

ATTITUDES OF HOME ECONOMICS FACULTY TOWARD  
EXTERNAL MASTER'S DEGREE PROGRAMS

By

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## CHAPTER I

### INTRODUCTION

The characteristics of students interested in higher education have changed in recent years. Increasing numbers of adults interested in combining continuing education with jobs and families provide colleges and universities with greater opportunity than ever to extend their services to the public.

Such opportunities also present challenges to higher education to make college credit more accessible especially to employed people who face barriers to living on campus as students have traditionally done. Existing personal barriers to advanced study are family and professional responsibilities and geographical and psychological distance of the adults from a university.

A readjustment of the attitudes and understandings of faculty and administration is necessary. Traditional habits and styles of work for some faculty members will need to change. It is important to discover under what conditions faculty members will support an external degree program and commit themselves to active participation.

In general, external degree programs have been initiated from the top of the policy making and administrative structure. The need for an external degree program may also be realized by certain faculty members who are involved in the planning. The changes needed to successfully

implement an external degree program cannot be made unless there is a deep commitment and wholehearted support by administration and faculty.

#### Statement of the Problem

In recent years considerable attention has been given to the appropriateness and desirability of external degrees. However, little has been reported on the attitudes of faculty members who potentially may teach in these degree programs. The problem attacked in this study was to determine the attitudes of home economics faculty in the California State Universities toward an external master's degree program in home economics. The study was an attempt to (1) determine faculty interest in teaching in a statewide external degree program developed by the home economics program development committee of The Consortium of the California State University and Colleges and (2) determine what aspects of teaching in the program would cause anxieties for faculty.

#### Need for the Study

Administrators, as well as faculty in leadership roles, need to know where faculty are in their attitudes toward off-campus courses and external degree programs. If faculty members have attitudes or concerns which may prevent them from wholehearted participation in serving the needs of the adult population in California through external degree programs, these attitudes and concerns need to be known.

A study of attitudes toward external degree programs is needed as a basis for planning how to involve faculty in designing and implementing external degree programs. By identifying the areas of concern which faculty members express, more effective planning and policy-making can

be done. There is a need to know whether there are sufficient numbers of faculty who are willing to teach at off-campus locations or make use of non-traditional methods and time frames to justify initiating external degree programs. It is important also to know the conditions faculty expect in regard to teaching, especially pertaining to salary and load for teaching off-campus evening or Saturday classes.

Although the chancellor's office of the California State University and Colleges system has been encouraging the development of external degree programs since 1973, many faculty in the system have not been aware of this development. This study is needed to sensitize the home economics faculty to the fact that the external degree is an available program for extending the university to meet the needs of the students. The research can help meet the needs for providing public relations for The Consortium of the California State University and Colleges, introducing The Consortium Home Economics Program Development Committee, and initiating early marketing of an external master's degree in home economics. Information is also needed from the study as a basis for preparing faculty to teach adult professionals at off-campus locations.

#### Limitations of the Study

The sample was limited to home economics faculty teaching in the California State University and Colleges system. The kinds of information available were limited to what could be obtained through a questionnaire mailed to the faculty. The attitudes examined were those which the researcher judged to be most critical to the establishment of an external degree program.

## Purposes and Objectives

The purpose of this study was to obtain information about where home economics faculty in the California State University and Colleges system were in regard to their perceptions and attitudes about off-campus instruction and external degree programs for use (1) by The Consortium Home Economics Program Development Committee in developing a statewide external degree program and (2) by home economics personnel when planning off-campus instruction which is not necessarily part of a degree program but an attempt to make continuing or graduate education more accessible to adult professionals.

The specific objectives of this study were to:

1. Determine attitudes of home economics faculty toward external degree programs.
2. Determine the extent to which attitudes are associated with variables classified as follows: personal and family characteristics; education and professional rank; areas of home economics specialization; faculty responsibilities; and professional experience.

## Hypotheses

The null hypotheses tested by collection and analysis of the data are summarized in the following statement. There is no association between each of the selected attitudinal components (attitudes toward external degree programs) and each of the following selected characteristics of the faculty:

1. Personal and family characteristics: gender, marital status, age, share in providing income, presence of children in the

- home and their ages, and presence of older adults in the home.
2. Education and rank: highest degree earned, year of last degree, and professional rank.
  3. Area of specialization: housing and interiors, household equipment, home management and family economics, textiles and clothing, child development and family relations, food and nutrition, and home economics education.
  4. Time assignment: resident instruction, administration, and research.
  5. Years of professional experience: faculty experience in higher education and non-academic professional experience.
  6. Experience as a graduate student: off-campus late-day, evening, or Saturday classes.
  7. Experience as a faculty member: teaching or developing off-campus late-day, evening, or Saturday classes or external degree programs.

#### Definition of Terms

The following terms are defined as used in the study because their definitions are not necessarily universally agreed upon.

Attitude--An opinion or manner of expressing feelings. This definition is consistent with the following interpretations. Chaplin (1968) said it was "a tendency to respond to people, institutions or events either positively or negatively" (p. 42). English and English (1958, p. 50) stated that an attitude can be identified by a consistency of response to classes or categories of statements. An individual's state of readiness affects feeling and actions related to response.

The Consortium of the California State University and Colleges--An external degree granting entity transcending and serving the 19 campuses in the California State University system and located within the Office of the Chancellor. The Consortium was established to utilize the combined faculty and program resources of the system to further increase educational access for mature adults in California.

External Degree--For this study external degree is defined as a specific delivery mode utilizing appropriate methodology to extend master's degree opportunities to people whose occupational, economic, or personal preferences do not permit them to spend major blocks of time in residence on a campus. This programmatic concept encompasses internships, independent study, audio-visual media, telephone conferences, and off-campus courses with each being offered in a variety of time frames to meet the needs of the adult professionals.

Home Economics--

the study of the reciprocal relations of family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and the physical environment (Bivens, Fitch, Newkirk, Paolucci, Riggs, St. Marie, and Vaughn, 1975, pp. 26-27).

Home Economics Program Development Committee--A committee established by The Consortium of the California State University and Colleges. Membership included senior home economics faculty and administrators from throughout California. The purpose of the committee was to develop a graduate program proposal to be considered for approval and implementation anywhere in the state of California.

On-Load Faculty Appointment--Type of employment in which faculty members teach courses externally as part of their regular teaching assignment.

Off-Load Faculty Appointment--Type of employment in which faculty members teach courses externally in addition to their regular full-time, on-campus teaching assignment and receive additional monetary compensation.

#### Organization of this Report

This report is presented in five chapters. Chapter I (1) presents an introduction and provides background information for considering the problem, (2) provides a statement of the problem, (3) states the specific objectives of the study, (4) identifies the hypotheses tested, (5) calls attention to the limitations of the study, and (6) defines terminology important to understanding the report.

Chapter II is a review of literature with emphasis on the external degree in home economics; the history, background, definition, and philosophy supporting external degrees; the need for accessibility to higher education; the role of faculty and their attitudes toward external degree programs; the quality of non-traditional programs; and the criticism of the external degree.

Chapter III describes the research procedures utilized in the study. The survey population, instrument construction, data collection, preparation of data for the computer, and analysis of the data are identified and discussed.

Chapter IV presents the results of the study. A discussion of the findings is also included.

Chapter V summarizes the study. Recommendations are proposed.

## CHAPTER II

### REVIEW OF LITERATURE

#### The External Degree in Home Economics

Although it is not a new concept in home economics to offer off-campus programs to people in the community in the form of adult and continuing education, very little is available in the literature to indicate any activity in planning for external degrees. An article in the Journal of Home Economics entitled "Expanding Our Concept of Home Economics Education" referred to this method briefly as follows: "Non-traditional methods of gaining college credits and degrees (the so-called external degrees) are drawing interest from institutions of higher education" (Yule, 1975, p. 24). She further stated that home economists must respond with learning opportunities focused around the learners' needs and convenience rather than on those of the institution.

There is evidence that home economists are experimenting with non-traditional methods of study and are developing new approaches using a variety of media. Swope (1969, p. 114) believed that innovative graduate programs were needed to increase the supply of home economists with advanced degrees. She suggested interinstitutional cooperation and more creative use of educational technology. The potential for home economists to make better use of technology in combination with traditional methods of teaching was also noted. Swope also suggested the use of



university-sponsored satellite centers as off-campus sites for offering classes and stated:

It is conceivable that a graduate program could be planned in such a way as to make use of the 'master teachers' in a given state by making available their courses (the software) through computer-assisted instructional television, audio-tutorial equipment, tele-lecture, or any combination of these. . . . These courses could be administered, monitored and evaluated by approved graduate staff at any of the cooperating institutions in the state. The same local staff members could conduct traditional classes intermittently during the semester to diagnose, prescribe, evaluate, and extend the learning accomplished by machine teaching. Dialogue, considered so valuable in graduate education, could be encouraged through seminars, lectures, study progress reports, and visiting lecturers. Time for testing of course would be essential (p. 114).

Swope (1969) presented the challenge that graduate faculty should accept the responsibility of "combining interinstitutional cooperation with the creative use of educational technology in offering high quality graduate education to our significant untapped supply of graduate students" (p. 118).

The challenge given by Swope for interinstitutional cooperation is supported in a report on emerging roles and responsibilities of graduate education in America. The Panel on Alternate Approaches to Graduate Education (1973) recommended that:

the major comprehensive universities in a single geographic area, working with a state board of education or a regional agency, should attempt to clarify mission and function among graduate institutions in that particular area, and should, in addition, propose a blueprint for cooperative relationships among all the institutions in question (p. 34).

#### History and Background of External Programs

The external degree has been offered in some form since 1836 when the University of London offered the first degree on the basis of examination. The British Open University and the University of London

have been pioneers and are well known for their non-traditional degree programs (Cross, 1973, p. 415).

Driscoll (1971, p. 411) recalled that the impetus for external degree programs in the United States was brought about by the President's Commission on Higher Education in 1947. The concept of universal access to education became an American ideal. By 1955, institutions began to develop special degree programs for adults. These first attempts at creating innovative programs were conservative because of an effort to maintain academic soundness and quality. Later, programs were less structured. Greater flexibility was allowed to meet the needs of individual students. Individual counseling, independent study, acceleration, credit by examination, integrated courses of study based on clearly defined educational objectives, and shortened periods of residence were used.

Pressures upon American higher education for non-traditional study for part-time and special groups of students increased in the early 1970's. Cross (1973) indicated that in 1973 "over half of the programs in the U.S. are not more than two years old" (p. 415). However, at least 25 institutions or agencies began granting external degrees between 1970 and 1975 according to Valley (1975, p. 2).

A study by Sosdian (1978, pp. vi, 19) identified 54,000 students enrolled in external degree programs in the fall, 1976. The large number of students probably signaled growth in interest in adult-oriented programs. The study indicated that in 1974 only 24,453 students were enrolled in similar programs. Sosdian noted that while external degree programs have been active for many years, most of what existed at the time of the study were created when the Carnegie Commission was

encouraging the development of such programs during the period 1972-1974.

Dressel (1972) also acknowledged the trend toward non-traditional education and believed that the external degree program forces definition of the competencies for which the degree is awarded. "The time is ripe for a return to emphasis on accomplishment rather than on time serving for graduate degrees" (p. 523). Dressel stated that it would be futile to invoke the same pattern of offerings and requirements for an external degree program as for an on-campus program "because few persons will be both sufficiently docile and persistent to pursue such a program. The opposite tendency may yield a degree mill rather than a respectable external degree program" (p. 523).

In an article on how the trend toward external degrees was developing, Valley (1975) reported:

The external degree has become very much a part of the post-secondary scene. The growth of external degree experiments and programs over the past several years has been greater than some educators may realize--in part because institutions that offer such programs use the term external degree relatively infrequently in the program title, choosing instead such titles as open universities, campus-free colleges, universities without walls, extended universities, or special adult degree programs (p. 1).

Lutz (1978, p. 29) and Cohen (1975, p. 84) concluded that external degree programs must be given additional support because they provide an opportunity to meet the specific needs of women, minorities, the elderly, and the handicapped. Cohen (1975) believed that a nationwide program of lifelong learning could "unleash vast resources which would increase the productivity, happiness, and creativity in our nation" (p. 84).

Houle (1973) said that "something like this has to last" (p. 438), that the external degree is not a panacea, but it is a "feasible alternative" for many who seek non-traditional routes to baccalaureate and advanced degrees. It is not "written in the Bible, or elsewhere, that only colleges may award degrees," he said, predicting that "other agencies will provide the external degree--and other post-secondary options--if the colleges do not" (p. 438).

#### Philosophy Supporting External Degrees

The literature supports the belief in the American ideal of providing educational opportunity for all. Driscoll (1971, p. 411) pointed out that the Democratic Party platform of 1964 stated that education should be open to every boy or girl up to the highest level they wish to attain, regardless of their financial status.

There have been many attempts to make this American ideal a reality. Boyer and Keller (1971, p. 46) recalled that the word, college, in the past meant four uninterrupted years in one institution, in a place removed from the diversions of ordinary life. "Going to college" has been traditionally defined as being involved in the physical and social aspects of campus life. Other educators believed that for some young people between the ages of 18 and 22, this may still be the ideal. For some adults, occupational, economic or family responsibilities or their personal preferences make it impossible or impractical for them to seek an education through this traditional means.

Cross (1973, p. 417) described the idea of "campus" as a repository of all teaching and learning as obsolete. The knowledge explosion and the new technology which can reach people all over the country has

produced additional pressure to bring more people into the mainstream of education. It is no longer possible to equate time spent on a campus with educational competency. Adults give visible proof that learning takes place everywhere.

The Panel on Alternate Approaches to Graduate Education (1973, p. 25) concluded that if contemporary graduate programs were to meet their obligations they must have academic men and women who were aware of the fundamental directions of American society. Faculties and administrations must be ready to criticize their own self-conceptions in light of historical shifts in the learned professions. The panel summarized that graduate education needed an appropriate philosophy of change which allowed concern for human hopes and human needs.

#### Need for Accessibility to Higher Education

It was reported by the Panel on Alternate Approaches to Graduate Education (1973, pp. 35-36) that statistics confirm that graduate education reflects the influence of a society that is sexist and discriminatory. A funding crisis and shrinking job markets tighten the grip of the policies which will prevent reform. The panel recommended that arbitrary cut off points for admitting students to graduate schools should cease and the capacity for admission should be based on examination of all relevant information. They further recommended that course sequences and residence requirements should be adapted to meet the needs of students with family responsibilities, adult learners, professionals, those forced to pursue their studies intermittently, and others whose admission to graduate education and preferred patterns of study differ from those regarded as standard.

The Panel for Alternate Approaches to Graduate Education (1973, p. 35) indicated that graduate departments should seek by all possible means to open up effective communication with extension divisions including providing information about the differences between extension and regular degrees. The panel further reported that the part-time student had in past years been assigned inferior status. Their conclusion was that graduate administrators and faculties need to have a new perception of the "worth and dignity of 'recurrent' or 'intermittent' learners, and of those whose entrance upon formal graduate study does not follow directly upon receipt of the baccalaureate" (p. 37).

Bishop and Van Dyk (1977) commented that "married adults ordinarily have responsibilities--jobs and families--that prevent them from moving to a different area because of the price and quality of the available colleges or universities" (p. 42). In a study to discover some determinants of adult college attendance, Bishop and Van Dyk (1977) found that:

the individual's age and the presence of children in the family had a strong impact on college attendance. The older the individual the less likely he or she was to take degree-credit courses. The presence of children in the family reduced college attendance of both the husband and wife. Apparently the time required for parenting and the pressures of immediate financial responsibilities made it difficult for mothers and fathers to attend college. For wives, the factor with the strongest negative effect was the pressure of children under the age of six. For husbands, children of any age had a negative effect (p. 48).

These researchers also reported that "being a Vietnam veteran tripled the likelihood of a male's attending college" (p. 57).

Sosdian and Sharp (1978) found in a study done for the National Institute of Education that graduates of an external rather than a traditional program had specific reasons for selecting an external

degree program. They wanted to be able to "maintain a regular working schedule and to have previous college coursework recognized and credited" (p. 14). "The desire for flexible scheduling and for part-time study, and for minimal time to be spent in campus-based attendance" (p. 18) were interrelated factors which were important.

Russell (1974) pointed out that:

skilled people are finding it unwise to 'drop out' of the fast moving mainstream of a profession for an isolated stint at an educational institution. One can quickly fall behind his peers these days, and removing oneself from the job place at home at times of over-supply can be dangerous. New ways of combining study with the learning that comes through work are needed (p. 154).

The Panel for Alternate Approaches to Graduate Education (1973) made recommendations regarding non-traditional degrees, and in so doing they differentiated between standard and function. They pointed out that the

major national, comprehensive university whose graduate programs and divisions are concerned largely with disciplinary and cross-disciplinary research may have standards that are pointless for assessing programs of graduate study at a state college serving regional needs in occupational training (p. 10).

The Panel for Alternate Approaches to Graduate Education (1973) cited the complaint that "graduate programs are remote from problems as they exist in the real world" (p. 14). They conceded that

scholars and researchers who are aware of the ways in which their fields figure in the daily lives of non-academic adults are far more likely to perform with distinction as teachers; such awareness can also be an antidote to 'value free' research heedless of the public interest (p. 14).

The Panel for Alternate Approaches to Graduate Education (1973) believed that

the effort at opening up the university and the disciplines must be governed by a sense of proportion, and by attentive concern for certain necessary and fruitful discontinuities between life inside and outside institutions of learning (p. 14).

The Panel on Alternate Approaches to Graduate Education (1973, p. 15) agreed that the greatest source of strength the graduate system of higher education possesses is the diversity of institutions and departments. This strength, however, also causes chaos which they concede could be transformed to effective order if close working relations are developed among institutions including their undergraduate feeder colleges as well as secondary schools.

A concern of the Panel on Alternate Approaches to Graduate Education (1973) was to "transcend conventional ready-to-wear prejudices, both about elitism and about the decline of culture" (p. 10). They noted that because "standards" had become such a charged term, this would be difficult. Despite the difficulties, the panel declared that "The aims of non-traditional graduate students will be genuine, and graduate schools and society should attempt to gratify them" (p. 18).

