon which there is some positive consensus. These appear to be potentially the most fruitful areas for policy study and development. It is recommended that groups involved in the reform process concentrate initially on these. Exemplary progress has already be demonstrated in two of these consensus areas: endowed chairs and admissions standards. This validates the view that the implementation of change is smoother in areas in which there is little organized opposition.

This research has also identified some reform proposals which would be extremely difficult to implement because of generally strong opposition from most interest groups. Movements which infringe upon institutional autonomy, reorganize governance systems, or drastically alter structure and relationships will tend to attract strong resistance.

Some proposals lack any organized constituency of support. These are simply not consistently attractive within any group. Thus, it would be difficult to overcome inertia and generate enthusiasm for sustaining such diverse proposals as tax districts for two-year colleges or the foreign language requirement for a bachelor's degree.

Efforts to implement other proposals would likely lead to conflict and schisms within the state system. Among the more divisive areas are changes in the funding allocation system and diversion of funds for special purposes. Opposition may be expected to develop among certain constituencies when any funding change is perceived as benefiting another type of institution. These conflicts tend to grow beyond the confines of the education arena into the political arena as each group seeks outside support for its position.

The results of this research tend to support the following additional recommendations for policy development, change, or implementation:

1. The process of policy development or change should include the participation of various institutional constituencies. Change should seldom be based on unilateral recommendations of any single institutional or external interest group.

2. Any changes in funding allocations and priorities are particularly likely to generate conflicts among institutional interest groups. New funding plans should be imple-

mented only after careful research and consultation to minimize divisiveness.

3. Given the disparity of views on reforms between and among comprehensive university, regional university, and two-year college groups, an effort should be made to bring these groups together in search of common agreement on change measures beneficial to the total system.

4. As long as reform proposals are perceived in their aggregate as benefiting any one type of institution, implementation will be difficult. Sets of reform proposals must be sufficiently flexible in nature as to include balances and compromises among institutional interests. Proposals for drastic changes are least likely to be successful.

Recommendations for Future Research

1. It is suggested that the Oklahoma State Regents for higher education and other interested individuals or groups utilize the findings of this study as a reference for policy development and as a point of departure for further studies. For example, the finding that all agree that change is needed but that there is little agreement on what change is best may indicate that a state regent sponsored conference might serve to find areas of common agreement.

2. All groups agree that major changes are needed, yet the present study has shown that most current reform pro-

posals are not broadly supported. A research effort should be made to identify alternative reforms and changes which may be more generally acceptable.

3. Most groups agree that funding allocation should be based upon considerations beyond enrollments and programs, yet they tend to reject most of the special proposals for priority. Further research is needed on alternative funding arrangements in an effort to identify and refine commonly acceptable changes.

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APPENDIXES

APPENDIX A

COVER LETTER

APPENDIX A

March 13, 1989

Dr. John Smith
President
Southern Oklahoma College
Collegetown, OK 74776

Dr. Smith:

Enclosed please find a questionnaire on the subject of reform in Oklahoma higher education. I would greatly appreciate a response to the questions asked, and a return in the self-addressed stamped envelope that is provided. The information gathered will be used as part of my doctoral study in the area of higher education administration at Oklahoma State University. For my dissertation, I am trying to determine the attitudes toward reform proposals that are held by various interest groups within the state.

To accomplish this objective, I am sending questionnaires to faculty and administrators in higher education, leaders in business, and legislators in Oklahoma. Confidentiality and anonymity are guaranteed. Data will be presented in aggregate form only. An abstract of the results will be provided to all individuals who participate in the study. Thank you for your help.

Sincerely,

Edwin R. Vineyard

cc: John J. Gardiner, Chair and Adviser
Doctoral Committee

APPENDIX B
QUESTIONNAIRE

1	Opinionnaire on Oklahoma Higher Education Reform Proposals					1				
Instructions:										
A number of recommendations have been made for change and reform of higher education in Oklahoma. Following are some statements representing a position on specific proposals which have been suggested. Please indicate your level of agreement or disagreement with each of these by placing a "X" in the appropriate box to the right of each statement according to the following code:										
SA = Strongly Agree D = Disagree A = Agree SD = Strongly Disagree N = Neutral										
General						SA	A	N	D	SD
1. Major changes in Oklahoma higher education are needed.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Quality, rather than access, should be the focus of reform of higher education in Oklahoma.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Oklahoma has more of a problem with the location of its colleges than with the total number of colleges.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Oklahoma can adequately support the two comprehensive universities in their drive for national prominence without adverse effects on other institutions.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The term "reform" seems to be used by some to justify political tampering with the system of higher education in Oklahoma.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governance and Structure										
6. Every college and university should have its own governing board of regents.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The term "university" should be reserved for only the two comprehensive universities.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The state regents, rather than local governing boards, should prescribe criteria for selection of new presidents.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Oklahoma has too many colleges and universities.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The University Center at Tulsa should be allowed to become a free-standing university.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The state regents should clarify and distinguish the missions for each level of higher education.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Opportunity for access to higher education should be maintained geographically even at some additional costs.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	N	D	SD
13. The number of governing boards should be reduced from 17 to one board for all two-year colleges, one for all four-year and regional universities, and one for each major university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding					
14. State funding should be set aside to attract and retain "star" faculty at the two major universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The state regents should establish priorities for extra funding, even though these may not be distributed equitably among all institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Special funding should be set aside for endowed chairs at regional and comprehensive universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Tuition charged to students should be doubled or tripled if necessary to cover 30% of the costs of providing higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Institutions should compete against one another for state funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Local ad valorem tax districts should be created for all two-year institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Decisions on merit pay funding should be transferred from local institutional discretion to the state board level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Additional funding for research at the two major universities should be given even though it might mean reducing the funds available to other institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Funding of each college or university should be based on considerations other than enrollments and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Admissions and Advancement					
23. The quality of Oklahoma higher education is strengthened by the active recruitment of out-of-state and foreign students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The state regents should set aside additional funding for graduate student fellowships at the universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Universities should require students to pass a comprehensive exam before they can graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. There should be a statewide foreign language requirement for the bachelor's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	N	D	SD
27. Remedial coursework should be assigned exclusively to the two-year colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Academic admissions requirements should be raised for entering freshmen at the two comprehensive universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Students should be required to pass proficiency exams in English and mathematics at the end of the sophomore year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Limits should be placed on the number of entering freshmen at the two comprehensive universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. To what extent do you feel knowledgeable about higher education reform efforts in Oklahoma? (1 = low knowledge, 5 = high knowledge)

1 2 3 4 5

Demographic Information

It will help in the analysis of the data if you would please supply the following information about yourself.

Age: _____ Sex: M ___ F ___

Highest Educational Level: High School _____
 Some college _____
 Associate _____
 Bachelors _____
 Masters _____
 Doctorate _____

APPENDIX C

ABSTAT ANALYSIS OF VARIANCE

APPENDIX C-1

GENDER T-TEST

ABstat 5.11
file: A:SURVEY.AB6 version:5

COMMAND: TIND MISSING VALUE TREATMENT: PAIRWISE

*** INDEPENDENT T TEST ***

FOR VARIABLE; Score
SUBSETS IN VARIABLE Sex
WITH VALUES 1 AND 2

FOR SUBSETS:		MEAN	STD DEVIATION	N
	1	96.6197	15.0718	631
	2	92.7619	13.6449	126

T STATISTIC = 2.66320
DEGREES OF FREEDOM = 755
ONE-TAILED PROB = 0.0040
TWO-TAILED PROB = 0.0079

APPENDIX C-2

KNOWLEDGE ANOVA

ABstat 5.11

COMMAND: ANOVA MISSING VALUE TREATMENT: LISTWISE

*** 1-WAY ANALYSIS OF VARIANCE WITH NO REPLICATIONS ***

DEPENDENT VARIABLE: Score

FACTOR	VARIABLE	# OF LEVELS
A	Know	5

SOURCE	DF	SUM OF SQUARES	MEAN OF SQUARES	F
PROB				
A	4	1806.28	451.571	2.04873
0.0858				
RESIDUAL	754	166193	220.415	
TOTAL	758	167999		