#### Description of the External Degree

Bowen (1975) described the external degree as a "device for organizing many of the aspects of non-traditional study" (p. 480). He said it is a system where

Learning is acquired partly, mainly or wholly outside the walls of the degree-granting institution. . . . It encompasses independent study, study making use of television, computers, internships or community social service (p. 480).

A further explanation is

The external degree is a particular system of non-traditional study which extends educational opportunities to people whose occupational, economic, or personal preferences do not permit them to spend major blocks of time in residence on a campus in existent educational programs (Manual of Policies and Procedures, 1973, p. 1).



Mickey (1973) described external degrees as being those degrees that take education to the learner. She believed this type of education must be "student oriented, flexible, competency-based programs which take into account the student's past experience, begin where he is and provide the means by which he can move closer to his goals" (p. 453).

Patton (1975, p. 428) defined an external degree program as one in which courses needed to satisfy the requirements of the degree are taken at an off-campus location.

#### Role of Faculty in External Degree Programs

A report on emerging roles and responsibilities of graduate education in America from the Panel on Alternate Approaches to Graduate Education (1973) stated that a "half-century ago the academic professional" could have assumed that he was "a member of a tiny, marginal order" (p. 21) which was not involved with society, government, or the world. He could have assumed

that there were but two respectable models of the professor as teacher: In the first, the professor was a research scholar offering instruction, in laboratory and seminar, to research scholars in embryo. In the second, the professor was a small-college humanist, offering a model of general cultivation to young men and women, often of comfortable circumstance, most of whom would end their days of study abruptly and permanently upon receipt of 'the sheepskin' (p. 21).

The Panel on Alternate Approaches to Graduate Education (1973) also stated that it is well known among faculty members and administrators that

the academic profession is larger nowadays; that there are more journals to read; that government grants are pivotal to the life of some departments; that certain urban institutions have been organizing task forces to combat urban problems; that swarms of undergraduates go on to graduate school; that Ph.D.'s are required for many jobs in city, state, and federal

government, in think tanks and in testing services, in welfare and community agencies and in a dozen different varieties of consulting firms (p. 21).

Even though the foregoing facts were evident, the Panel's (1973, p. 22) opinion was that this knowledge existed at too low a level of consciousness and had too little effect in shaping higher education.

These new roles may be difficult for faculty to assume even if they want to. Kreitlow (1974, pp. 133, 160) of the University of Wisconsin telephone network says professors should not enter lightly into this type of non-traditional teaching because it is very difficult for anyone accustomed to a traditional teaching situation. Kreitlow also believed that flexibility of the instructor is absolutely necessary.

Knowles (1975) reported that

many non-traditional programs are facing the fact that few teachers know how to serve as facilitators and resources to self-directed learners. Thus a new challenge has been given to adult education; the massive retraining of teachers (of both youth and adults) to perform the new role of facilitator of learning and to design learning experiences which will give students the skills of self-directed learning (p. 87).

Comfort (1974, p. 7) said that in their non-student roles adult students are treated as equals by other adults, and they expect such treatment in school. Faculty and staff need to view adult students as peers and as being capable of making their own decisions. Knowles (1975, p. 233) explained that non-traditional education places the student in the role of facilitator and resource person.

The need for faculty to be involved in more than just teaching courses is supported by Lutz (1978, p. 27). Lutz found that external degree students were adult learners. The average age of students in Connecticut's external degree programs was 37.6 years at the time they

enrolled. Lutz stated that "more opportunities must be made for academic advising for adult students. Adults need good counseling to clarify academic goals and to develop integrated programs of study on a part-time basis" (p. 29).

In a newsletter, Educating for the '80's, published by the Office of the Chancellor, California State University and Colleges, Leveille (1973) reported on the faculty role as mentor at Empire State College in New York. Heavy emphasis is placed on the individual student and "for the faculty member accustomed to a more conventional role of standing at a lectern and lecturing or 'professing,' the experience of being a mentor can be exciting, arduous and sometimes unsettling" (p. 3).

Manning (1976) pointed out that continuing education programs and decisions have usually been separate from the main university. She noted that

this separation has had great impact on the level of responsiveness of faculty to the new markets and the change in post-secondary education today. Most faculty who comprise the academic core of our enterprise have not been part of the continuing education programs in the past. They not only have little understanding of the magnitude of the new markets, but they have little or no experience in understanding the educational requirements of the new clientele (p. 26).

Another problem for faculty occurs when faculty members are at a stage in their profession that promotion is desired. The Panel on Alternate Approaches to Graduate Education (1973) asserted that the manner of assessing faculty members is out-moded and the yardstick of a quality rating for an individual or department is the same yardstick which was acceptable in the 1920's. They point out that "if the faculty member serves mainly in an interdisciplinary, urban, or environmental program, or in an institute for the development of new technologies, he will not find himself counted" (p. 22). Faculty will also not be given

a high rating if they "serve in a traditional discipline, but in a significantly, innovative department" (p. 22).

The Panel on Alternate Approaches to Graduate Education (1973) believed that the single standard rating system inhibited contemporary academic professionals. They argued that

the practice of referring all contemporary educational enterprise to a single traditional norm weakens the sense of the importance of the great, ongoing national experiments in mass higher education, and in the use of the university as a resource for meeting social problems (p. 22).

Knowles (1975, p. 234) indicated that the most frequent complaint heard from non-traditional study program leaders was the difficulty they encountered in finding teachers who were able to serve self-directed learners effectively. He surmised this problem could be solved by recruiting teachers who already knew how to be facilitators of learning. At the time he was chairman of the Council on Progress on Non-traditional Study, Gould (1975, p. 247) said that non-traditional programs were attracting young faculty members and graduate students as eager innovators.

The Panel on Alternate Approaches to Graduate Education (1973) asserted that

Leaders who could contribute to the newer educational enterprises of the age, without sacrificing their power to advance their own disciplines fail to make that contribution because they are unaware of how the divergent parts of 'the system' might work together (p. 22).

Valentine (1975), in discussing the liberal arts college and the experienced learner, commented on the necessity for careful selection, orientation, supervision, and support of staff. He said the role of teacher for non-traditional programs was "subject to many revisions and refinements" (p. 241).

The literature indicates that there must be some kind of provision made for rewarding faculty for participating in non-traditional study programs. Knowles (1975) noted that

The Union of Experimenting Colleges and Universities resolves this issue by delegating responsibility to the students to negotiate fee contracts with the adjunct faculty. Other institutions have experimented with various ways to assign 'full-time-equivalence' units to mentors and resource people (p. 234).

These methods seem to work well in programs that are totally non-traditional; but institutions with both traditional and non-traditional programs present special difficulties which may not be completely solved until the role of the teacher is redefined from that of course manager to that of facilitator and resource person for self-directing learners (p. 234).

#### Attitudes of Faculty Toward

#### External Degrees

The credibility of external degrees is dependent upon the involvement of regular full-time faculty members according to Mickey (1973, p. 459). Since the faculty will be needed to develop and implement external degree programs, their support and enthusiasm can mean the difference between success and failure. Mickey believed that this support must be gained before any planning for the degree is begun. Six months to a year should be allowed for faculty to examine and rethink issues involved such as residence rule, traditional image that off-campus work is inferior, concern that academic quality cannot be maintained from a distance, and added energy needed to develop and participate in the program.

Houle (1973) believed that one reason some faculty may not be enthusiastic in supporting external degrees was that generally "the emphasis on these degrees has started at the top of the policy-making and administrative structure and then filtered down to faculty members" (p. 139). Bondeson (1977) said "The number of faculty members who do not understand, nor even appreciate, the necessity for such programs is enormous and is by far the dominant majority on almost any campus" (p. 102). Bondeson reported that "faculty are often reluctant to play the new role of mentor, the educational manager, and the open learning counselor" (p. 102) because they are not prepared to teach and even fewer faculty are prepared to administer such a program. He also noted that faculty morale is a problem because it is difficult for them to carry out their new educational role while still trying to maintain contact with their campus colleagues (p. 102).

Cross (1973) stated that

Some outstanding faculty lecturers . . . are justifiably irate over being told that lectures are 'out' and discussion groups are 'in' for the 'new students'. The concept of learning style permits maximum opportunity for both students and teachers to develop the teaching/learning styles that are effective for them. Some teachers, however, are challenged by how students learn; we might call them cognitive strategists (p. 230).

The external degree programs offered by The Consortium of the California State University and Colleges had the participation of 152 faculty members in 1975-76. Degree programs offered were in business administration, health care administration, liberal arts, early childhood education, environmental planning, public administration, and vocational technical education. In an evaluation of these programs conducted by Graham (1977, p. 29), 37 percent of the participating

faculty members returned a questionnaire regarding their attitudes about the particular participation as follows:

opposition to the concept, fear for the quality of on-campus programs, concern for an increase in their teaching load, opposition to a change in life style, logistics problems, and the quality of potential students (p. 439).

Not all faculty want to or should participate in an external degree program according to Mickey (1973). She indicated that certain required characteristics of faculty participants in such programs were

flexibility in teaching methods, sensitivity to student needs, proficiency at communication skills and ability to adjust them to different students and methods, and a willingness to consider new kinds of content and organize traditional content in new contexts (p. 457).

Although the literature does not contain much research on the attitudes of faculty toward external degrees, research by Patton (1975, p. 439) supported what many writers and leaders in the field think to be faculty attitudes. Acceptance and promotion of external degrees by top administrators is not sufficient for a university to offer an external degree. If an institution does not have sufficient faculty members who are willing to teach at off-campus locations or make use of non-traditional methods and time frames, they will not be able to offer external degrees.

Patton (1975, p. 443) stated that specific actions must be taken before faculty will participate. The university community must be persuaded of the value of participation. The problem is not so much one of opposition as it is of not attracting vigorous support. Not only is there a need to stimulate faculty interest, but to provide them with in-service training as well. The literature indicated a need for helping faculty deal with altered learning situations which are bound to

be present in the future. Most of the faculty are unprepared to provide non-traditional education for adults.

Vickers (1973) said the question about faculty participation is that

given the conventional faculty career tracks, will participation on an external degree validating board earn them any points in their own bailiwick? Or will they be expected to carry the conventional workload and meet the usual expectations for research and teaching in order to gain promotions and raises? Will the conventional reward systems be flexible enough to respond to a faculty member's very pragmatic 'what's in it for me?' questions? There are unpleasant--albeit likely--problems which one hopes will be met by the adventuresomeness of individual faculty members, as well as the flexibility of their home institutions. Yet the staying power and the future of the entire program will depend on how this works (p. 452).

In a paper presented at the 29th Annual Meeting of the American Association for Higher Education, Bess (1974) stated that "many faculty are ready and willing to change styles of work and to engage in professional activities of substantially different character from those in which they are presently occupied" (p. 20). This will require new organizational arrangements, creation of new structures and new institutional missions. Certainly the external degree has the potential as a public service unit within an institution to meet the needs for faculty's self-renewal and growth (p. 20).

#### Quality of Non-Traditional Programs

Ashworth (1978) said that one of the fundamental issues in higher education is quality. He believed that in the non-traditional degree the crucial matter is the quality of the faculty (full-time or part-time). One of the factors is faculty "commitment to the maintenance of standards while still facing other pressures" (p. 174). Ashworth



further stated that

full-time faculty members in the past have served as the major quality control in the traditional doctoral programs; that is, they have applied the standards of the institution as well as their own standards of performance and excellence to graduate students. The non-traditional entity, drawing part-time faculty from any institutions, is not as likely to have a uniform standard of excellence or even of minimum performance. The inadequate contact with traveling or part-time faculty affects the quality of the program as well (p. 174).

David (1979, p. 14) discussed the problem of full-time faculty being unavailable for teaching adults who need part-time study which will fit with their work schedule and which may not necessarily be on a campus. He said many adult education programs are in part measured by the number of full-time faculty teaching in these programs.

Nelson (1974) stated

In the last analysis, the true quality of any innovative or external degree program rests upon the professional integrity of individual faculty members involved and upon the integrity of the institution he or she serves. The faculty member who demands too little of himself or his students further debilitates American higher education. Those campus substitute programs where institutional faculty can be bypassed, by one means or another, can further degrade American higher education where no appropriate alternative measure of quality is maintained or no acceptable substitute for the integrity of individual faculty members is provided. The quality and the long-term viability of some external degree programs depends upon the willingness of conscientious men and women to resist fraud in the name of fad and to maintain the rigor and quality of those programs of which they are a part (p. 179).

Research by Andrews (1979, pp. 55-56) showed that 71 percent of the faculty teaching off-campus courses were adjunct faculty who taught only one or two courses. These faculty members were paid lower salaries than were full-time faculty and received fewer, if any, fringe benefits. They rarely went to the campus or served on curriculum or other committees. Many times adjunct faculty are neither available nor responsible

for academic advising, counseling, or for keeping any kind of office hours.

In describing independent study degree programs, Driscoll (1971, p. 412) said the curriculum should be constructed to place major emphasis on achievement of program goals, rather than on the accumulation of credit. Although the curriculum would require major faculty involvement to establish academic content, the actual structuring of the program would require curriculum experts.

Anderson and Muir (1976) contended that "universities need not abandon their traditions of academic excellence, but they must adapt to their clients' needs" (p. 527). Cross (1975) said that

despite claims that the external degree is designed primarily to meet the needs of a new clientele, the external degree as it exists today looks very much like the internal degree in many respects. Only about half of these new programs even claim there is anything unconventional about their methods of instruction or the content offered. Indeed 85 percent of the programs make 'much use' or 'some use' of traditional classroom lectures, and, not surprisingly, it is primarily the regular faculty who are delivering these lectures. Use is also made of adjunct faculty, however, and nearly two-thirds of the programs recruit some instructors from the community in the professions, business, and the arts. Apparently adjunct faculty, too, soon adjust to the age-old teaching device of the lecture. Certainly, not many programs yet incorporate the much publicized new media (p. 420).

Mickey (1973) stated that

a major concern of faculty and administrators is the fear that external programs will be weak, smorgasbord collections of courses and learning experiences, that little attention will be paid to quality instruction or to planned degree programs. Because of these concerns and because work in off-campus programs is often considered inferior to on-campus work, special precautions must be taken to insure quality. Maintaining the integrity of the external degree requires the development of monitoring and control systems which are campus based (p. 460).

Andrews (1979, p. 54) conducted a study in New York which was to serve as a basis for improving off-campus education in New York State. She found that counseling, job placement, extracurricular activities, and similar services for students were found inferior to those available at main campuses. She noted that most campuses had staff visit off-campus centers, but visits were generally infrequent. Institutions contended that students were invited to meet with advisors at their main campuses. Andrews, however, said in practice students will not travel to a campus unless it is close to their home.

Kozell (1975, p. 33) indicated it was important for faculty and administration to examine what the institution must do to become effective if they undertake any of the non-traditional programs or external degree programs. It was reported in an article in The Chronicle of Higher Education ("More Quality Control," 1977) that the Council of Graduate Schools urged regional accrediting agencies to apply the same standards to a university's regular and external graduate offerings. The council's statement was a reflection of concern over off-campus programs and the growth of such programs. Two major criticisms were that the programs may have been established primarily as a money-making scheme and that the universities located in the geographic areas where these programs had been established saw them as a competitive threat. The council made some specific recommendations for universities with regard to offering external degrees. One of these recommendations was that a program should not be offered unless it provided for "full and easy access to the faculty, library, and other resources of the appropriate academic units on the home campus" (p. 6).

Andrews (1979, p. 55) found that the smallness of most off-campus programs placed a burden on curriculum, student services, and library resources. Course offerings for such programs were necessarily limited and presented little choice of electives. Andrews found that the larger off-campus programs received better support.

Christ-Janer (1971) said that "Innovation is called for, but at the same time, innovation may precipitate programs based on too little research and planning" (p. 57). One administrator interviewed by Andrews (1979) in the New York state study on off-campus education characterized the existing arrangements as "academic colonialism" (p. 55). He said distant outposts were run for the benefit of the parent institution and "if they are to run for the benefit of the students as well, then serious attention must be paid to their shortcomings" (p. 55).

Christ-Janer (1971) cautioned that

It must be avoided at all costs that these study and learning experiences, the credits recognized, and the degrees granted are something apart from the tradition of scholarship which are in fact demanding and insistent and should continue to be so. Any alternative to traditional patterns of study and degree granting must require a rigor of performance and depth of understanding which will assure society that those who carry the credits and degrees have demonstrated that distinction of mind and those abilities and skills upon which any collegiate degree depends (p. 57).

#### Criticism of External Degree Programs

The external degree has come under criticism because it deviates from the norm in higher education. Cowden and Jacobs (1979) said this criticism has "raised questions about the quality, legitimacy, and impact of such programs" (p. 559). These authors pointed out there may

potential problems and abuses of external degree programs such as "over-supply of doctorates, fraudulent certification of competence, and improper institutional motivation" (p. 560).

Hughes and Sullivan (1979, pp. 561-564) called attention to the dilemma of the external doctorate. They believed that there is a need to scrutinize all programs whether they are traditional or non-traditional and cautioned against recognizing or accrediting any inferior programs. They saw a need for educators to seek out and condemn the deficient or fraudulent. Hughes and Sullivan also advocated that traditional colleges and universities can have a positive influence over non-traditional external degrees by offering these programs themselves or by cooperating with the institutions which offer them.

Cowden and Jacobs (1979, p. 559) said that using the traditional standards to judge these programs is inappropriate because external degrees have different purposes and approaches. Cowden and Jacobs also said that the establishment of external degree programs is important because it helps to maintain diversity, competition, and experimentation which offers the possibility of contributing to the improvement of all graduate education. The authors argued that external degree programs are practice-oriented rather than research-oriented. They stated that "criticism of external degree programs failing to meet traditional standards in financial resources, facilities, library volumes, and full-time resident faculty is inappropriate" (p. 559) because of insistence on the same standard applying even though there is a difference in approach.

Maeroff (1979, p. 573) stated the external degree may not be right for everyone because it does not assure a cohesive structure. An

organized curriculum would give a student a more focused experience than would gathering a smattering of knowledge and accumulating credits here and there.

An important conclusion by Cowden and Jacobs (1979) was that "if external degree programs are not able to earn the respect and approval of employers and students, then they will fade from the scene" (p. 560).