CELL MEANS / STANDARD DEVIATIONS FOR MAXIMUM PROB OF 0.1000

FACTOR: A

A	MEAN	STD. DEV.	CELL N
1	90.7895	13.2438	19
2	93.7321	9.58501	56
3	94.6531	12.8997	196
4	97.4862	14.2647	290
5	96.1869	18.4044	198

SCHEFFE TEST FOR GROUPS WITH SIGNIFICANT DIFFERENCES

GROUP ONE	GROUP TWO	MEAN DIFFERENCE	PROB
3	4	-2.83315	0.3729

--no differences significant to 0.1000
above line is the most significant difference

APPENDIX C-3

EDUCATION ANOVA

COMMAND: ANOVA MISSING VALUE TREATMENT: LISTWISE

*** 1-WAY ANALYSIS OF VARIANCE WITH NO REPLICATIONS ***

DEPENDENT VARIABLE: Score

FACTOR	VARIABLE	# OF LEVELS			
A	Educ	6			
SOURCE	DF	SUM OF SQUARES	MEAN OF SQUARES	F	
PROB					
A	5	7253.33	1450.67	6.79551	
0.0000					
RESIDUAL	753	160746	213.474		
TOTAL	758	167999			

CELL MEANS / STANDARD DEVIATIONS FOR MAXIMUM PROB OF 1.0000

FACTOR: A

A	MEAN	STD. DEV.	CELL N
1	93.6667	9.45163	3
2	93.4333	11.1035	30
3	94.7000	9.52249	10
4	96.7398	13.0678	123
5	91.8340	14.4137	241
6	98.8068	15.6056	352

SCHEFFE TEST FOR GROUPS WITH SIGNIFICANT DIFFERENCES

GROUP ONE	GROUP TWO	MEAN DIFFERENCE	PROB
5	6	-6.97279	0.0000

APPENDIX C-4

AGE ANOVA

ABstat 5.11

file: A:SURVEY.AB6 version:5

COMMAND: ANOVA MISSING VALUE TREATMENT: LISTWISE

*** 1-WAY ANALYSIS OF VARIANCE WITH NO REPLICATIONS ***

DEPENDENT VARIABLE: Score

FACTOR	VARIABLE	# OF LEVELS
A	Age	6

SOURCE	DF	SUM OF SQUARES	MEAN OF SQUARES	F
PROB				
A	5	3489.32	697.863	3.18488
RESIDUAL	744	163024	219.118	
TOTAL	749	166513		

CELL MEANS / STANDARD DEVIATIONS FOR MAXIMUM PROB OF 1.0000

FACTOR: A

A	MEAN	STD. DEV.	CELL N
1	104.500	11.3578	4
2	93.5696	14.8916	79
3	97.8899	13.7152	218
4	96.5436	15.1150	298
5	92.4014	15.7872	142
6	98.0000	13.8022	9

SCHEFFE TEST FOR GROUPS WITH SIGNIFICANT DIFFERENCES

GROUP ONE	GROUP TWO	MEAN DIFFERENCE	PROB
3	5	5.48850	0.0383

APPENDIX C-5

GROUP ANOVA

COMMAND: ANOVA MISSING VALUE TREATMENT: LISTWISE

*** 1-WAY ANALYSIS OF VARIANCE WITH NO REPLICATIONS ***

DEPENDENT VARIABLE: Score

FACTOR	VARIABLE	# OF LEVELS
A	Group	8

SOURCE	DF	SUM OF SQUARES	MEAN OF SQUARES	F
PROB				
A	7	52935.1	7562.16	49.3566
RESIDUAL	751	115064	153.215	
TOTAL	758	167999		

CELL MEANS / STANDARD DEVIATIONS FOR MAXIMUM PROB OF 0.1000

FACTOR: A

A	MEAN	STD. DEV.	CELL N
1	83.5529	11.4606	85
2	89.8816	12.0044	76
3	109.276	11.0148	58
4	90.5243	13.5595	103
5	91.9051	12.6852	158
6	109.369	11.3102	103
7	100.817	13.0343	109
8	96.5970	12.8477	67

APPENDIX C-5 (Continued)

GROUP ANOVA

ABstat 5.11

file: A:SURVEY.AB6 version:5

SCHEFFE TEST FOR GROUPS WITH SIGNIFICANT DIFFERENCES

GROUP ONE	GROUP TWO	MEAN DIFFERENCE	PROB
1	3	-25.7229	0.0000
1	4	-6.97133	0.0404
1	5	-8.35212	0.0008
1	6	-25.8160	0.0000
1	7	-17.2636	0.0000
1	8	-13.0441	0.0000
2	3	-19.3943	0.0000
2	6	-19.4874	0.0000
2	7	-10.9349	0.0000
3	4	18.7516	0.0000
3	5	17.3708	0.0000
3	7	8.45935	0.0143
3	8	12.6788	0.0000
4	6	-18.8447	0.0000
4	7	-10.2922	0.0000
5	6	-17.4639	0.0000
5	7	-8.91145	0.0000
6	7	8.55242	0.0008
6	8	12.7719	0.0000

APPENDIX D

CHI-SQUARE STATISTICS

TABLE XLIII

MAJOR CHANGES NEEDED
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	8.41	24.88	24.93	22.52	54.32	27.14	14.58
G2-REG AD		17.75	10.28	9.26	27.55	9.32	8.48
G3-COMP AD			4.43	6.78	3.93	5.69	6.29
G4-JC FAC				1.33	10.23	2.34	1.85
G5-REG FAC					15.72	1.93	1.97
G6-COMP FAC						10.66	15.57
G7-BUS LEAD							3.85
G8-LEG							

TABLE XLIV

QUALITY AS THE FOCUS OF REFORM
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	9.94	48.09	10.73	24.51	64.99	42.32	10.79
G2-REG AD		19.72	2.84	5.05	29.49	16.14	4.57
G3-COMP AD			24.05	20.52	4.95	9.61	20.59
G4-JC FAC				6.48	35.23	16.91	4.67
G5-REG FAC					30.87	7.10	7.05
G6-COMP FAC						14.34	36.24
G7-BUS LEAD							14.82
G8-LEG							

TABLE XLV

LOCATION VERSUS NUMBER OF COLLEGES
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	17.04	30.60	3.84	20.77	42.71	23.80	17.45
G2-REG AD		5.27	19.65	7.39	9.14	5.62	10.26
G3-COMP AD			32.46	13.79	5.89	11.41	11.66
G4-JC FAC				12.36	40.16	19.24	10.19
G5-REG FAC					17.84	4.20	1.71
G6-COMP FAC						11.58	14.75
G7-BUS LEAD							5.66
G8-LEG							

TABLE XLVI

SUPPORT OF UNIVERSITIES WITHOUT
ADVERSE EFFECTS ON OTHER INSTITUTIONS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	9.02	5.08	6.38	0.73	4.20	9.90	5.61
G2-REG AD		18.51	27.37	7.60	11.02	28.48	21.78
G3-COMP AD			5.26	10.43	10.77	2.43	4.43
G4-JC FAC				12.02	18.71	11.01	1.43
G5-REG FAC					5.07	18.37	9.43
G6-COMP FAC						20.00	15.34
G7-BUS LEAD							6.04
G8-LEG							

TABLE XLVII

"REFORM" AS POLITICAL TAMPERING
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	3.86	31.04	5.04	1.54	24.04	9.83	27.90
G2-REG AD		20.11	4.95	2.46	17.81	12.47	23.27
G3-COMP AD			33.62	35.13	10.92	21.99	11.61
G4-JC FAC				3.67	32.41	12.30	30.63
G5-REG FAC					26.21	8.44	36.94
G6-COMP FAC						14.93	29.10
G7-BUS LEAD							25.38
G8-LEG							

TABLE XLVIII

GOVERNING BOARDS FOR EACH INSTITUTION
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	34.68	30.89	5.30	29.84	39.78	13.29	38.60
G2-REG AD		0.65	35.90	11.95	7.56	29.00	17.57
G3-COMP AD			31.22	9.03	5.38	24.02	12.86
G4-JC FAC				25.61	31.93	3.76	30.04
G5-REG FAC					11.45	15.32	12.86
G6-COMP FAC						18.53	5.95
G7-BUS LEAD							15.82
G8-LEG							