## CHAPTER III

### PROCEDURE

The procedures used in the study are presented in this chapter. Descriptions are given regarding the population of the study and how the instrument was constructed. Methods used for collecting and analyzing the data are also presented.

### Objectives

The study was designed to achieve the following objectives: (1) determine attitudes of home economics faculty toward external degree programs and (2) determine the extent to which attitudes are associated with selected characteristics of faculty.

### Hypotheses

Hypotheses of no association between each of the selected attitudinal components (attitudes toward external degree programs) and each of selected variables categorized as personal and family characteristics, education and rank, area of home economics specializations, time assignment, years of professional experience, experience as a graduate student, and experience as a faculty member were tested.

### Population

The population for the study included all regular full-time and

part-time home economics faculty members teaching in the California State University and Colleges on campuses which offer a home economics degree program. The 12 institutions represented were the state universities of Chico, Fresno, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Diego, San Francisco, San Jose, and San Luis Obispo. The 12 home economics departments employed 94 regular part-time faculty and 199 regular full-time faculty members in the fall, 1977, for a total population of 293.

#### Construction of Instrument

The survey instrument (Appendix A) includes two major sections. The first section named "Faculty Interest Survey: External Master's Degree Program" was designed to determine attitudes toward external degree programs and consisted of 39 items. The second section requesting the respondents' demographic data was entitled "Individual and Professional Information."

The 39 items from the first section of the survey were grouped into eight categories on an objective basis during the development of the questionnaire to assure a comprehensive response to a variety of questions and aid in the design of a valid instrument. Topics assigned to these categories were:

1. Faculty preferences regarding load and salary,
2. Willingness of faculty,
3. Concern for quality,
4. Selection of faculty,
5. Personal advantage to faculty,
6. Family constraints,



7. Service to the public,
8. Faculty's time and energy management.

The demographic section contained 30 items and sought the following information about the respondents:

1. Personal and family characteristics,
2. Education and rank,
3. Area of specialization,
4. Time assigned to resident instruction, administration, and research,
5. Years of professional experience,
6. Off-campus study as a graduate student,
7. Experience as a faculty member in teaching or developing off-campus late-day, evening, or Saturday classes of external degree programs.

The questionnaire was constructed between June, 1976, and July, 1977. Items for the five point Likert scale were adapted from the literature. The major source was Patton (1975) who did a doctoral study at Berkeley on faculty members' reactions to extended education and the University of California's Extended University.

The questionnaire went through several major revisions in the time period specified. The first revision, completed in April, 1977, was presented to members of the home economics program development committee of The Consortium, California State University and Colleges, for review. They were asked to rate the items on the following criteria:

1. Is each item significantly related to the concept under investigation?
2. Is each item sufficiently clear?

3. Is each item clearly specific?
4. Are there other items that need to be included to measure the concepts under investigation?

The instrument was further refined during graduate study at Oklahoma State University and pilot tested with faculty from various universities in several states. This group helped to clarify the scope of the items and the instructions.

It was assumed that the information provided by the questionnaire was an accurate reflection of respondents' attitudes toward aspects of external degree programs included in the study. Many of the items were phrased so that responding did not require an understanding of external degree programs. A definition of external degree programs was included on the front page of the questionnaire to assist all respondents in having a common understanding of external degree programs when responding to items making direct reference to such programs.

#### Collection of Data

Data were collected during the 1977-78 academic year. (This was the academic year prior to the vote on Proposition 13 which had a considerable financial impact on education in California.) The questionnaire contained two parts: Part I--Faculty Interest Survey: External Degree Programs and Part II--Individual and Professional Information (Appendix A). Questionnaires were coded so that the researcher would know which ones were returned.

The cost of the questionnaire and all mailing costs were underwritten by The Consortium, California State University and Colleges--a statewide degree granting entity within the Office of the Chancellor.

Names of faculty members were obtained from the home economics chairperson of each of the participating universities. The letter of transmittal to faculty (Appendix B) which accompanied the questionnaire described the purpose of the study. The first mailing of the questionnaire to the 293 home economics faculty members was on November 1, 1977. A follow-up letter (Appendix B) was sent on January 15, 1978, to those persons who did not respond to the initial request. This letter was accompanied by a form (Appendix B) asking the recipients to indicate the status of their response. Both letters were sent by first class mail, and returns were by prepaid first class business reply envelopes addressed to The Consortium.

A total of 226 individuals (77 percent) responded. Seven of those contacted declined to respond to the survey and stated they felt unqualified to do so. Four of those persons were part-time, and two had one-year faculty appointments. Usable responses were received from 75 percent (219) of the 293 individuals included in the census. An analysis of the number in the population from each university is presented in Table I. Three responses had missing code numbers and are presented in the table as unidentified responses.

#### Analysis of Data

##### Preparation of Data

All data were treated anonymously. A coding plan was constructed and all data were key punched on computer cards. Analyses were conducted using Statistical Analysis Systems (SAS) computer programs (Barr, Goodnight, Sall, and Helwig, 1976). This system was selected because of

TABLE I  
DISTRIBUTION OF SURVEY POPULATION AND  
RESPONSES BY INSTITUTION

University	No. of Survey Forms Sent	Usable Responses	
		No.	Percent
1	22	10	45.4
2	27	18	66.7
3	7	6	85.7
4	35	31	88.6
5	34	25	73.5
6	30	26	86.7
7	13	11	84.6
8	24	17	70.8
9	31	21	67.7
10	27	17	63.0
11	21	18	85.7
12	22	16	72.7
Unidentified responses		3	
Total	293	219	74.7

its flexibility in handling data and ease of use. The SAS system ignores missing values so all data available were used and all returned questionnaires were usable.

### Factor Analysis

Factor analysis was used to reduce the attitudinal data in such a way that factors (groupings of variables) were produced. The SAS 76 Factor Procedure and the Varimax Rotation Procedure were used to discover interrelationships among the variables and identify major attitudinal dimensions. Items used for the factor analysis were the 39 items in the section of the survey instrument entitled Faculty Interest Survey: External Degree Programs (Appendix A).

The computer program was written to produce eight factors since eight components were used in developing the items. The factors generated through the analysis, however, were made up of different variables from those groupings developed during the instrument construction. The results of the factor analysis supported the decision to program for eight factors. The factors are presented in the chapter on results.

### Frequency Distributions

The demographic data from all items in the second section of the questionnaire were analyzed by means of frequency distributions. These distributions were obtained in terms of numbers and percentages for each category of a variable.

### Factor Scores

Eight factor scores were computed for each respondent by summing the scores for items in each factor. The score for an item was the value assigned to the particular category of response checked by the respondent. The values for the responses were as follows:

- 1 = Strongly Agree,
- 2 = Somewhat Agree,
- 3 = Uncertain,
- 4 = Somewhat Disagree,
- 5 = Strongly Disagree.

In summing the item scores within a factor to obtain the factor score, the actual magnitude of the factor loadings was ignored, and each loading was treated as +1 or -1 according to the sign of the loading. The formulas used in computing the factor scores were as follows:

$$F I = I 18 + I 19 + I 23 + I 26 + I 27 + I 28 + I 30$$

$$F II = 6 + I 8 - I 11 + I 12 + I 16 + I 24 + I 25$$

$$F III = I 29 + I 32 + I 35 + I 37 + I 39$$

$$F IV = I 31 + I 36 + I 38$$

$$F V = 12 + I 6 - I 21 - I 33 + I 34$$

$$F VI = I 20 + I 22$$

$$F VII = I 10 + I 14 + I 15$$

$$F VIII = I 1 + I 2 + I 3 + I 4 + I 5 + I 7 + I 9 + I 13 + I 17$$

in which

F = Factor (followed by factor number)

I = Item (followed by item number).

For Factor II the scale values for Item 11 were reversed by adding six

so that all items in the factor would be in the same attitudinal direction. Likewise, for Factor V, 12 was added to reverse the scale values for Items 21 and 33.

### Analyses of Variance

Analyses of variance were performed to determine whether there were differences between the mean scores of the groups of individuals categorized according to the demographic variables. The hypotheses tested are stated in the Introduction. The SAS 76 ANOVA procedure was used (Barr et al., 1976).

Eight analyses of variance, one for each factor, were computed for each of the following demographic variables: (1) personal and family characteristics including gender, marital status, age, share in providing income and presence of children in the home and their ages; (2) education and rank including highest degree earned, year of last degree, and professional rank; (3) area of specialization including housing and interiors, household equipment, home management and family economics, textiles and clothing, child development and family relations, food and nutrition, and home economics education; (4) time assignment to each function including resident instruction, administration, and research; (5) faculty experience in higher education and non-academic professional experience; (6) experience teaching in an external degree program; and experience developing an external degree program.

An analysis of variance on Factor III, Manageability of Teaching Off-Campus Evening Classes, was computed for each of the following variables: experience as a graduate student in late-day and evening

off-campus classes as well as experience as a faculty member in late-day and evening off-campus teaching.

An analysis of variance on Factor IV, Manageability of Teaching Off-Campus Saturday Classes, was computed for the following variables: Saturday off-campus study and Saturday off-campus teaching.

The variable dealing with the presence of older adults in the household was not included in the analysis because so few respondents reported older family members present in the home.



## CHAPTER IV

### RESULTS AND DISCUSSION

The study includes (1) demographic characteristics of respondents, (2) factors resulting from the factor analysis, and (3) results of the analyses of variance. Recommendations are based on the results of these three types of analyses.

#### Description of Respondents

Responses to questions dealing with demographic variables relating to individual and professional information are summarized. Table II presents personal and family characteristics of the respondents. Ninety percent of the respondents were female. Approximately two-thirds of the population were married; and approximately half of the group were the major providers of income in their households.

Approximately 80 percent were in the age range from 30-59 years with a mode of 30-39 years. About half of the respondents had children, and the children were fairly evenly divided across all age groups. Only 7.9 percent of the faculty had one or more older adults in the home.

Data regarding education and rank of respondents are identified in Table III. About 60 percent had a master's degree while about one-third possessed the doctorate. The majority had received their last degree since 1970. Less than 40 percent of the respondents were at the rank of professor or associate professor.

TABLE II  
 DISTRIBUTION OF THE SURVEY RESPONDENTS ACCORDING  
 TO PERSONAL AND FAMILY CHARACTERISTICS

Variable	No.	Percent <sup>a</sup>
<u>Gender</u>		
Male	22	10.1
Female	195	89.9
<u>Marital Status</u>		
Married	141	65.0
Widowed	6	2.8
Divorced	28	12.9
Single	42	19.3
<u>Age</u>		
60-69	19	8.8
50-59	43	19.8
40-49	55	25.3
30-39	73	33.6
20-29	27	12.4
<u>Major Share in Providing Income</u>		
Equal share	54	25.1
Spouse major provider	55	25.6
You major provider	106	49.3
<u>Presence of Children in the Home</u>		
None at home	101	46.5
One or more children	116	53.4
Ages 0-5 years	29	13.4
Ages 6-12 years	36	16.6
Ages 13-17 years	33	15.2
Ages 18-22 years	24	11.1
<u>Presence of Older Adults in the Home</u>		
None	198	92.1
One or more older adults	17	7.9
Female		
65-79 years	5	2.3
80 years or above	4	1.9
Male		
65-79 years	10	4.7
80 years or above	1	.5

<sup>a</sup>In this and subsequent tables the percentages may not seem to be 100 percent because of rounding discrepancies.

TABLE III  
 DISTRIBUTION OF THE SURVEY RESPONDENTS ACCORDING  
 TO EDUCATION AND PROFESSIONAL RANK

Variable	No.	Percent
<u>Highest Degree Earned</u>		
Doctorate	74	34.1
Master's	131	60.4
Bachelor's	12	5.5
<u>Year of Last Degree</u>		
1970-77	122	56.2
1960-69	60	27.6
1950-59	25	11.5
1940-49	10	4.6
<u>Professional Rank</u>		
Professor	42	19.4
Associate Professor	43	19.9
Assistant Professor	52	24.1
Instructor	26	12.0
Lecturer	53	24.5

Table IV identifies the home economics specializations of the respondents. The largest group of home economists identified represented two specializations: (1) food and nutrition and (2) child development and family relations. Data were not available as to whether this was representative of the total population. The assigned time of respondents in resident instruction, administration and research is presented in Table V. More than half (61.7 percent) were assigned over three-fourths time to resident instruction. Less than one-fifth had administrative responsibilities. Only 14 percent had any time assigned to research.

Table VI presents the professional experience of the respondents. About 40 percent of the individuals participating in the study had five years or less experience as members of a faculty while less than 10 percent had over 20 years of experience. Fewer than 40 percent of the respondents had more than five years of non-academic professional experience.

It may be observed from viewing Table VII on experience of respondents with off-campus classes and external degree programs that more faculty had experience in teaching off-campus courses than in taking their own graduate work in that manner. Approximately 18 percent of the faculty indicated they had experience with teaching in an external degree program.

#### Attitudinal Components

The first objective of the study was to determine the attitudes of home economics faculty toward teaching in an external degree program. Eight factors emerged as a result of the factor analysis.

TABLE IV  
HOME ECONOMICS SPECIALIZATIONS OF  
THE SURVEY RESPONDENTS

Area of Specialization	No.	Percent <sup>a</sup>
Housing and Interiors	21	9.6
Household Equipment	9	4.1
Home Management and Family Economics	33	15.1
Textiles and Clothing	36	16.4
Child Development and Family Relations	51	23.3
Food and Nutrition	63	28.8
Home Economics Education	12	5.5

<sup>a</sup>The percentages add to 102.8 because a few respondents checked more than one specialization.

TABLE V  
 DISTRIBUTION OF SURVEY RESPONDENTS BY TIME ASSIGNED  
 TO RESIDENT INSTRUCTION, ADMINISTRATION  
 AND RESEARCH

Time Assigned to Functions	No.	Percent
<u>Resident Instruction</u>		
None	1	.5
25 percent	20	9.2
26-50 percent	36	16.6
51-75 percent	26	12.0
76-100 percent	134	61.7
<u>Administration</u>		
None	178	82.8
Less than 25 percent	19	8.8
26-50 percent	12	5.6
51-75 percent	3	1.4
76-100 percent	3	1.4
<u>Research</u>		
None	184	86.0
Less than 25 percent	23	10.7
26-50 percent	7	3.3

TABLE VI  
YEARS OF PROFESSIONAL EXPERIENCE OF SURVEY RESPONDENTS

Variable	No.	Percent
<u>Faculty Experience in Higher Education</u>		
Over 20 years	18	8.3
16-20 years	26	12.0
11-15 years	32	14.7
6-10 years	55	25.3
0-5 years	86	39.6
<u>Non-Academic Professional Experience</u>		
Over 20 years	14	6.4
16-20 years	3	1.4
11-15 years	13	6.0
6-10 years	53	24.4
0-5 years	134	61.7

TABLE VII  
 NUMBER AND PERCENTAGE OF SURVEY RESPONDENTS REPORTING  
 EXPERIENCE WITH OFF-CAMPUS CLASSES AND  
 EXTERNAL DEGREE PROGRAMS

Variable	No.	Percent
<u>Off-Campus Graduate Study</u>		
4:00-6:00 P. M. classes	16	7.4
Evening classes	27	12.5
Saturday classes	19	8.8
<u>On-Campus Graduate Study</u>		
4:00-6:00 P. M. classes	159	73.3
Evening classes	138	63.6
Saturday classes	55	25.7
<u>Off-Campus Teaching Experience</u>		
4:00-6:00 P. M. classes	41	18.8
Evening classes	61	28.1
Saturday classes	37	17.1
<u>On-Campus Teaching Experience</u>		
4:00-6:00 P. M. classes	166	76.5
Evening classes	166	76.5
Saturday classes	50	23.6
<u>External Degree Programs</u>		
Teaching in a program	39	17.9
Development of a program	32	14.8
Administration of a program	11	5.1



### Composition of Factors

Factors were labeled according to the main thought expressed and were descriptive of attitudes toward external degree programs. Factors are presented as follows:

- I--Advantages to Faculty,
- II--Disadvantages of Reduced Program Quality and Increased Faculty Effort,
- III--Manageability of Teaching Off-Campus Evening Classes,
- IV--Manageability of Teaching Off-Campus Saturday Classes,
- V--Preference for Off-Load Teaching,
- VI--Equivalence of On- and Off-Campus Teaching: Salary and Load,
- VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students,
- VIII--Accessibility of Graduate Education.

The number of items in each factor varied between two and nine.

The inclusion of an item in a factor was determined by (1) the relatively high loading within a factor (each factor having a different criterion for cut off) and (2) the appropriateness of the item to the factor in terms of content. Each item was included in only one factor, the one on which it loaded most highly on the varimax rotated factor pattern. On the most questionable item, Item 9, the two highest loadings were .45 for Factor VIII and .43 for Factor II. Factor VIII was chosen even though the difference was only .2 because of the appropriateness of the item content. In all other cases the highest factor loading was considerably larger than any other.

Factors based on data from all respondents are presented in Tables VIII through XV which include the items in each factor and the factor

TABLE VIII  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR I--ADVANTAGES TO FACULTY

Factor Loading	Mean	Standard Deviation	Item No.	Item
.64	2.26	.93	28.	Teaching in an external Master's degree program would help faculty become better known and recognized.
.60	2.28	1.17	26.	Teaching in an external Master's degree program would help this faculty member keep in touch with the "real world".
.58	2.53	1.35	19.	Only those faculty members who know how to teach adults should be recruited to teach in an external degree program.
.56	2.48	1.15	27.	Faculty would have more opportunities to be innovative in an external Master's degree program.
.56	1.77	.82	30.	In an external Master's degree program, teaching professionals who have reached relatively responsible positions would appeal to this faculty member.
.49	2.19	1.18	18.	Faculty for an external degree program should be recruited from professionals active in other positions as well as from the regular faculty.
.45	1.61	.83	23.	Teaching in an external Master's degree program would be an enriching experience because of working with students who are engaged in day-to-day practice and who are able to provide interesting and relevant feedback.

TABLE IX  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR II--DISADVANTAGES OF REDUCED PROGRAM  
 QUALITY AND INCREASED FACULTY EFFORT

Factor Loading	Mean	Standard Deviation	Item No.	Item
-.78	3.02	1.31	12.	The quality of the on-campus Master's degree program would be better than the quality of an external Master's degree program.
-.67	3.08	1.29	8.	Adult professionals who are really committed to learning will attend classes on a campus rather than expecting off-campus opportunities for study.
-.61	3.47	1.24	24.	The disadvantages of the logistics of teaching off-campus courses outweigh any advantages that may exist for students.
-.61	4.05	1.23	16.	A graduate degree for professionals is complete only if a student experiences campus life.
-.51	2.67	1.04	25.	An external Master's degree program would increase the teaching load of the faculty.
.47	1.94	1.07	11.	Students who study part-time toward an advanced degree retain as much knowledge as those who study full time.

TABLE X  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR III--MANAGEABILITY OF TEACHING  
 OFF-CAMPUS EVENING CLASSES

Factor Loading	Mean	Standard Deviation	Item No.	Item
.84	2.51	1.48	37.	Spouse or children (or others in household) would not object if this faculty member had a teaching schedule which included evenings.
.82	2.73	1.46	35.	Teaching off-campus evening courses would not jeopardize the needs of my family (or others in household).
.80	2.53	1.24	32.	This faculty member could manage changes in living patterns brought about by teaching evening classes within commuting distance.
.69	1.97	1.12	39.	This faculty member would be able to work out compromise arrangements with family members to accomplish professional aims.
.61	2.49	1.78	29.	This faculty member could manage changes in living patterns brought about by travel to off-campus sites.

TABLE XI  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR IV--MANAGEABILITY OF TEACHING  
 OFF-CAMPUS SATURDAY CLASSES

Factor Loading	Mean	Standard Deviation	Item No.	Item
-.76	3.01	1.43	36.	Teaching off-campus Saturday classes would not jeopardize the needs of my family (or others in household).
-.73	2.75	1.39	31.	This faculty member could manage changes in living patterns brought about by teaching Saturday classes within commuting distance.
-.72	2.99	1.56	38.	Spouse or children (or others in household) would not object if this faculty member had a teaching schedule which included Saturdays.

TABLE XII  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR V--PREFERENCE FOR OFF-LOAD TEACHING

Factor Loading	Mean	Standard Deviation	Item No.	Item
.82	3.11	1.50	6.	Full-time faculty who teach off-campus courses should teach them in addition to their regular loads and should be paid in addition to their regular salary.
-.71	2.04	1.10	21.	When teaching off-campus courses as part of an external degree program, full-time faculty should have their regular loads reduced accordingly and receive their regular salary.
.58	2.82	1.44	34.	This faculty member would teach external degree courses in addition to the regular teaching load for additional salary.
-.43	2.07	1.14	33.	This faculty member would teach external degree courses that counted as part of the regular teaching load.

TABLE XIII  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR VI--EQUIVALENCE OF ON- AND OFF-CAMPUS  
 TEACHING: SALARY AND LOAD

Factor Loading	Mean	Standard Deviation	Item No.	Item
-.70	1.44	.96	20.	Faculty teaching courses in an external degree program should receive the same salary reimbursement as for an equivalent load in the on-campus resident program.
-.68	1.99	1.26	22.	It is just as difficult to teach a new course on campus as off campus.

TABLE XIV  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR VII--EQUIVALENCE OF EXTERNAL AND  
 ON-CAMPUS DEGREE PROGRAMS IN  
 EXPECTATIONS FOR STUDENTS

Factor Loading	Mean	Standard Deviation	Item No.	Item
.80	1.27	.74	14.	The grading criteria for students in an off-campus degree course should be the same as for a resident course.
.65	1.40	.83	15.	Admission requirements should be the same for an external degree program as for an on-campus degree program.
.59	2.12	1.33	10.	The academic ability and performance would be the same for students enrolled in an external degree program and those enrolled in a resident program.



TABLE XV  
 ITEMS, FACTOR LOADINGS, MEANS, AND STANDARD DEVIATIONS  
 FOR FACTOR VIII--ACCESSIBILITY OF  
 GRADUATE EDUCATION

Factor Loading	Mean	Standard Deviation	Item No.	Item
.70	1.60	.90	3.	Teaching in an external Master's degree program would help faculty serve more people of the state including alumni who cannot come to the campus.
.66	1.86	1.06	1.	This institution should provide graduate education for professionals living beyond commuting distance to a campus.
.64	2.05	1.10	17.	Faculty for an external degree program should be recruited from regular faculty (full- or part-time).
.59	1.99	1.14	2.	This institution should offer external degrees.
.59	1.95	1.15	5.	This faculty member would teach off-campus courses if there were adequate support such as secretarial and library services and travel reimbursement.
.58	2.31	1.36	4.	The state should provide financial support for life-long learning for all of its citizens including degree programs for adult professionals who cannot attend classes on campus.
.52	1.78	.99	7.	Enrollment of adult professionals should be encouraged as numbers of undergraduates decrease.
.45	1.95	.99	9.	Students have good reasons for wanting to earn a Master's degree through an external program.
.44	2.42	.94	13.	Students who would participate in an external degree program would be highly motivated and committed to learning.

loading, mean, and standard deviation for each item. Positive and negative signs have no effect on the magnitude of the factor loadings but indicate the attitudinal direction of the item stated. The mean item scores are consistent with scale values for responses to the questionnaire ranging from strongly agree (1) to strongly disagree (5).

#### Attitudes of Total Group

The mean total factor score for each of the factors is the factor score (sum of item scores within the factor) for all respondents. Mean total factor scores and mean item score within factors for the eight factors may be seen in Table XVI. The mean item score within factors can be interpreted in terms of the original Likert Scale indicating the mean attitudinal response of the total group of faculty who responded to the questionnaire. To simplify interpretation of the results, midpoints on the scale were arbitrarily assigned to the original scale values. The original values and assigned midpoints are used throughout the discussion and are as follows:

- 1.0--Strongly Agree,
- 1.5--Agree,
- 2.0--Somewhat Agree,
- 2.5--Slightly Agree,
- 3.0--Uncertain,
- 3.5--Slightly Disagree,
- 4.0--Somewhat Disagree,
- 4.5--Disagree,
- 5.0--Strongly Disagree.

TABLE XVI  
 MEAN TOTAL FACTOR SCORES AND MEAN ITEM SCORES  
 WITHIN FACTORS FOR ALL RESPONDENTS

Factor	No. of Items	Mean Total Factor Scores <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>
I--Advantages to Faculty	7	15.4	2.2
II--Disadvantages of Reduced Program Quality and Increased Faculty Effort	6	20.3	3.4
III--Manageability of Teach- ing Off-Campus Evening Classes	5	12.4	2.5
IV--Manageability of Teach- ing Off-Campus Saturday Classes	3	8.7	2.9
V--Preference for Off-Load Teaching	4	13.8	3.5
VI--Equivalence of On- and Off-Campus Teaching: Salary and Load	2	3.6	1.8
VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students	3	4.7	1.6
VIII--Accessibility of Graduate Education	9	17.9	2.0

<sup>a</sup>Mean total factor score is the sum of scores for items in factor using formula described in Procedures.

<sup>b</sup>Mean item score within factor is the mean factor score divided by number of items in the factor. The mean item scores are consistent with the original Likert scale as follows: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

Actual mean item scores within factors are interpreted in terms of the nearest of the nine preceding scale values.

#### Factor I--Advantages to Faculty

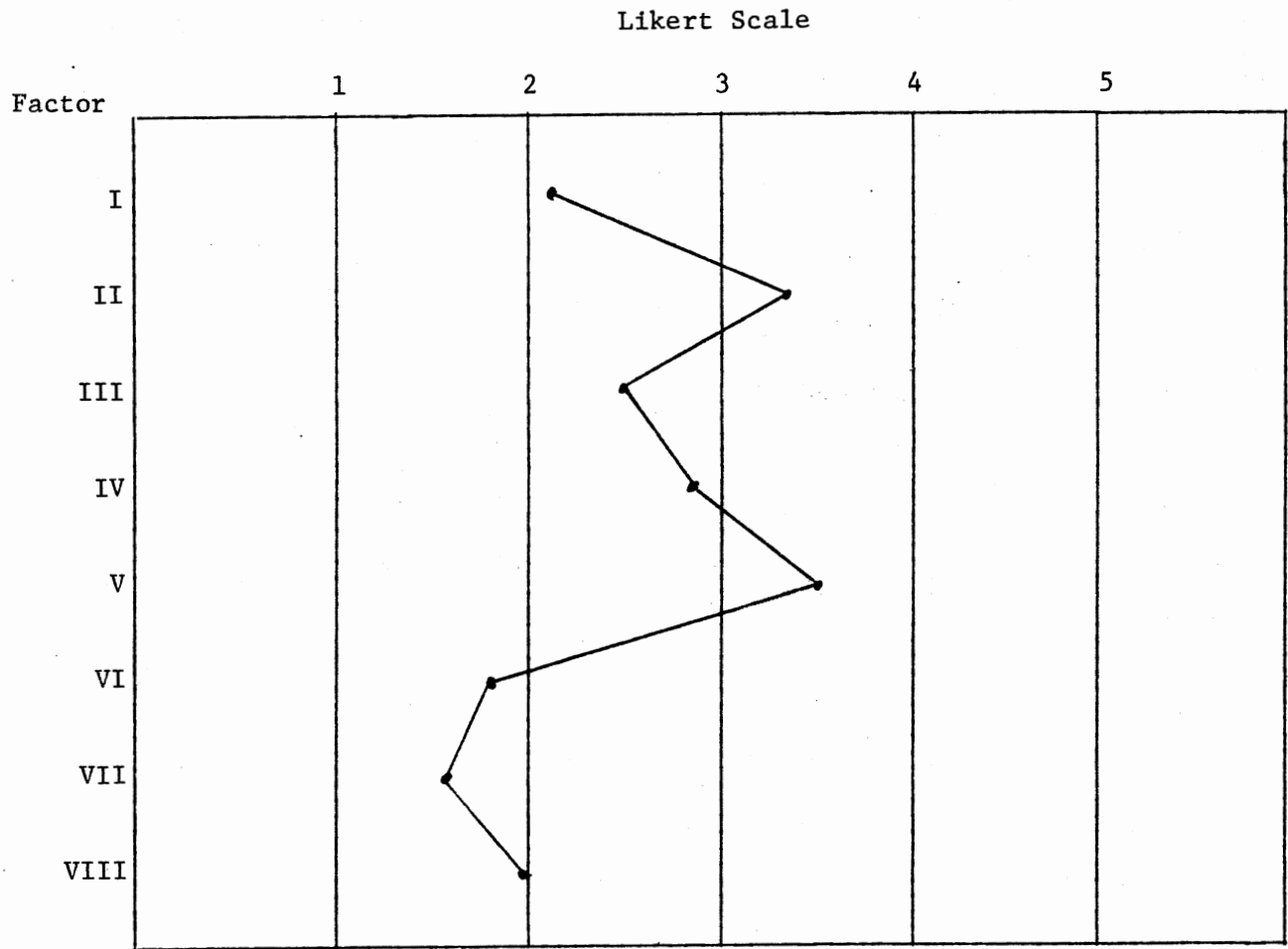
Factor I, as shown in Table VIII, describes the advantages faculty believed would accrue to them if they were teaching in an external degree program. Table XVI and Figure 1 show that the mean item score within Factor I was 2.2 indicating that respondents agreed somewhat that there would be advantages for faculty.

#### Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort

Factor II includes items relative to the faculty's increased effort and the possibility of sacrificing program quality as shown in Table IX. The mean item score of 3.4 indicates that the home economics faculty slightly disagreed with regard to disadvantages as indicated in Table XVI and Figure 1.

#### Factor III--Manageability of Teaching Off-Campus Evening Classes

Factor III deals with the respondent's ability to manage the teaching of off-campus evening classes (Table X). Home economics faculty slightly agreed with this factor as shown in Figure 1 and Table XVI by the mean item score of 2.5.



The factor titles and levels of the Likert scale are explained in Table XV.

Figure 1. Attitudes of All Respondents Expressed in Mean Item Scores Within Factors

#### Factor IV--Manageability of Teaching

##### Off-Campus Saturday Classes

Items relating to the teaching of Saturday classes included in Table XI are grouped together to form Factor IV. Respondents were less in agreement with the items in this factor than they were with items on manageability of teaching evening classes included in Factor III. The general attitude as expressed in Figure 1 can be interpreted as uncertain. Table XVI shows 2.9 as the mean item score within the factor.

#### Factor V--Preference for Off-Load Teaching

The items in Factor V (Table XII) focused on preference for off-load teaching (teaching in addition to regular load for additional salary) or the conditions of willingness to teach as a part of the regular faculty load. Table XVI shows a mean item score of 3.5 indicating a general attitude of slightly disagreeing with Figure 1. Home economics faculty in this study tended to prefer teaching in an external degree program as part of their regular faculty load rather than teaching external degree courses in addition to their regular load for additional salary.

#### Factor VI--Equivalence of On- and Off-Campus

##### Teaching: Salary and Load

Factor VI, made up of two items, consisted of faculty's attitude toward salary and load with regard to teaching off-campus (Table XIII). Table XVI and Figure 1 identify a mean item score of 1.8. Respondents thus somewhat agreed with the statements regarding equivalence of on- and off-campus teaching with regard to salary and load.

Factor VII--Equivalence of External and  
On-Campus Degree Programs in  
Expectations for Students

The three items which clustered together to make up Factor VII (Table XIV) dealt with grading criteria, admission criteria, and academic ability and performance. A mean item score of 1.6 was identified. On comparability of students and requirements for both on- and off-campus programs, respondents agreed with the factor as shown in Figure 1.

Factor VIII--Accessibility of  
Graduate Education

Nine items which loaded on Factor VIII may be seen in Table XV. The items concerned accessibility or ease of availability of graduate education. Figure 1 shows that the mean item score within Factor VIII was 2.0 indicating that respondents agreed somewhat with this factor.

Association of Attitudes with Demographic Data

The second objective of this study was to determine the extent to which attitudes were associated with selected characteristics categorized into the following groups: (1) personal and family characteristics, (2) education and professional rank, (3) areas of home economics specialization, (4) faculty responsibilities, and (5) professional experience.

The statistical procedure used for this objective was analysis of variance. At the .05 significance level or less with 208 analyses of

variance computed, 10 of the F values could be expected to be large enough by chance to appear significant. In this study 20 of the F values were significant at the .05 level or less; therefore some of the F values may appear significant by chance.

With 208 F values at the .01 level, two significant F values could be expected to occur by chance. In this study there were nine F values significant at the .01 level or less. The researcher was confident of the results at the .01 significance level. Details of the analyses of variance may be found in Table XXX, Appendix C. The mean total factor scores and mean item scores for all factors for the total group of respondents are presented in Table XVI.

#### Personal and Family Characteristics

Personal and family characteristics included in the study were gender, marital status, age, share in providing income, and presence of children in the home and their ages. The variable dealing with the presence of older adults in the household was not included in the analysis of variance procedure because so few respondents reported older family members. Tables XVII and XVIII present results of the analyses of variance dealing with personal and family characteristics. Details of all analyses of variance are found in Appendix C.

#### Gender

The attitudes of the 22 males and 195 females were compared in an analysis of variance for each of the eight factors. As shown in Table XVII, the two groups differed significantly at the .04 level only on Factor I--Advantages to Faculty.



TABLE XVII  
 SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES  
 BETWEEN GROUPS CATEGORIZED AS PERSONAL  
 AND FAMILY CHARACTERISTICS

Characteristic Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Gender</u>	I		.04
Males		2.5	
Females		2.2	
<u>Share in Providing Income</u>	V		.05
Equal share		3.7	
Spouse major provider		3.6	
You major provider		3.3	
<u>Presence of Children at Home</u>	III		.02
No		2.7	
Yes		2.3	
<u>Children Ages 6-12</u>	III		.05
No		2.4	
Yes		2.8	
	VII		.004
No		1.5	
Yes		1.9	

<sup>a</sup>Factors: I--Advantages to Faculty, III--Manageability for Teaching Off-Campus Evening Classes, V--Preference for Off-Load Teaching, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students.

<sup>b</sup>Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XVIII

MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED BY  
PERSONAL AND FAMILY CHARACTERISTICS

Characteristics	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Gender</u>								
Male	17.4	18.8	11.7	8.8	12.6	4.1	5.0	19.2
Female	15.1	20.5	12.5	8.7	13.9	3.5	4.7	17.7
<u>Marital Status</u>								
Married	15.4	20.2	12.7	8.9	14.0	3.6	4.8	18.7
Widowed and Divorced	15.4	21.4	10.7	8.2	12.5	3.3	4.1	16.3
Single	15.2	20.0	12.3	7.7	14.1	3.9	4.8	17.7
<u>Age</u>								
50-69	14.6	20.4	12.9	8.5	13.8	8.5	4.4	18.5
40-49	16.2	20.0	11.9	8.7	13.9	3.4	4.6	16.6
30-39	15.3	20.4	13.0	8.9	14.0	3.9	4.8	18.2
20-29	15.9	20.7	11.0	8.3	13.0	3.6	5.3	18.0
<u>Share in Providing Income</u>								
Equal share	15.8	20.1	13.3	9.0	14.6	3.3	4.6	19.2
Spouse major provider	14.9	20.5	13.1	9.0	14.2	3.6	5.0	17.1
You major provider	15.5	20.3	11.3	8.4	13.2	3.8	4.6	17.6
<u>Children at Home</u>								
No	15.6	20.3	13.3	9.1	14.1	3.4	4.9	18.0
Yes	15.2	20.4	11.2	8.2	13.5	3.8	4.6	17.8

TABLE XVIII (Continued)

Characteristics	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Children--Ages 0-5</u>								
No	15.3	20.2	12.4	8.6	13.8	3.6	4.7	17.8
Yes	15.9	20.9	12.5	9.0	14.2	3.5	4.8	18.4
<u>Children--Ages 6-12</u>								
No	15.2	20.5	12.0	8.4	13.7	3.6	4.5	17.7
Yes	16.3	19.7	14.0	9.8	14.3	3.6	5.7	18.5
<u>Children--Ages 13-17</u>								
No	15.3	20.3	12.1	8.6	13.8	3.6	4.8	18.1
Yes	16.0	20.3	13.7	9.1	14.1	3.6	4.5	16.5
<u>Children--Ages 18-22</u>								
No	15.6	20.2	12.5	8.9	13.7	3.7	4.8	18.0
Yes	13.9	21.4	11.9	7.4	14.6	3.1	4.3	17.0

<sup>a</sup>Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

Factor I. The mean item scores within Factor I were 2.5 for men and 2.2 for women as presented in Table XVII. The attitude reflected by men was slightly agree. Women somewhat agreed that there were advantages to faculty in participating in external degree programs.