TABLE XLIX

RESERVATION OF THE TERM "UNIVERSITY"
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	27.51	7.65	1.58	21.07	24.02	8.79	4.16
G2-REG AD		46.03	41.22	5.85	80.19	54.46	27.92
G3-COMP AD			4.41	44.80	5.87	11.77	12.07
G4-JC FAC				34.10	20.14	5.73	3.73
G5-REG FAC					90.37	40.45	17.07
G6-COMP FAC						29.63	31.42
G7-BUS LEAD							4.07
G8-LEG							

TABLE L

SELECTION CRITERIA FOR NEW PRESIDENTS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	3.99	11.29	26.16	41.03	52.36	68.54	53.54
G2-REG AD		5.68	12.73	21.42	33.77	45.55	36.99
G3-COMP AD			3.17	7.57	17.49	27.37	18.13
G4-JC FAC				2.14	10.81	15.57	13.50
G5-REG FAC					5.14	11.27	8.73
G6-COMP FAC						6.07	2.95
G7-BUS LEAD							4.68
G8-LEG							

TABLE LI

EXCESSIVE NUMBER OF COLLEGES AND UNIVERSITIES
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	25.45	78.25	14.70	38.58	120.00	50.38	37.85
G2-REG AD		31.90	10.26	1.01	55.79	11.04	2.26
G3-COMP AD			64.50	43.77	5.39	22.07	24.90
G4-JC FAC				11.78	105.34	23.32	17.63
G5-REG FAC					80.38	13.70	2.95
G6-COMP FAC						48.55	43.51
G7-BUS LEAD							8.93
G8-LEG							

TABLE LII

THE UNIVERSITY CENTER OF TULSA AS A
FREE-STANDING UNIVERSITY
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	3.42	12.01	10.45	7.85	0.91	14.61	8.03
G2-REG AD		8.54	9.13	6.00	3.66	16.66	12.92
G3-COMP AD			27.02	22.25	7.97	37.23	22.38
G4-JC FAC				8.48	14.53	2.16	4.95
G5-REG FAC					11.54	12.05	9.23
G6-COMP FAC						20.93	10.79
G7-BUS LEAD							3.07
G8-LEG							

TABLE LIII

CLARIFICATION OF MISSIONS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	8.34	20.96	3.17	3.33	6.69	4.70	3.95
G2-REG AD		26.87	2.79	6.36	8.92	10.53	6.52
G3-COMP AD			20.28	33.42	11.22	11.62	10.61
G4-JC FAC				4.24	3.61	3.47	2.31
G5-REG FAC					15.06	12.11	8.39
G6-COMP FAC						1.41	0.91
G7-BUS LEAD							1.43
G8-LEG							

TABLE LIV

OPPORTUNITY FOR ACCESS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	8.93	52.99	7.91	5.23	61.48	42.29	16.10
G2-REG AD		31.73	2.30	4.51	30.29	17.07	5.38
G3-COMP AD			46.72	50.61	3.26	11.40	43.06
G4-JC FAC				2.86	44.83	24.42	4.95
G5-REG FAC					53.84	28.95	13.02
G6-COMP FAC						7.48	37.10
G7-BUS LEAD							22.29
G8-LEG							

TABLE LV

REDUCTION OF GOVERNING BOARDS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	37.44	62.90	23.73	85.90	104.58	90.17	62.40
G2-REG AD		13.89	4.91	5.00	27.64	16.47	15.59
G3-COMP AD			24.69	11.13	10.69	3.52	11.48
G4-JC FAC				23.14	53.27	32.81	21.72
G5-REG FAC					20.42	8.97	14.38
G6-COMP FAC						15.91	31.16
G7-BUS LEAD							6.12
G8-LEG							

TABLE LVI

ATTRACTION AND RETENTION OF "STAR" FACULTY
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	7.70	66.05	5.51	11.25	59.64	61.63	26.39
G2-REG AD		46.87	1.72	6.50	42.83	48.77	19.60
G3-COMP AD			55.06	54.75	4.20	8.89	18.80
G4-JC FAC				2.69	49.03	51.44	18.02
G5-REG FAC					47.20	44.04	11.95
G6-COMP FAC						11.48	12.48
G7-BUS LEAD							14.47
G8-LEG							