Other Factors. There were no differences between males and females on the attitudes regarding Factors II through VIII. The mean total factor scores and mean item scores within factors presented in Table XVI may be used in describing attitudes of the home economics faculty for these factors since there is no justification for differentiating between the attitudes of men and women faculty members.

#### Marital Status

For purposes of the analyses of variance the home economists were categorized as married, widowed and divorced, and single. The groups did not differ significantly on any of the eight factors. In this study marital status was not associated with attitudes toward external degree programs.

#### Age

Age group categories used in the analyses of variance were 50-69, 40-49, 30-39, and 20-29. There were no significant differences among the groups on any of the eight factors. Age was not associated with attitudes toward external degree programs in this study.

#### Share in Providing Income

Respondents were divided into three groups according to their choice

of the three responses regarding the major provider of income in the household, you, spouse, or equal with spouse or others. These three groups were compared on all eight factors. The groups differed significantly at the .05 level on Factor V--Preference for Off-Load Teaching, as seen in Table XVIII.

Factor V. Data in Table XVII indicate the mean item scores within Factor V for the three groups. A statistic known as the least significant difference was computed to identify which of the three groups differed significantly from each other. The least significant difference is similar to a t test. The least significant difference at the .05 level for the mean total factor score for Factor V shown in Table XVIII was 1.19 based on the analysis of variance computations. The two groups which differed significantly were the categories of equal and you. The respondents who were the major providers of income, the you category, had a mean item score of 3.3 and those who shared equally with spouse or others in providing income had a mean item score of 3.7. Although the two groups differed significantly, their mean item scores would both be interpreted as slightly disagreeing with a preference for off-load teaching.

Other Factors. There were no differences between groups on attitudes reflected by Factors I through IV and VI through VIII. The mean total factor scores and the mean item scores presented in Table XVI may be used in describing faculty attitudes on these factors.

#### Presence of Children at Home

Respondents were categorized in two groups according to whether

there were or were not children in the home. As shown in Table XVII the two groups differed significantly at the .02 level only on Factor III--Manageability of Teaching Off-Campus Evening Classes.

Factor III. The mean item scores within Factor III were 2.7 for respondents with no children at home and 2.2 for respondents with children. These means are shown in Table XVIII and indicate that the group with children at home somewhat agreed with the manageability of teaching evening classes.

Other Factors. There were no differences between the groups on attitudes reflected by Factors I and II and by Factors IV through VIII. The means presented in Table XVI may be used in describing attitudes of home economics faculty for these factors since there was no differentiation between faculty having children at home and those not having children at home.

#### Children--Ages 0 to 5 Years

Categories used in the analysis of variance for determining if there were differences due to having children 0 to 5 years old were those with or without children in this age group. Having children ages 0 to 5 years in the home was not associated with attitudes toward external degree programs in this study.

#### Children--Ages 6 to 12 Years

The two groups of respondents compared in the analysis of variance procedure were those groups with and without children in the 6-to-12-year-old age group. As shown in Table XVII, the two groups differed

significantly at the .05 level on Factor III--Manageability of Teaching Off-Campus Evening Classes, and at the .004 level on Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students.

Factor III. The mean item scores within Factor III--Manageability of Teaching Off-Campus Evening Classes were 2.4 for respondents with children in that age group (Table XVII). The results showed that respondents having no children in the 6-to-12-year age group slightly agreed with the manageability of teaching off-campus evening classes. Respondents with children in this age group were uncertain in their attitudes.

Factor VII. Factor VII deals with the equivalence of external and on-campus degree programs in expectations for students. The mean item scores within Factor VII were 1.5 for respondents without children ages 6 to 12 years and 1.9 for those respondents who had children in that age group (Table XVII). Scores indicate that respondents without children 6 to 12 years old agreed that external and on-campus degree programs were equivalent in expectations for students. Faculty with children in the 6-to-12-year-old age group only somewhat agreed with the factor.

Other Factors. There were no differences between the two groups on attitudes reflected by Factors I, II, IV, V, VI, and VIII. The means for the total group of respondents presented in Table XVI may be used in describing attitudes of home economics faculty regarding these factors since there was no justification for differentiating between those having

6-to-12-year-old children and those not having children in this age group.

#### Children--Ages 13 to 17 Years

Categories compared in the analysis of variance on all eight factors were those without children in the 13-to-17-year age group and those with children these ages. Groups did not differ significantly on any of the factors. Having children aged 13 to 17 years in the home was not associated with the attitudes toward external degree programs in this study.

#### Children--Ages 18 to 22 Years

Those groups with and without children in the 18-to-22-year age range were compared on all eight factors and no significant differences were found. Having children aged 18 to 22 years in the home was not associated with the attitudes toward external degree programs.

#### Education and Professional Rank

Characteristics included in the study having to do with education and professional rank were as follows: highest degree earned, year of last degree, and professional rank. Analyses of variance were computed on these characteristics for the eight factors. The analyses indicated that significant differences occurred on all of these characteristics for one or more of the eight factors. Results of the analyses of variance dealing with education and professional rank are presented in Tables XIX and XX. Details of all analyses of variance are found in Appendix C.



TABLE XIX  
 SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES  
 BETWEEN GROUPS CATEGORIZED BY EDUCATION  
 AND PROFESSIONAL RANK

Characteristic Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Highest Degree Earned</u>	I		.01
Doctorate		2.4	
Masters		2.1	
<u>Year of Last Degree</u>	III		.01
1970-1977		2.3	
1960-1969		2.7	
1940-1959		2.9	
<u>Professional Rank</u>	II		.02
Professor		3.2	
Associate Professor		3.2	
Assistant Professor		3.4	
Instructor		3.8	
Lecturer		3.5	
	III		.01
Professor		2.9	
Associate Professor		2.8	
Assistant Professor		2.1	
Instructor		2.4	
Lecturer		2.3	
	IV		.004
Professor		3.3	
Associate Professor		3.4	
Assistant Professor		2.5	
Instructor		2.9	
Lecturer		2.6	

<sup>a</sup>Factors: I--Advantages to Faculty, II--Disadvantages to Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes.

<sup>b</sup>Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XX

MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED BY  
EDUCATION AND PROFESSIONAL RANK

Characteristics	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Highest Degree</u>								
Doctorate	16.6	19.7	12.5	9.3	13.3	3.8	4.9	18.2
Masters	14.8	20.5	12.6	8.6	13.5	3.6	4.5	17.8
<u>Year of Last Degree</u>								
1970-1977	15.6	21.1	11.3	8.2	13.7	3.7	4.6	17.2
1960-1969	16.7	19.4	13.7	9.3	14.3	3.6	4.9	18.2
1940-1959	15.4	19.1	14.3	9.2	13.3	3.3	4.9	19.7
<u>Professional Rank</u>								
Professor	16.6	19.4	14.6	9.9	16.6	3.6	4.4	17.9
Associate Professor	16.3	19.0	13.8	10.2	16.3	3.9	5.1	19.5
Assistant Professor	15.4	20.3	10.5	7.4	15.5	3.7	4.5	17.2
Instructor	13.8	22.5	11.9	8.6	13.8	3.3	4.4	16.5
Lecturer	14.4	21.2	11.5	7.7	14.4	3.4	5.0	17.9

<sup>a</sup>Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

### Highest Degree Earned

Respondents holding doctorates and those with master's degrees were compared in an analysis of variance for the eight factors. As shown in Table XIX, the two groups differed significantly on Factor I--Advantages to Faculty.

Factor I. The mean item scores within Factor I were 2.4 for the doctoral respondents and 2.1 for the master's degree respondents as shown in Table XIX. These means indicate that faculty with the doctorate slightly agreed that there were advantages to faculty in participating in external master's degree programs. Respondents with master's degrees somewhat agreed that there would be advantages to faculty.

Other Factors. There were no differences between groups on the attitudes reflected by Factors II through VIII. The mean total factor score and mean item scores within factors presented in Table XVI may be used in describing attitudes of home economics faculty for these factors since there was no justification for differentiating between the attitudes of respondents having master's or doctoral degrees.

### Year of Last Degree

The categories used in grouping the respondents on year of last degree were 1970-77, 1960-69, and 1940-59. The three groups differed significantly (.01 level) on Factor III--Manageability of Teaching Off-Campus Evening Classes.

Factor III. The mean total factor scores on Factor III were 2.3 for 1970-1977, 2.7 for 1960-1969, and 2.9 for 1940-1959. These means

are shown in Table XIX. The least significant difference (.01 level) in mean total factor scores shown in Table XX was 2.70 based on the analysis of variance computations. The two groups which differed significantly were those obtaining degrees since 1970 and those having degrees granted prior to 1960. In terms of attitudes expressed, recent graduates (1970-1977) slightly agreed with the manageability of teaching off-campus evening classes. Those respondents with the last degree earned prior to 1960 were uncertain.

Other Factors. There were no differences between groups on attitudes reflected by Factors I and II and Factors IV through VIII. The mean total factor scores and the mean item score within factors presented in Table XVI may be used in describing faculty attitudes on these factors.

#### Professional Rank

Analysis of variance computations were done on the groups of professor, associate professor, assistant professor, instructor, and lecturer for all eight factors. These analyses indicated that significant differences between groups were found on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, Factor III--Manageability of Teaching Off-Campus Evening Classes, and Factor IV--Manageability of Teaching Off-Campus Saturday Classes.

Factor II. The groups differed significantly on Factor II at the .02 level. The mean item scores within Factor II were 3.2 for professors, 3.2 for associate professors, 3.4 for assistant professors, 3.8 for instructors, and 3.5 for lecturers. These figures are presented in

Table XIX. The least significant difference at the .05 level for mean total factor scores was 2.02.

Instructors responded at a significantly higher level of disagreement (somewhat disagree) than professors, associate professors, and assistant professors (uncertain to slightly disagree) regarding disadvantages of reduced program quality and increased faculty effort. Lecturers, who slightly disagreed with the factor, were significantly different from associate professors, who were uncertain.

Factor III. The groups differed significantly on Factor III at the .01 level. The mean item scores within factors were 2.9 for professors, 2.8 for associate professors, 2.1 for assistant professors, 2.4 for instructors, and 2.3 for lecturers. These means are presented in Table XIX. The least significant difference between mean total factor scores was 2.62 based on the analysis of variance computations. The difference was significant between professors as compared with assistant professors, instructors, and lecturers. Professors were significantly less certain about the manageability of teaching off-campus evening classes than were the assistant professors, instructors and lecturers. A significant difference was also noted between associate professors and assistant professors. Associate professors, like the professors, were uncertain but assistant professors were significantly more in agreement (somewhat agree) with the factor.

Factor IV. Table XIX shows that the groups according to professional rank differed significantly at the .004 level on Factor IV--Manageability of Teaching Off-Campus Saturday Classes. The mean item scores within Factor IV were 3.3 for professor, 3.4 for associate

professor, 2.5 for assistant professor, 2.9 for instructor, and 2.6 for lecturer as shown in Table XIX. The least significant difference in mean total factor scores at the .01 level was 2.42. With regard to the manageability of teaching Saturday classes, associate professors with an attitude of slightly disagreeing differed significantly from assistant professors and lecturers who slightly agreed with the manageability of teaching Saturday classes. Professors, who slightly disagreed with Factor IV differed significantly from assistant professors, who slightly agreed with the factor.

Other Factors. There were no differences between groups on attitudes reflected in Factor I and Factors V through VIII. The means indicated in Table XVI and Figure 1 may be used to describe home economics faculty for these factors since there is no justification for differentiating between the attitudes of the group according to professional rank.

#### Home Economics Specialization

Groups were categorized according to home economics specializations as follows: housing and interior design, household equipment, home management and family economics, textiles and clothing, child development and family relations, food and nutrition, and home economics education. For purposes of the analyses of variance, the home economics faculty members were grouped in terms of whether they did or did not have the specific home economics specializations. Results of the analyses of variance dealing with home economics specializations are presented in Tables XXI and XXII. Details of all analyses may be found in Appendix C.

TABLE XXI

SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES BETWEEN GROUPS  
CATEGORIZED BY HOME ECONOMICS SPECIALIZATIONS

Characteristic Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Household Equipment</u>	VIII		.01
No		1.3	
Yes		2.0	
<u>Home Management and Family Economics</u>	I		.02
No		2.2	
Yes		1.9	
	VIII		.005
No		1.6	
Yes		2.0	
<u>Textiles and Clothing</u>	I		.004
No		2.1	
Yes		2.5	
<u>Child Development and Family Relations</u>	II		.02
No		3.3	
Yes		3.6	
<u>Food and Nutrition</u>	II		.003
No		3.5	
Yes		3.1	
	VII		.03
No		1.5	
Yes		1.7	
	VIII		.01
No		1.9	
Yes		2.2	
<u>Home Economics Education</u>	I		.02
No		2.2	
Yes		1.8	
	VIII		.01
No		2.0	
Yes		1.6	

<sup>a</sup>Factors: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

<sup>b</sup>Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XXII  
 MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED BY  
 HOME ECONOMICS SPECIALIZATION

Specialization	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Housing and Interior Design</u>								
No	15.4	20.4	12.4	8.8	14.0	3.6	4.7	18.0
Yes	15.6	20.4	12.8	8.0	12.5	3.4	4.6	16.8
<u>Household Equipment</u>								
No	15.5	20.5	12.5	8.7	13.8	3.6	4.7	18.1
Yes	13.4	18.1	11.0	8.9	14.0	3.2	4.2	11.9
<u>Home Management and Family Economics</u>								
No	15.7	20.2	12.7	8.9	13.9	3.6	4.8	18.4
Yes	13.6	21.2	10.8	7.7	13.5	3.5	4.2	14.8
<u>Textiles and Clothing</u>								
No	15.0	20.5	12.3	8.6	13.9	3.6	4.7	17.6
Yes	17.6	19.9	13.0	9.1	13.6	3.6	4.6	19.2
<u>Child Development and Family Relations</u>								
No	15.4	20.0	12.4	8.4	13.8	3.6	4.8	18.1
Yes	15.5	21.8	12.5	9.4	14.0	3.5	4.4	17.1
<u>Food and Nutrition</u>								
No	15.2	21.0	12.2	8.6	13.6	3.6	4.5	17.1
Yes	16.1	18.8	13.1	8.9	14.3	3.7	5.2	19.8



TABLE XXII (Continued)

Specialization	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Home Economics Education</u>								
No	15.7	20.1	12.7	8.8	13.9	3.6	4.8	18.3
Yes	12.9	22.4	10.7	7.8	13.5	3.2	4.1	14.7

<sup>a</sup>Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

### Housing and Interior Design

The groups with and without a specialization in housing and interior design were compared in the analyses of variance on all eight factors. The groups did not differ significantly on any of the factors. A housing and interior design specialization was not associated with the attitudes toward external degree programs in this study.

### Household Equipment

The groups with and without a specialization in household equipment were compared in analyses of variance on all eight factors. The only factor for which there was a significant difference (.01 level) was Factor VIII--Accessibility of Graduate Education.

Factor VIII. The mean item scores within Factor VIII were 1.3 for respondents without a specialization in household equipment and 2.0 for respondents with such a specialization. These means are shown in Table XXI. Scores indicate that the group without specialization in household equipment agreed that graduate education should be accessible. The group of respondents with specialization in household equipment somewhat agreed with the factor.

Other Factors. There were no differences between the groups with or without a specialization in household equipment on the attitudes reflected in Factors I through VII. The mean item score within factors presented in Table XVI may be used in describing attitudes of the home economics faculty for these factors since there is no justification for differentiating between the groups with and without a specialization in household equipment.

### Home Management and Family Economics

The groups with and without a specialization in home management and family economics were compared in analyses of variance on all eight factors. As shown in Table XXI, a significant difference at the .02 level was found for Factor I--Advantages to Faculty and a significant difference at the .005 level was found on Factor VIII--Accessibility of Graduate Education.

Factor I. The mean item scores within Factor I were 2.2 for the group not having a specialization in home management and family economics and 1.9 for the group with such a specialization as shown in Table XXI. Although both scores are interpreted as somewhat agreeing with Factor I--Advantages to Faculty, respondents with specialization in home management and family economics were significantly stronger in their level of agreement.

Factor VIII. Mean item scores within Factor VIII were 1.6 for the group not having a specialization in home management and family economics and 2.0 for the group having that specialization. These means are shown in Table XXI. Results indicate that the group without specialization in home management and family economics agreed that graduate education should be accessible. The respondents who were specialists in that area somewhat agreed with the factor on accessibility.

Other Factors. There were no differences between the groups with or without a specialization in home management and family economics on the attitudes reflected in Factors II through VII. The means presented in Table XVI may be used in describing attitudes of home economics

faculty for these factors since there was no justification for differentiating between groups with or without a specialization in home management and family economics.

#### Textiles and Clothing

The groups with and without a specialization in textiles and clothing were compared in analyses of variance on all eight factors. As shown in Table XVI, significant differences at the .004 level were found on Factor I--Advantages to Faculty.

Factor I. The mean item scores within the factor were 2.1 for the group not having a specialization in textiles and clothing and 2.5 for the group having that specialization. These means are presented in Table XXI. Scores indicate that the group without specialization in textiles and clothing somewhat agreed that there were advantages to faculty in external degree programs. The group with a specialization in this area slightly agreed.

Other Factors. There were no differences between the groups with or without a specialization in textiles and clothing on the attitudes reflected in Factors II through VIII. There is no justification for differentiating between groups with or without a specialization in home management and family economics on these factors.

#### Child Development and Family Relations

The groups with and without a specialization in child development and family relations were compared in analyses of variance on all eight factors. As shown in Table XXI, the two groups differed significantly

at the .02 level on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

Factor II. Mean item scores were 3.3 for the group not having a specialization in child development and family relations and 3.6 for the group having such a specialization. These means are shown in Table XXI. Both groups slightly disagreed with the attitudinal component on the disadvantages of reduced program quality and increased faculty effort; however, the group with a specialization in child development and family relations was significantly stronger in their disagreement.