TABLE LVII

EXTRA FUNDING PRIORITIES
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	4.14	56.11	2.58	3.45	68.05	36.79	6.57
G2-REG AD		51.78	1.00	7.99	68.09	39.89	3.68
G3-COMP AD			54.78	54.59	3.07	12.89	34.24
G4-JC FAC				4.03	68.99	35.96	2.13
G5-REG FAC					66.53	31.34	4.63
G6-COMP FAC						19.87	46.95
G7-BUS LEAD							22.38
G8-LEG							

TABLE LVIII

ENDOWED CHAIRS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	24.63	58.06	10.37	14.83	52.03	41.09	33.21
G2-REG AD		18.50	13.04	5.65	13.34	11.33	7.54
G3-COMP AD			43.92	42.50	4.99	16.35	11.81
G4-JC FAC				14.66	38.82	39.36	26.62
G5-REG FAC					38.18	14.35	11.81
G6-COMP FAC						22.31	9.80
G7-BUS LEAD							3.27
G8-LEG							

TABLE LIX

TUITION INCREASES
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	12.35	35.75	11.07	12.15	44.64	15.26	12.37
G2-REG AD		11.53	7.17	7.16	20.78	2.95	4.97
G3-COMP AD			15.62	17.33	5.62	8.48	9.92
G4-JC FAC				0.12	18.87	3.28	0.56
G5-REG FAC					22.64	3.19	0.42
G6-COMP FAC						13.99	14.29
G7-BUS LEAD							1.93
G8-LEG							

TABLE LX

COMPETITION FOR STATE FUNDS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	9.11	19.29	5.69	9.99	32.08	42.74	13.90
G2-REG AD		2.86	3.03	8.45	7.39	14.98	1.36
G3-COMP AD			10.70	17.01	4.02	10.92	3.27
G4-JC FAC				3.70	16.61	22.21	4.02
G5-REG FAC					26.94	31.71	10.39
G6-COMP FAC						3.51	2.93
G7-BUS LEAD							7.00
G8-LEG							

TABLE LXI

CREATION OF TAX DISTRICTS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	7.02	8.30	2.17	15.92	4.29	18.20	7.61
G2-REG AD		13.59	6.83	4.39	7.39	3.44	5.01
G3-COMP AD			4.07	15.83	2.53	21.40	15.35
G4-JC FAC				13.34	0.76	17.09	9.43
G5-REG FAC					10.10	10.00	15.42
G6-COMP FAC						16.13	11.19
G7-BUS LEAD							5.91
G8-LEG							

TABLE LXII

MERIT PAY FUNDING
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	1.07	5.81	12.08	11.61	0.37	60.37	30.60
G2-REG AD		6.82	14.30	13.03	2.36	58.94	30.90
G3-COMP AD			17.03	19.45	5.40	76.23	45.86
G4-JC FAC				6.17	15.31	31.84	19.23
G5-REG FAC					14.91	41.42	28.75
G6-COMP FAC						68.89	36.15
G7-BUS LEAD							10.12
G8-LEG							

TABLE LXIII

RESEARCH FUNDING
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	5.20	100.88	10.50	5.00	156.50	74.29	37.48
G2-REG AD		82.64	7.58	4.36	137.55	63.03	29.46
G3-COMP AD			78.78	116.22	9.34	31.51	36.08
G4-JC FAC				3.35	128.58	46.44	15.47
G5-REG FAC					179.85	71.41	28.83
G6-COMP FAC						59.00	68.68
G7-BUS LEAD							6.84
G8-LEG							

TABLE LXIV

ALTERNATIVE METHOD FOR FUNDING
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	1.84	28.11	1.46	3.80	41.92	8.47	3.74
G2-REG AD		22.23	1.02	2.11	33.69	8.31	3.05
G3-COMP AD			32.07	32.88	1.72	46.30	27.38
G4-JC FAC				1.37	45.07	6.07	1.62
G5-REG FAC					44.45	11.38	2.40
G6-COMP FAC						61.22	36.33
G7-BUS LEAD							1.90
G8-LEG							

TABLE LXV

OUT-OF-STATE AND FOREIGN STUDENT RECRUITMENT
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	20.14	49.16	6.04	17.63	62.97	8.83	11.09
G2-REG AD		14.71	17.24	4.14	28.96	8.87	8.77
G3-COMP AD			42.66	18.45	3.82	32.28	22.21
G4-JC FAC				13.24	59.44	6.19	3.74
G5-REG FAC					34.14	7.81	3.32
G6-COMP FAC						47.97	31.85
G7-BUS LEAD							6.38
G8-LEG							

TABLE LXVI

GRADUATE STUDENT FELLOWSHIPS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	17.28	52.26	7.06	18.78	81.19	13.94	8.97
G2-REG AD		18.79	5.27	7.82	39.61	6.83	6.38
G3-COMP AD			39.11	25.17	6.07	30.05	30.41
G4-JC FAC				12.21	71.00	7.91	3.08
G5-REG FAC					57.79	1.73	7.94
G6-COMP FAC						59.25	56.51
G7-BUS LEAD							3.64
G8-LEG							

TABLE LXVII

COMPREHENSIVE EXAM
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	8.10	10.95	10.05	6.97	5.28	17.03	9.69
G2-REG AD		5.03	0.81	2.40	5.44	4.17	7.03
G3-COMP AD			9.37	2.55	2.63	8.75	3.65
G4-JC FAC				6.21	10.03	5.31	9.97
G5-REG FAC					2.88	10.26	4.86
G6-COMP FAC						10.62	2.67
G7-BUS LEAD							8.96
G8-LEG							

TABLE LXVIII

FOREIGN LANGUAGE REQUIREMENT
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	5.80	8.70	18.51	13.16	16.47	8.40	14.39
G2-REG AD		2.45	9.75	3.31	4.38	2.75	11.12
G3-COMP AD			1.81	1.14	2.10	3.13	6.83
G4-JC FAC				4.62	4.20	9.05	7.72
G5-REG FAC					2.86	7.84	14.68
G6-COMP FAC						4.86	8.43
G7-BUS LEAD							5.33
G8-LEG							

TABLE LXIX

REMEDIAL COURSEWORK
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	20.55	8.70	8.45	22.70	11.09	28.58	13.70
G2-REG AD		7.05	8.54	3.37	21.35	24.55	5.71
G3-COMP AD			4.76	8.62	6.07	10.98	1.11
G4-JC FAC				5.45	12.85	19.05	5.88
G5-REG FAC					29.64	31.69	9.10
G6-COMP FAC						9.92	5.97
G7-BUS LEAD							8.37
G8-LEG							

TABLE LXX

ACADEMIC ADMISSIONS REQUIREMENTS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	2.21	8.58	3.49	3.95	12.80	3.96	4.40
G2-REG AD		7.80	3.11	1.60	13.79	1.91	2.33
G3-COMP AD			8.94	12.69	1.82	10.78	13.14
G4-JC FAC				1.43	12.00	0.82	2.03
G5-REG FAC					20.84	0.35	0.79
G6-COMP FAC						17.02	19.14
G7-BUS LEAD							0.63
G8-LEG							

TABLE LXXI

PROFICIENCY EXAMS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	2.66	1.25	6.54	1.86	6.66	8.82	3.40
G2-REG AD		5.65	10.96	2.38	5.29	10.37	5.20
G3-COMP AD			3.55	3.57	10.42	9.49	3.67
G4-JC FAC				5.96	18.49	5.90	13.36
G5-REG FAC					7.31	6.62	6.13
G6-COMP FAC						13.78	5.98
G7-BUS LEAD							18.54
G8-LEG							

TABLE LXXII

ENROLLMENT LIMITS
(CHI-SQUARE STATISTICS)

	G2	G3	G4	G5	G6	G7	G8
G1-JC AD	5.17	11.24	8.80	4.45	10.35	23.78	20.66
G2-REG AD		3.89	1.48	5.41	2.25	10.11	8.39
G3-COMP AD			3.91	9.33	0.77	2.25	2.55
G4-JC FAC				4.52	1.72	8.84	6.10
G5-REG FAC					7.46	20.66	15.41
G6-COMP FAC						4.61	3.65
G7-BUS LEAD							0.87
G8-LEG							

VITA

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