Other Factors. There were no differences between groups with or without a specialization in child development and family relations on Factor I and Factors III through VIII. The findings presented in Table XVI may be used in describing attitudes of home economics faculty for these factors since there was no justification for differentiating between groups with or without a specialization in child development and family relations.

#### Food and Nutrition

The groups with and without a specialization in food and nutrition were compared in analyses of variance on all eight factors. As shown in Table XXI the two groups differed significantly on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Graduate Students, and Factor VIII--Accessibility of Graduate Education.

Factor II. The groups differed significantly for Factor II at the .003 level. The mean item scores within the factor were 3.5 for the group without a specialization in food and nutrition and 3.1 for the group with specialization in that area. These means are shown in Table XXI. The group without a food and nutrition specialization slightly disagreed with the attitudinal component on disadvantages of reduced program quality and increased faculty effort. The group with a food and nutrition specialization was significantly more uncertain about that factor.

Factor VII. The significant difference for Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Graduate Students was at the .03 level. The mean item scores within the factor were 1.5 for the respondents without a specialization in food and nutrition. These means are presented in Table XXI. Both groups agreed with equivalence of external and on-campus degree programs in expectations for students. Those with a food and nutrition specialization agreed to a significantly lesser extent.

Factor VIII. The two groups differed significantly at the .01 level on Factor VIII--Accessibility of Graduate Education. The mean item scores within the factor were 1.9 for respondents without a specialization in food and nutrition and 2.2 for respondents with a specialization in food and nutrition. These figures may be noted in Table XXI. Both groups somewhat agreed with accessibility of graduate education but faculty with specialization in food and nutrition were significantly less certain of their agreement.

Other Factors. No significant differences were found between groups

on Factors I, III, IV, V, or VI. The means presented in Table XVI may be used in describing attitudes of faculty on these factors.

#### Home Economics Education

The groups with or without a specialization in home economics education were compared in analyses of variance on all eight factors. As shown in Table XXI, significant differences were discovered on Factor I--Advantages to Faculty and Factor VIII--Accessibility of Graduate Education.

Factor I. The two groups differed significantly at the .02 level on Factor I--Advantages to Faculty. The mean item scores were 2.2 for respondents without a specialization in home economics education and 1.8 for respondents with a specialization in home economics education. These means are shown in Table XXI. Results indicate that the attitude reflected by respondents in both groups was somewhat agree. Respondents with a home economics education specialization were significantly stronger in their agreement that there were advantages to faculty.

Factor VIII. The two groups differed significantly at the .01 level on Factor VIII--Accessibility of Graduate Education. The mean item scores were 2.0 for respondents without a specialization in home economics education and 1.6 for respondents with such a specialization. Means are shown in Table XXI. Faculty with a specialization in home economics education agreed significantly more strongly than those without such a specialization that there should be accessibility of graduate education.

Other Factors. No significant differences were found between groups

on Factors II through VII. The means presented in Table XVI may be used in describing attitudes of the home economics faculty for these factors.

Time Assigned to Resident Instruction,  
Administration, and Research

The percentage of time each faculty member was assigned to each of the three functions, resident instruction, administration, and research, was another set of characteristics studied. An analysis of variance was computed for each of the eight factors for each of the three functions. Significant differences between groups on factor scores were found only for resident instruction and research. Tables XXIII and XXIV present the results of analyses of variance dealing with time assigned to the three functions. Details of all analyses of variance are presented in Appendix C.

Resident Instruction

The attitudes of faculty were compared in an analysis of variance for each of the eight factors with faculty grouped according to resident instruction 76 to 100 percent, 51 to 75 percent, 26 to 50 percent, and less than 25 percent of the time. The groups differed significantly at the .04 level only on Factor I--Advantages to Faculty.

Factor I. Mean scores within Factor I were as follows: 76 to 100 percent, 2.3; 51 to 75 percent, 2.1; 26 to 50 percent, 2.0; and less than 25 percent, 1.9. These means are shown in Table XXIII. The least significant difference between mean total factor scores at the .05 level was 1.87. The groups which differed significantly were those in full-time resident instruction or nearly full-time (76 to 100 percent) and



TABLE XXIII

SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES BETWEEN  
GROUPS CATEGORIZED BY TIME ASSIGNED TO RESIDENT  
INSTRUCTION, ADMINISTRATION, AND RESEARCH

Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Resident Instruction</u>	I		.04
76-100%		2.3	
51-75%		2.1	
26-50%		2.0	
Less than 25%		1.9	
<u>Research</u>	II		.03
25-50%		3.1	
None		3.4	

<sup>a</sup>Factors: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

<sup>b</sup>Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XXIV

MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED BY PERCENTAGE OF TIME ASSIGNED TO RESIDENT INSTRUCTION, ADMINISTRATION, AND RESEARCH

Characteristics	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Resident Instruction</u>								
76-100%	16.1	20.2	13.3	9.3	14.0	3.8	4.9	18.5
51-75%	14.8	20.0	11.4	7.9	13.8	3.7	4.9	17.6
26-50%	14.4	20.8	11.7	7.9	13.3	3.3	4.6	16.2
Less than 25%	13.4	21.4	10.4	7.8	13.8	3.1	3.8	16.8
<u>Administration</u>								
26-100%	14.7	20.0	12.6	9.5	14.9	3.9	4.0	17.6
Less than 25%	16.0	19.9	15.5	9.7	15.0	4.1	5.5	18.2
None	15.5	20.4	12.1	8.6	13.6	3.5	4.7	17.9
<u>Research</u>								
25-50%	15.9	18.6	13.2	9.2	14.1	4.1	5.3	19.4
None	15.4	20.6	12.3	8.7	13.8	3.5	4.6	17.6

<sup>a</sup>Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

those who were in resident instruction less than 25 percent of the time. Persons in essentially full-time teaching were significantly less certain of their agreement (slightly agree in comparison with somewhat agree) with the advantages to faculty of external degree programs.

Other Factors. There were no significant differences between any of the groups on attitudes reflected by Factors II through VIII. The findings presented in Table XVI may be used in describing faculty attitudes regarding time assigned to resident instruction.

#### Administration

Two categories were used in grouping faculty according to assignment for administration. The categories were 26 to 100 percent and less than 25 percent of the time assigned to administration in a faculty position. The two groups did not differ on any of the eight factors. Amount of time assigned to administration was not associated with attitudes toward external degree programs.

#### Research

Respondents were placed in two categories regarding research involvement for computing the analysis of variance on each of the eight factors. Since there were few respondents engaged in research, original groups categorized for the questionnaire were combined into two groups for the analyses of variance. These two groups were 25 to 50 percent time assigned to research and no time for research. As indicated in Table XXIII, the two groups differed significantly at the .03 level on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

Factor II. Mean item scores within Factor II were 3.1 for the group spending 25 to 50 percent of their time in research and 3.4 for the group having no time for research as presented in Table XXIII. The group assigned to 25 to 50 percent time for research was uncertain as to the disadvantages of reduced program quality and increased faculty effort. The group with no time for research slightly disagreed with the factor.

Other Factors. There were no differences between groups on attitudes reflected by Factor I or Factors III through VIII. The means presented in Table XVI may be used in describing faculty attitudes regarding time assigned to research.

#### Professional Experience

The study included determining the length of time home economics faculty had spent in higher education as well as time spent working in non-academic professional positions. Analyses of variance were computed on these characteristics for all of the eight factors. Details of all analyses are shown in Appendix C. Results of analyses of variance dealing with professional experience are presented in Tables XXV and XXVI.

#### Faculty Experience in Higher Education

Respondents were categorized according to faculty experience in higher education by the following time periods: 16 or more years, 11 to 15 years, 6 to 10 years, and 0 to 5 years. As shown in Table XXV, significant differences were found on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort and Factor III--Manageability of Teaching Off-Campus Evening Classes.

TABLE XXV  
 SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES BETWEEN  
 GROUPS CATEGORIZED BY YEARS OF PROFESSIONAL  
 EXPERIENCE

Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Faculty Experience in Higher Education</u>			
	II		.002
16 or more years		3.4	
11-15 years		2.9	
6-10 years		3.4	
0-5 years		3.6	
	III		.03
16 or more years		2.8	
11-15 years		2.8	
6-10 years		2.4	
0-5 years		2.2	
<u>Non-Academic Experience</u>			
	VI		.03
10 or more years		1.8	
6-10 years		2.1	
0-5 years		1.7	

<sup>a</sup> Factors: II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load.

<sup>b</sup> Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XXVI

MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED  
BY PROFESSIONAL EXPERIENCE

Professional Experience	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Faculty Experience--Higher Education</u>								
16 or more years	15.1	20.7	14.3	9.4	14.0	3.0	4.4	17.0
11-15 years	16.4	17.6	14.0	9.0	14.6	3.8	4.7	18.8
6-10 years	16.3	20.1	12.1	9.0	13.6	3.8	5.2	19.3
0-5 years	14.6	21.5	11.1	7.9	13.6	3.5	4.5	17.0
<u>Non-Academic Professional Experience</u>								
10 or more years	14.4	20.1	12.7	8.7	13.5	3.7	4.8	19.5
6-10 years	16.0	19.9	12.8	9.0	13.4	4.1	4.9	18.4
0-5 years	15.4	20.7	12.2	8.5	14.1	3.4	4.6	17.3

<sup>a</sup> Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

Factor II. Mean item scores within Factor II were 3.4 for 16 or more years, 2.9 for 11 to 15 years, 3.4 for 6 to 10 years, and 3.6 for 0 to 5 years. These means are shown in Table XXV. The least significant difference for mean total factor scores at the .01 level was 2.33. The group in the 11-to-15-year category differed significantly from the other groups. Faculty having 11 to 15 years experience in higher education were uncertain about the disadvantages of reduced program quality and increased faculty effort. Faculty in the other three categories slightly disagreed with the factor.

Factor III. The mean item scores within Factor III were 2.8 for respondents with 16 or more years experience, 2.8 for respondents with 11 to 15 years experience, 2.4 for respondents with 6 to 10 years experience, and 2.2 for respondents with 0 to 5 years experience. These means are presented in Table XXV. The least significant difference for mean total factor scores at the .05 level was 2.36. Faculty with the least experience agreed at a significantly higher level (somewhat agree) that they would find teaching off-campus evening classes more manageable than individuals with the most experience (uncertain).

Other Factors. There were no differences in groups on the attitudes reflected by Factor I and Factors IV through VIII. The means presented in Table XVI may be used in determining attitudes of home economics faculty for these factors since there is no justification for differentiating between those differing in experience in higher education.

### Non-Academic Professional Experience

Three categories were used in grouping faculty according to non-academic professional experiences. The categories were 10 or more years, 6 to 10 years, and 0 to 5 years, as seen in Table XXV. The three groups differed significantly at the .03 level on Factor VI--Equivalence of On- and Off-Campus Teaching: Salary and Load.

Factor VI. The mean time scores within the factor were 1.8 for the 10-or-more-years group, 2.1 for the 6-to-10-years group, and 1.7 for the 0-to-5-years group. These means are shown in Table XXV. The least significant difference at the .05 level was .62 based on the analysis of variance computations. The two groups that differed significantly were the 6-to-10-years group and the 0-to-5-years group. Scores indicate that the group with 6 to 10 years of non-academic professional experience somewhat agreed with the factor on equivalence of on- and off-campus teaching: salary and load. The 0-to-5-years group was significantly stronger in their agreement with the factor.

Other Factors. There were no differences between groups on attitudes reflected by Factors I through V, and VII and VIII. The means presented in Table XVI may be used in describing faculty attitudes for these factors since there was no justification for differentiating between groups according to years of non-academic professional experience.

### Experience with Off-Campus Classes and External Degree Programs

Analyses of variance were performed on groups of respondents



according to experience with off-campus courses during their graduate study (late day, evening, or Saturday classes). The analyses were also done for off-campus teaching (late day, evening, or Saturday classes) and for experience in teaching in an external degree program and in developing an external degree program. On-campus graduate study and on-campus teaching of courses were not included in the analyses because they were common to all respondents and were not rationally accepted to be associated with attitudes toward external degree programs. The analyses for late-day and evening graduate study and/or teaching were performed only on Factor III--Manageability of Teaching Off-Campus Evening Classes. Analyses for Saturday off-campus graduate study or teaching were performed only for Factor IV--Manageability of Teaching Off-Campus Saturday Classes. All eight factors were used in the analyses of variance on professional experience with external degree programs; however, administration of external degree programs was eliminated because of the small number of respondents indicating any such experience. Details of the analyses are available in Appendix C. Results of the analyses of variance dealing with experience with off-campus classes and external degree programs are presented in Tables XXVII and XXVIII.

#### Late-Day Off-Campus Study

Respondents were categorized in two groups according to whether or not they had late-day off-campus classes in their graduate study. As shown in Table XXVII the two groups differed significantly at the .05 level on Factor III--Manageability of Teaching Off-Campus Evening Classes.

TABLE XXVII

SUMMARY OF SIGNIFICANT FACTOR-SCORE DIFFERENCES BETWEEN  
GROUPS CATEGORIZED BY EXPERIENCE WITH OFF-CAMPUS  
CLASSES AND EXTERNAL DEGREE PROGRAMS

Group	Factor <sup>a</sup>	Mean Item Score Within Factor <sup>b</sup>	Probability Level of F
<u>Experience with Off-Campus Classes--Graduate Study (late day)</u>			
	III		.05
No		2.5	
Yes		1.9	
<u>Experience Developing External Degree Program</u>			
	II		.02
No		3.4	
Yes		3.7	

<sup>a</sup> Factors: II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes.

<sup>b</sup> Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

TABLE XXVIII

MEAN TOTAL FACTOR SCORES FOR GROUPS CATEGORIZED BY EXPERIENCE WITH  
OFF-CAMPUS CLASSES AND EXTERNAL DEGREE PROGRAMS

Experience	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Late Day Off-Campus Study</u>								
No			12.7					
Yes			9.5					
<u>Evening Off-Campus Study</u>								
No			12.9					
Yes			11.0					
<u>Saturday Off-Campus Study</u>								
No				8.7				
Yes				8.6				
<u>Late-Day Off-Campus Teaching</u>								
No			12.6					
Yes			11.6					
<u>Evening Off-Campus Teaching</u>								
No			12.5					
Yes			12.3					
<u>Saturday Off-Campus Teaching</u>								
No				8.8				
Yes				8.6				

TABLE XXVIII (Continued)

Experience	Factor <sup>a</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Experience Teaching--External</u>								
<u>Degree Program</u>								
No	15.7	20.3	12.7	8.8	14.0	3.6	4.8	17.9
Yes	14.1	21.0	11.4	8.2	13.2	3.5	4.3	17.4
<u>Experience Developing--External</u>								
<u>Degree Program</u>								
No	15.6	20.1	12.7	8.6	13.8	3.6	4.7	18.1
Yes	14.0	22.3	10.9	9.4	14.2	3.7	4.8	16.3

<sup>a</sup>Code: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Teaching Off-Campus Evening Classes, IV--Manageability of Teaching Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching: Salary and Load, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

The mean item scores for Factor III were 2.5 for the group who had not had late-day off-campus classes during their graduate study and 1.9 for the group who had. Scores indicate that respondents who had late-day off-campus study during graduate work somewhat agreed with the factor on manageability of off-campus evening classes. Those respondents who had not had off-campus evening classes only slightly agreed.

#### Evening Off-Campus Study

Respondents were categorized according to whether or not they had evening off-campus classes in their graduate study. The groups did not differ significantly on Factor III. Whether or not respondents experienced evening off-campus graduate study was not associated with attitudes toward the manageability of teaching off-campus evening classes.

#### Saturday Off-Campus Study

Respondents were categorized according to whether or not they had Saturday off-campus classes as part of their graduate study. The group did not differ significantly on Factor IV. Experience with Saturday off-campus graduate study was not associated with attitudes toward the manageability of teaching off-campus Saturday classes.

#### Late-Day Off-Campus Teaching

Respondents were categorized according to whether or not they had experience with teaching off-campus, late-day classes. No significant difference was found between the two groups on Factor III. Experience with teaching off-campus, late-day classes was not associated with the

attitudes toward the manageability of teaching off-campus evening classes.

#### Evening Off-Campus Teaching

Respondents were categorized according to whether or not they had experience with teaching off-campus evening classes. No significant difference was found between the two groups on Factor III. Experience with teaching off-campus, late-day classes was not associated with the attitudes toward the manageability of teaching off-campus evening classes.

#### Saturday Off-Campus Teaching

Respondents were categorized according to whether or not they had experience with teaching off-campus Saturday classes. No significant difference was found between the two groups on Factor IV. Experience with teaching off-campus Saturday classes was not associated with the attitudes toward the manageability of teaching off-campus Saturday classes.

#### Experience Teaching--External Degree Program

Respondents were categorized in two groups according to whether or not they had experience teaching in an external degree program. Of 216 respondents, 39 reported such experience. The groups did not differ significantly on any of the eight factors. Experience with teaching in an external degree program was not associated with attitudes toward external degree programs.

Experience Developing External  
Degree Programs

Respondents were categorized in two groups according to whether or not they had experience developing external degree programs. As shown in Table XXVII the two groups differed significantly at the .02 level on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

Factor II. The mean item score within Factor II was 3.4 for respondents with no experience developing external degree programs and 3.7 for respondents with experience in developing external degree programs. These means are shown in Table XXVII. Scores indicate that although both groups slightly disagreed with disadvantages of reduced program quality and increased faculty effort, the faculty with experience with external degree programs were significantly stronger in their disagreement with the factor.

Other Factors. There were no differences between the groups on attitudes reflected by Factor I and Factors III through VIII. The means presented in Table XVI may be used in describing attitudes of home economics faculty for these factors since there was no differentiation between faculty with or without experience in developing external degree programs.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Purpose

The purpose of this study was to obtain information about where home economics faculty in the California State University and Colleges system were in regard to their perceptions and attitudes about off-campus instruction and external degree programs for use (1) by The Consortium Home Economics Program Development Committee in developing a statewide external degree program and (2) by home economics personnel when planning off-campus instruction which is not necessarily a part of a degree program but an attempt to make continuing or graduate education more accessible to adult professionals.

#### Objectives and Hypotheses

The investigation was designed to (1) determine the attitudes of home economics faculty in the California State Universities toward an external master's degree program and (2) determine the extent to which attitudes were associated with selected personal and professional characteristics.

The hypotheses tested in achieving the second objective for the study are summarized in the following statement. There is no association between each of the selected attitudinal components (attitudes



toward external degree programs) and each of the following selected characteristics of the faculty:

1. Personal and family characteristics: gender, marital status, age, share in providing income, presence of children in the home and their ages, and presence of older adults in the home.
2. Education and rank: highest degree earned, year of last degree and professional rank.
3. Area of specialization: housing and interiors, household equipment, home management and family economics, textiles and clothing, child development and family relations, food and nutrition, and home economics education.
4. Time assignment: resident instruction, administration, and research.
5. Years of professional experience: faculty experience in higher education and non-academic professional experience.
6. Experience as a graduate student: off-campus late-day, evening, or Saturday classes.
7. Experience as a faculty member: teaching or developing off-campus late-day, evening, or Saturday classes or external degree programs.

#### Procedure

A census was taken of the 1977-78 home economics faculty in the 12 California State Universities offering home economics. The population included 199 regular full-time and 94 regular part-time faculty. Data were collected in the fall, 1977, with a survey instrument developed for the study. The questionnaire consisted of two sections entitled Faculty

Interest Survey: External Degree Programs and Individual and Professional Information. A five-point Likert scale was used for responses to attitudinal items.

The questionnaire (Appendix A) and the correspondence to participants in the study (Appendix B) included information defining the external degree, The Consortium of the California State University and Colleges, and the Home Economics Program Development Committee. It was assumed that the questionnaire could be answered by anyone regardless of their experience with off-campus classes or external degree programs because many of the items did not involve external degrees. Items were prepared with the assumption that the respondent would read the definition on the front page of the questionnaire. Printing and mailing costs were provided by The Consortium of the California State University and Colleges, a statewide external-degree-granting entity within the office of the chancellor.

Usable responses were received from 75 percent (219) of the 293 individuals included in the study. Percentages of response for the 12 universities ranged from 45.4 to 88.6

All data were key punched on computer cards. Data were analyzed by means of factor analysis, frequency distributions, and analysis of variance. Analyses utilized the SAS computer programs (Barr et al., 1976).

## Results and Discussion

### Description of Respondents

Of the participants in the study, 89.9 percent were women and 65 percent were married. Over one-half of the respondents had at least one

child who was living at home. Almost 60 percent of the faculty responding were in the age range 30 to 49 years. Only 7.9 percent reported having an older adult in the home. Almost half of the faculty were major providers of income for their households.

Approximately one-third (34.1 percent) of the respondents held a doctoral degree. The majority (56.2 percent) of the respondents had received their last degree subsequent to 1970. Less than 40 percent of the respondents held the rank of professor or associate professor. Approximately 40 percent had five years or less of experience in higher education. Only 8.3 percent had been faculty members for over 20 years. Non-academic professional experience was reported as 0 to 5 years by 61.7 percent of the faculty.

Areas of specialization of faculty listed in descending order of frequency were food and nutrition, child development and family relations, textiles and clothing, home management and family economics, housing and interiors, home economics education, and household equipment.

More than half (61.7 percent) of the respondents were assigned to resident instruction for over three-fourths time. Less than one-fifth had administrative assignments. Only 14 percent had any time assigned for research.

The respondents indicated they had more experience in teaching off-campus courses than in taking off-campus courses as a part of their graduate studies. In graduate study and in teaching, the evening off-campus classes were more prevalent than were classes offered late-day (4:00 to 6:00 P.M.) or Saturdays.

### Attitudinal Components

The eight factors resulting from the SAS factor analysis procedure were produced from 39 items on the questionnaire. The factors descriptive of attitudes toward external degree programs were:

- I--Advantages to Faculty (7 items).
- II--Disadvantages of Reduced Program Quality and Increased Faculty Effort (6 items).
- III--Manageability of Teaching Off-Campus Evening Classes (5 items).
- IV--Manageability of Teaching Off-Campus Saturday Classes (3 items).
- V--Preference for Off-Load Teaching (4 items).
- VI--Equivalence of On- and Off-Campus Teaching: Salary and Load (2 items).
- VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students (3 items).
- VIII--Accessibility of Graduate Education (9 items).

### Attitudes of Total Group

Results indicated that the predominant attitude toward each of the factors was generally one of agreement with regard to five of the eight factors. Mean item scores within factors are shown in Table XXIX. Respondents expressed uncertainty in their attitude toward the manageability of teaching off-campus Saturday classes. Slight disagreement was noted on two of the attitudinal components: (1) disadvantages of reduced program quality and increased faculty effort and (2) preference for off-load teaching.

TABLE XXIX

SUMMARY OF CHARACTERISTICS SIGNIFICANTLY ASSOCIATED  
WITH FACTOR SCORES

Characteristics	Factor <sup>c</sup>							
	I	II	III	IV	V	VI	VII	VIII
Total Group of Respondents	2.2 <sup>a</sup>	3.4	2.5	2.9	3.5	1.8	1.6	2.0
<u>Personal and Family</u>								
Gender	x <sup>b</sup>							
Share in providing income					x			
Presence of children			x					
Children--ages 6 to 12 years			x				x	
<u>Education and Professional Rank</u>								
Highest degree	x							
Year of last degree			x					
Professional rank		x	x	x				
<u>Home Economics Specialization</u>								
Household equipment								x
Home management and family economics	x							x
Textiles and clothing	x							
Child development and family relations		x						
Food and nutrition		x					x	x
Home economics education	x							x
<u>Time Assigned in Faculty Position</u>								
Resident instruction	x							
Research		x						

TABLE XXIX (Continued)

Characteristics	Factor <sup>c</sup>							
	I	II	III	IV	V	VI	VII	VIII
<u>Professional Experience</u>								
Experience in higher education		x	x					
Non-academic professional experience						x		
<u>Experience with Off-Campus Classes and External Degree Programs</u>								
Late-day off-campus graduate study			x					
Experience developing external degree programs		x						

<sup>a</sup> Mean item score within factor. Code: 1 = Strongly Agree, 2 = Somewhat Agree, 3 = Uncertain, 4 = Somewhat Disagree, 5 = Strongly Disagree.

<sup>b</sup> x signifies an F value significant at least at the .05 level.

<sup>c</sup> Code for Factors: I--Advantages to Faculty, II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, III--Manageability of Off-Campus Evening Classes, IV--Manageability of Off-Campus Saturday Classes, V--Preference for Off-Load Teaching, VI--Equivalence of On- and Off-Campus Teaching, VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, VIII--Accessibility of Graduate Education.

The factors are presented below in rank order according to the strength of respondents' agreement as measured on the Likert scale.

Agree: Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students.

Somewhat Agree: Factor VI--Equivalence of On- and Off-Campus Teaching: Salary and Load.

Somewhat Agree: Factor VIII--Accessibility of Graduate Education.

Somewhat Agree: Factor I--Advantages to Faculty.

Slightly Agree: Factor III--Manageability of Teaching Off-Campus Evening Classes.

Uncertain: Factor IV--Manageability of Teaching Off-Campus Saturday Classes.

Slightly Disagree: Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

Slightly Disagree: Factor V--Preference for Off-Load Teaching.

#### Association of Attitudes with

#### Demographic Characteristics

The second objective of the study was to determine the extent to which attitudes were associated with selected characteristics of the faculty. These characteristics were categorized as follows: (1) personal and family; (2) education and professional rank; (3) areas of home economics specialization; (4) time assignment to resident instruction, administration, and research; (5) years of professional experience; (6) experience as a graduate student with off-campus classes;

and (7) experience as a faculty member with off campus classes.

Differences between the mean scores of the groups of respondents categorized according to the demographic variables were determined by analyses of variance. Table XXIX presents a summary of the characteristics significantly associated with factor scores. Each hypothesis rejected on the 19 variables shown in Table XXIX is checked. Hypotheses were not rejected for any of the attitudinal components for the remaining 13 variables. A more complete discussion of the association of characteristics of faculty with attitudinal components identified by the SAS factor analysis is presented in Chapter IV. Briefly, the findings for each of the variables are presented below.

Characteristics Not Associated with Attitudes. The following characteristics of the home economics faculty were not associated with attitudes toward external degrees in this study:

1. Marital status.
2. Age.
3. Presence of children in the home in the age groups of 0 to 5, 13 to 17, and 18 to 22 years.
4. Home economics specialization in housing and interiors.
5. Responsibilities for administration in home economics.
6. Evening off-campus graduate study.
7. Saturday off-campus graduate study.
8. Experience with off-campus teaching--late day.
9. Experience with off-campus teaching--evenings.
10. Experience with off-campus teaching--Saturdays.
11. Experience teaching in an external degree program.



Characteristics Associated with Attitudes. The characteristics of home economics faculty which are presented in Table XXIX were associated with one or more attitudes toward external degree programs in this study.

1. There was a significant difference between the attitudes of men and women on Factor I--Advantages to Faculty.
2. There were significant differences between faculty groups according to their share in providing income (equal share, spouse major provider, and you major provider) on Factor V--Preference for Off-Load Teaching.
3. There was a significant difference between faculty groups according to whether they did or did not have children in the home on Factor III--Manageability of Teaching Off-Campus evening Classes.
4. There were significant differences between groups who had 6-to-12-year olds on Factor III--Manageability of Teaching Off-Campus Evening Classes and Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students.
5. There was a significant difference between faculty who had a doctorate and those whose highest degree was a master's on Factor I--Advantages to Faculty.
6. There were significant differences between groups of faculty according to whether they received their last degree in 1970-1977, 1960-1969, or 1940-1959 on Factor III--Manageability of Teaching Off-Campus Evening Classes.

7. There were significant differences between the groups of faculty according to whether they had the professional rank of professor, associate professor, assistant professor, instructor, or lecturer on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort and Factors III and IV--Manageability of Teaching Off-Campus Evening and Saturday Classes.
8. There was a significant difference between faculty groups with and without a specialization in household equipment on Factor VIII--Accessibility to Graduate Education.
9. There were significant differences between faculty groups with and without a specialization in home management and family economics on Factor I--Advantages to Faculty and Factor VIII--Accessibility of Graduate Education.
10. There was a significant difference between faculty groups with and without a specialization in textiles and clothing on Factor I--Advantages to Faculty.
11. There was a significant difference between faculty groups with and without a specialization in child development and family relations on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.
12. There were significant differences between faculty groups with and without a specialization in food and nutrition on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort, and Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students, and Factor VIII--Accessibility of Graduate Education.

13. There were significant differences between faculty groups with and without a specialization in home economics education on Factor I--Advantages to Faculty and Factor VIII--Accessibility of Graduate Education.
14. There were significant differences between faculty groups according to whether their resident instruction time assignment was 75 to 100 percent, 51 to 75 percent, 26 to 50 percent or less than 25 percent on Factor I--Advantages to Faculty.
15. There was a significant difference between faculty groups according to whether their time spent in research was 25 to 50 percent or no time on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.
16. There were significant differences between faculty groups according to whether they had faculty experience in higher education of 16 or more years, 11 to 15 years, 6 to 10 years, or 0 to 5 years on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort and Factor III--Manageability of Teaching Off-Campus Evening Classes.
17. There were significant differences between the faculty groups according to whether their non-academic experience was 10 or more years, 6 to 10 years, or 0 to 5 years on Factor VI--Equivalence of On- and Off-Campus Teaching: Salary and Load.
18. There was a significant difference between faculty groups who did or did not have experience with off-campus late-day (4:00 to 6:00 P.M.) classes in their graduate studies on Factor III--Manageability of Teaching Off-Campus Evening Classes.

19. There was a significant difference between faculty groups who did or did not have experience developing external degree programs on Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort.

### Conclusions and Interpretations

Based on the purpose of this study which was to determine how home economics faculty perceive external degree programs, some general conclusions may be drawn. The sample in this study was limited to home economics faculty in 12 California State Universities.

As a total group, mean responses ranged from agree to slightly disagree, as reflected by the factors identified by the factor analysis procedure. This means that in general respondents indicated attitudes toward external degrees that were positive or uncertain rather than negative as shown in Figure 1. Their responses appeared to be lukewarm rather than enthusiastic. These results are similar to those of Patton (1975) who found lack of vigorous support for extended degree programs but not necessarily opposition.

Perhaps respondents' uncertainty may have been due to lack of familiarity with the concept of external degree programs and any aspects which might affect faculty on a personal or professional basis. An external master's degree in home economics had not been in operation, thus the idea of the program was not well known. In redefining attitude, English and English (1958, p. 50) said the readiness state affects feelings and action at a given time.

Those groups of respondents with scores reflecting significantly more positive attitudes toward the advantages to faculty of teaching

in an external degree program (Factor I) were women faculty in comparison with men, faculty with a master's degree rather than a doctorate, faculty who were part-time (assigned to resident instruction less than 25 percent time) in comparison with 76 to 100 percent time, and faculty whose specialization was home management and family economics or home economics education but not textiles and clothing. The reason individuals who were part-time saw advantages may have been that they wanted to work more and anticipated the external degree program as an opportunity to extend their employment.

Several professional characteristics of the respondents were significantly associated with Factor II--Disadvantages of Reduced Program Quality and Increased Faculty Effort. The groups of faculty who were more positive in their view of program quality and faculty effort with the rank of instructor, respondents who were specialists in child development and family relations and not specialists in food and nutrition, faculty not assigned to any time for research, faculty with the least experience in higher education, and those faculty who had experience developing external degree programs.

The fact that professors, associate professors and assistant professors were uncertain about the disadvantages of reduced program quality and increased faculty effort could have had something to do with their experience, their concern about new programs and quality of potential students, and anxiety about having added off-campus responsibilities attached to their conventional faculty work-load. It may be that child development and family relations specialists were more positive regarding the way they viewed quality and faculty effort because of knowledge about or teaching experience with The Consortium

Early Childhood Education External Degree Program. It may be noted, however, that off-campus teaching experience or teaching in an external degree program did not significantly affect any of the factor scores.

One might expect that date of last degree, age, rank, and experience would affect some factor scores similarly. Age, however, was not associated with attitudes toward external degree programs in this study. Year of last degree, professional rank and experience in higher education significantly affected scores on Factor III--Manageability of Teaching Off-Campus Evening Classes. Data show that faculty who received their last degree prior to 1969, were professors or associate professors, and had 11 or more years of experience in higher education were uncertain in their attitudes about the manageability of teaching off-campus evening classes. Faculty who received their last degree after 1970, were lower in professional rank, had the least experience in higher education, and had experienced off-campus late-day graduate study agreed somewhat with the item statements on manageability of evening classes. These faculty members may be more aware of the recent trends and changes in education and the needs of the current adult population for graduate education that is available at the times and places convenient to them. These faculty may also be the junior faculty members eager to succeed so they will be able to keep their positions.

Respondents with children 6 to 12 years old were significantly more uncertain about the manageability of teaching off-campus evening classes than were other faculty. Perhaps the time required for parenting during the after school and evening hours is greater for children in this age group than it would be for pre-school children or teenagers. In contrast, however, faculty with no children at home were less certain

than those with children about manageability of teaching off-campus evening classes.

Although respondents as a total group slightly agreed that they find the teaching of off-campus evening classes manageable, the manageability of teaching Saturday classes (Factor IV) was uncertain. Professors and associate professors were more uncertain than assistant professors, instructors and lecturers when it came to the manageability of teaching off-campus Saturday classes. There may have been some concern among this group about the logistics involved in off-campus teaching as well as concern about adding to their work load.

Major provider of income was the only characteristic that significantly affected Factor V--Preference for Off-Load Teaching. It seems likely that faculty who were solely responsible for income may be more likely to look at off-load teaching as an opportunity to supplement their income. All of the groups, however, favored on-load teaching, but the major providers of income were less certain of their preference.

The only characteristic affecting Factor VI--Equivalence of On- and Off-Campus Teaching: Salary and Load was non-academic professional experience. However, all groups of respondents in this category were near the somewhat agree point on the scale. The faculty least in agreement were those in the 6-to-10 year experience group.

The faculty group with children 6 to 12 years of age were significantly lower in their agreement with Factor VII--Equivalence of External and On-Campus Degree Programs in Expectations for Students than were other faculty. Respondents with children in this age group somewhat agreed with the statements in the factor while respondents without children in this age group agreed with the statements. It is unknown

why respondents with children in this age group would differ significantly from others on this factor. There appears to be no logical reason.

The only characteristics associated with scores on Factor VIII-- Accessibility of Graduate Education were the home economics areas of specialization. All groups agreed or somewhat agreed with the factor; however, faculty specializing in household equipment, home management and family economics, and food and nutrition were less certain and those in home economics education more certain of their agreement.

It is concluded that faculty support in home economics could generally be expected if an external degree program were implemented. It may be necessary, however, to stimulate faculty interest and increase awareness of new ways of reaching potential graduate students in home economics. The most stimulation will be needed with faculty who have doctorates, the most experience in higher education, and the highest ranks since they were less favorable than others in some of their attitudes and since they will probably be needed for graduate instruction.

#### Recommendations

Based on the results of the study and the review of literature the following recommendations are made:

1. Stimulate interest and involve faculty in the process of planning an external degree program. Faculty agreed with the attitudinal component regarding the equivalence of external and on-campus degree programs in expectations for students. Early input and participation from faculty will strengthen their involvement as the program is implemented.



2. Gain the support and enthusiasm of regular full-time faculty members by giving them incentives and a feeling of working on an important component for potential students who are already in a profession. Results of the study indicated that professors and associate professors were more uncertain about the manageability of teaching evening or Saturday classes than were assistant professor, instructors or lecturers.
3. Consider the results of this study related to the manageability of teaching evening or Saturday classes. Faculty judged that evening classes were more manageable than Saturday classes. It would be necessary also to find out what students think before launching a program. Provide in-service training and orientation for faculty who teach off-campus, offering suggestions for ways of managing time, energy and logistics.
4. Clarify administrative policies and procedures regarding faculty appointments and salary. Faculty respondents in this study somewhat agreed that salary and load should be equivalent for both on- and off-campus teaching. Faculty also had a preference for on-load teaching.
5. Recruit faculty to teach in the program who are flexible in teaching methods and sensitive to student needs. Faculty in general somewhat agreed with the attitudinal component on advantages to faculty, but some faculty would be more suited to teaching in an external degree program than others. This recommendation is consistent with Mickey's (1973) statement that "Not all faculty want to or should participate in an external degree program" (p. 457).

6. Combine the strengths of home economics departments throughout the state and strive for cooperative efforts in building innovative graduate programs. Swope (1969, p. 114) believed in the concept of interinstitutional cooperation for strengthening home economics graduate programs by making use of educational technology. Data from this study indicate that the faculty believed in the accessibility of graduate education.
7. The present interest in external and extended degrees and the need for serving an older adult population suggests that further research and development is recommended. Some possible areas of productive effort include:
  - a. Faculty attitudes in disciplines other than home economics.
  - b. Faculty attitudes in states other than California to see if there are regional differences.
  - c. Undergraduate external or extended degree programs in home economics for older adults.
  - d. Methods, procedures, and delivery modes for off-campus programs.
  - e. In-service programs for training faculty to work in off-campus programs.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE FOR FACULTY INTEREST SURVEY:

EXTERNAL MASTER'S DEGREE PROGRAM

**FACULTY INTEREST SURVEY: EXTERNAL MASTER'S DEGREE PROGRAMS**

For this study, the definition used to designate "external degree" is:

A university degree with no requirements for on-campus study. External degree programs utilize appropriate methodology to extend Master's degree opportunities to professionals whose occupational, economic or personal preferences do not permit them to spend major blocks of time in residence on a campus. Such programs are offered in a variety of time frames to meet the needs of professionals.

**General Directions:**

1. Mark an X in the appropriate box for the reply you select for each item.
2. Follow the directions given for each section.
3. Place completed form in stamped, addressed envelope and mail promptly.

**Directions.** There are potential students in all geographic areas of California who for a variety of reasons will not enroll in courses on campuses. Assuming that to be true for *your* geographic area, indicate your *level of agreement* with each of the following statements by checking the appropriate box . Respond to each statement on the basis of the institution in which you work.

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
1. This institution should provide graduate education for professionals living beyond commuting distance to a campus . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This institution should offer external degrees . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching in an external Master's degree program would help faculty serve more people of the state including alumni who cannot come to the campus . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The state should provide financial support for life-long learning for all of its citizens including degree programs for adult professionals who cannot attend classes on campus . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This faculty member would teach off-campus courses if there were adequate support such as secretarial and library services and travel reimbursement . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



External Master's Degree Programs, Continued

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
6. Full-time faculty who teach off-campus degree courses should teach them in addition to their regular loads and should be paid in addition to their regular salary . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Enrollment of adult professionals should be encouraged as numbers of undergraduates decrease . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Adult professionals who are really committed to learning will attend classes on a campus rather than expecting off-campus opportunities for study . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students have good reasons for wanting to earn a Master's degree through an external program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The academic ability and performance would be the same for students enrolled in an external degree program and those enrolled in a resident course . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Students who study part-time toward an advanced degree retain as much knowledge as those who study full time . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The quality of the on-campus Master's degree program would be better than the quality of an external Master's degree program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students who would participate in an external degree program would be highly motivated and committed to learning . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The grading criteria for students in an off-campus degree course should be the same as for a resident course . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Admission requirements should be the same for an external degree program as for an on-campus degree program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. A graduate degree for professionals is complete only if a student experiences campus life . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Faculty for an external degree program should be recruited from regular faculty (full- or part-time) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Faculty for an external degree program should be recruited from professionals active in other positions as well as from the regular faculty . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Only those faculty members who know how to teach adults should be recruited to teach in an external degree program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

External Master's Degree Programs, Continued

	Strongly Disagree	Somewhat Disagree	Uncertain	Somewhat Agree	Strongly Agree
20. Faculty teaching courses in an external degree program should receive the same salary reimbursement as for an equivalent load in the on-campus resident program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When teaching off-campus courses as part of an external degree program, full-time faculty should have their regular loads reduced accordingly and receive their regular salary . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. It is just as difficult to teach a new course on campus as off campus . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Teaching in an external Master's degree program would be an enriching experience because of working with students who are engaged in day-to-day practice and who are able to provide interesting and relevant feedback . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The disadvantages of the logistics of teaching off-campus courses outweigh any advantages that may exist for students. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. An external Master's degree program would increase the teaching load of the faculty . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Teaching in an external Master's degree program would help this faculty member keep in touch with the "real world" . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Faculty would have more opportunities to be innovative in an external Master's degree program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teaching in an external Master's degree program would help faculty become better known and recognized . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. This faculty member could manage changes in living patterns brought about by travel to off-campus sites . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. In an external Master's degree program, teaching professionals who have reached relatively responsible positions would appeal to this faculty member . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. This faculty member could manage changes in living patterns brought about by teaching <i>Saturday classes</i> within commuting distance . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. This faculty member could manage changes in living patterns brought about by teaching <i>evening classes</i> within commuting distance . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## INDIVIDUAL AND PROFESSIONAL INFORMATION

### General Directions:

1. Mark an X in the box for the reply you select.
  2. Mark only *one* response, unless otherwise indicated.
  3. Place completed form in addressed, post-paid envelope and mail promptly.
- 

1. Your sex:    Male                       Female
2. Your marital status:    Single                       Divorced                       Widowed                       Married
3. Your age:    20-29                       30-39                       40-49                       50-59                       60-69
4. Your highest degree:    Bachelor's                       Master's                       Doctorate
5. Approximate year of your last degree:
 

1930-39	.....	<input type="checkbox"/>
1940-49	.....	<input type="checkbox"/>
1950-59	.....	<input type="checkbox"/>
1960-69	.....	<input type="checkbox"/>
1970 - Present	.....	<input type="checkbox"/>
6. Major provider of income in your household:
 

You	.....	<input type="checkbox"/>
Spouse	.....	<input type="checkbox"/>
Equal with Spouse or other(s)	.....	<input type="checkbox"/>
7. Ages of children at home for whom you are responsible: (Check one or more as applicable)
 

None at home	.....	<input type="checkbox"/>
Ages 0-5	.....	<input type="checkbox"/>
Ages 6-12	.....	<input type="checkbox"/>
Ages 13-17	.....	<input type="checkbox"/>
Ages 18-22	.....	<input type="checkbox"/>
8. Ages of adult family members present in your home: (Check one or more as applicable)
 

None	.....	<input type="checkbox"/>
Female 65-79	.....	<input type="checkbox"/>
Female 80 or above	.....	<input type="checkbox"/>
Male 65-79	.....	<input type="checkbox"/>
Male 80 or above	.....	<input type="checkbox"/>
9. Your current professional rank:
 

Lecturer	.....	<input type="checkbox"/>
Instructor	.....	<input type="checkbox"/>
Assistant Professor	.....	<input type="checkbox"/>
Associate Professor	.....	<input type="checkbox"/>
Professor	.....	<input type="checkbox"/>

## Individual and Professional Information, Continued

10. Your area of specialization:
- |  |       |                          |
|--|-------|--------------------------|
| Housing and Interior Design            | ..... | <input type="checkbox"/> |
| Household Equipment                    | ..... | <input type="checkbox"/> |
| Home Management, Family Economics      | ..... | <input type="checkbox"/> |
| Textiles and Clothing                  | ..... | <input type="checkbox"/> |
| Child Development and Family Relations | ..... | <input type="checkbox"/> |
| Foods and Nutrition                    | ..... | <input type="checkbox"/> |
| Home Economics Education               | ..... | <input type="checkbox"/> |
| Other                                  | ..... | <input type="checkbox"/> |
- (Please Specify)

The approximate percentage of time assigned in your current faculty position(s): (Combined percentages for 11, 12, and 13 should equal percent of time you work)

11. Resident Instruction:
- |                      |       |                          |
|----------------------|-------|--------------------------|
| None                 | ..... | <input type="checkbox"/> |
| Less than 25 percent | ..... | <input type="checkbox"/> |
| 26-50 percent        | ..... | <input type="checkbox"/> |
| 51-75 percent        | ..... | <input type="checkbox"/> |
| 76-100 percent       | ..... | <input type="checkbox"/> |
12. Administration:
- |                      |       |                          |
|----------------------|-------|--------------------------|
| None                 | ..... | <input type="checkbox"/> |
| Less than 25 percent | ..... | <input type="checkbox"/> |
| 26-50 percent        | ..... | <input type="checkbox"/> |
| 51-75 percent        | ..... | <input type="checkbox"/> |
| 76-100 percent       | ..... | <input type="checkbox"/> |
13. Research:
- |                      |       |                          |
|----------------------|-------|--------------------------|
| None                 | ..... | <input type="checkbox"/> |
| Less than 25 percent | ..... | <input type="checkbox"/> |
| 26-50 percent        | ..... | <input type="checkbox"/> |
| 51-75 percent        | ..... | <input type="checkbox"/> |
| 76-100 percent       | ..... | <input type="checkbox"/> |
14. Length of your faculty experience in higher education:  
(Present institution and others)
- |               |       |                          |
|---------------|-------|--------------------------|
| 0-5 years     | ..... | <input type="checkbox"/> |
| 6-10 years    | ..... | <input type="checkbox"/> |
| 11-15 years   | ..... | <input type="checkbox"/> |
| 16-20 years   | ..... | <input type="checkbox"/> |
| Over 20 years | ..... | <input type="checkbox"/> |
15. Length of your non-academic professional experience:  
(Business, industry, government)
- |               |       |                          |
|---------------|-------|--------------------------|
| 0-5 years     | ..... | <input type="checkbox"/> |
| 6-10 years    | ..... | <input type="checkbox"/> |
| 11-15 years   | ..... | <input type="checkbox"/> |
| 16-20 years   | ..... | <input type="checkbox"/> |
| Over 20 years | ..... | <input type="checkbox"/> |

Individual and Professional Information, Continued

Directions for Questions 16 through 30. Respond to *each item* below by checking in the *Yes* or *No* column.

Your graduate study included taking on-campus classes that were scheduled:

	Yes	No
16. Late day (4-6 PM) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
17. Evenings . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
18. Saturdays . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

Your graduate study included taking off campus courses that were scheduled:

	Yes	No
19. Late day (4-6 PM) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
20. Evenings . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
21. Saturdays . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

Your teaching experience has included teaching courses on campus that were scheduled:

	Yes	No
22. Late day (4-6 PM) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
23. Evenings . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
24. Saturdays . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

Your teaching experience has included off campus courses that were scheduled:

	Yes	No
25. Late day (4-6 PM) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
26. Evenings . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
27. Saturdays . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

Your professional experience has included some involvement with an External Degree Program:

	Yes	No
28. Teaching . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
29. Development of a Program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
30. Administration of a Program . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

Have you checked a Yes or No blank for each of items 16-30?

THANK YOU.

APPENDIX B

CORRESPONDENCE



**THE  
1000-MILE  
CAMPUS**

October 15, 1977

Dear Colleague:

A proposal for an External Master of Science Degree in Home Economics is currently being developed by eight senior faculty members representing The California State University and Colleges. The following persons, nominated by the Statewide Academic Senate and approved by their campus Academic Vice Presidents, are serving on this Program Development Committee:

Dr. Marjory Joseph, Chair, Department of Home Economics, CSU, Northridge; Dr. Gwen Cooke, Chair, Department of Home Economics, CSU, Fresno; Dr. Audrey Geiseking Williams, Chair, Department of Home Economics, CSU, Los Angeles; Dr. Kathleen Bates Meyer, Chair, Department of Home Economics, San Jose State University; Dr. Doris Beard, Chair, Department of Home Economics, CSU, Sacramento; Dr. Joan Martin, Assistant Professor, San Diego State University; Professor Audrey Scollard, Associate Professor, Department of Foods and Nutrition and Home Economics, California State Polytechnic University, Pomona; Professor Bonnie Rader, Chair, Program Development Committee, and Associate Professor of Home Economics, CSU, Long Beach.

Liaison members include: Dr. Lawrence Foster, Associate Dean, Graduate Studies, San Francisco State University; Dr. Hale Nygren, 1976-77 President of the California Home Economics Association; Ms. M. Catherine Welsh, Chief, Bureau of Homemaking Education, California State Department of Education; Dr. Dorothy Fornia, Director of Graduate Studies and Research, School of Applied Arts and Sciences, CSU, Long Beach; and William Dermody, Educational Planning and Resources, Office of the Chancellor.

**The Consortium  
Of  
The California State  
University And Colleges**



The committee requests that you provide information by responding to the enclosed questionnaire. Your help is needed to determine whether there is interest and support among faculty in the various institutions offering Home Economics. We are attempting to find out the faculty's extent of interest in teaching in an external Master's degree program. All regular full- and part-time Home Economics faculty members in The California State University and Colleges System will receive copies of the questionnaire. Only through the cooperation of a sufficient number of faculty members can accurate data be obtained. Your input is vital.

We have a unique opportunity to cooperate in developing a statewide program of interest to Home economists in California. There are many individuals who for a variety of reasons do not enroll in courses on campuses. Off-campus instruction leading to an external degree is appropriate and convenient for some adults. Home Economics personnel in education, community service, business, industry, and government are potential external Master's degree candidates.

The Consortium, a degree granting entity representing the nineteen campuses, is located within the Office of the Chancellor and directed by George McCabe. Dr. C. Edward Rudloff is Coordinator of Curriculum Development. Several undergraduate and graduate programs have already been developed and are being offered through campus Offices of Continuing Education. If in 1978-79 these programs become state supported the FTE would become credited to each participating campus.

To determine the extent of faculty interest in teaching in an external degree program in California, I am undertaking a study under the direction of Dr. Marguerite Scruggs, Associate Dean, Graduate Studies and Research, Division of Home Economics, Oklahoma State University. This study will be used in partial fulfillment of requirements for a doctoral degree in Home Economics Education. Please complete the forms and return them in the self-addressed, post-paid envelope as soon as possible. A code number appears on the questionnaire. That number is only so that I may know which have been returned. All data will be kept confidential and handled in a way that prevents its being identified with an individual.

Results of this study will be presented to The Consortium and the Home Economics Program Development Committee. Should there be interest on the part of faculty members responding, results will be provided to each university Home Economics unit.

Sincerely yours,

*Bonnie Rader*

Bonnie Rader, Chairperson  
Program Development Committee  
Home Economics

BR:cw



**THE  
1,000-MILE  
CAMPUS**

January 9, 1977

Dear Colleague:

In November you were sent a questionnaire concerning your interest in teaching in an external Master's Degree Program in Home Economics. Returns from Home Economics faculty have been gratifying, and I hope to receive your response soon. Your reply is important if the study is to accurately reflect the thinking of all Home Economics faculty in The California State University and Colleges.

I know you're busy, but could you find the time in the next several days to respond to the questionnaire and drop it in the mail?

Please use the enclosed form to indicate the status of your response.

Sincerely yours,

*Bonnie Rader*

Bonnie Rader, Chairman  
Program Development Committee  
Home Economics

BR:ca

Enclosure

**The Consortium  
Of  
The California State  
University And Colleges**

## HOME ECONOMICS EXTERNAL DEGREE PROGRAM

\_\_\_\_\_ I have returned the completed questionnaire.

\_\_\_\_\_ I plan to complete and return the questionnaire within the  
week.

\_\_\_\_\_ I have misplaced or did not receive a questionnaire. Please  
send another one.

Name \_\_\_\_\_

Address \_\_\_\_\_

APPENDIX C

ADDITIONAL TABLE

TABLE XXX

SUMMARY OF ANALYSES OF VARIANCE ON FACTORS FOR GROUPS  
CATEGORIZED BY DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristic	Factor	DF	Mean Square Between Groups	F	Probability Level
Gender	I	1/211	104.61	4.34	.04
	II	1/210	56.12	2.47	.11
	III	1/158	9.52	.32	.58
	IV	1/176	.33	.02	.88
	V	1/212	33.68	2.60	.10
	VI	1/213	5.68	1.53	.22
	VII	1/212	2.68	.57	.54
	VIII	1/208	44.20	.96	.67
Marital Status	I	2/210	1.06	.04	.96
	II	2/209	22.35	.98	.62
	III	2/157	32.37	1.09	.34
	IV	2/175	13.58	.84	.56
	V	2/211	34.41	2.68	.07
	VI	2/212	4.00	1.07	.34
	VII	2/211	7.65	1.65	.19
	VIII	2/207	48.02	1.09	.34
Age	I	3/209	28.82	1.18	.32
	II	3/208	3.86	.17	.92
	III	3/156	24.64	.83	.52
	IV	3/174	2.62	.16	.92
	V	3/210	6.90	.53	.67
	VI	3/211	2.99	.80	.50
	VII	3/210	5.51	1.19	.32
	VIII	3/206	42.03	.95	.58
Highest Degree	I	1/199	149.78	6.05	.01
	II	1/198	28.19	1.19	.28
	III	1/146	1.07	.03	.85
	IV	1/164	18.00	1.09	.30
	V	1/200	28.81	2.17	.14
	VI	1/201	.88	.28	.64
	VII	1/200	6.63	1.46	.23
	VIII	1/196	10.31	.23	.64
Year of Last Degree	I	2/210	19.97	.81	.55
	II	2/209	83.34	3.74	.02
	III	2/157	129.83	4.56	.01
	IV	2/175	27.60	1.73	.18
	V	2/211	11.44	.88	.58
	VI	2/212	2.97	.80	.54
	VII	2/211	1.94	.41	.67
	VIII	2/207	87.87	2.01	.13

TABLE XXX (Continued)

Demographic Characteristics	Factor	DF	Mean Square Between Groups	F	Probability Level
Share in Providing Income	I	2/208	10.94	.44	.65
	II	2/207	1.60	.07	.93
	III	2/155	62.63	2.14	.12
	IV	2/173	7.47	.46	.64
	V	2/209	39.01	3.04	.05
	VI	2/210	3.32	.89	.58
	VII	2/209	3.83	.82	.56
	VIII	2/205	64.88	1.47	.23
Children in Family	I	1/211	12.20	.50	.51
	II	1/210	.26	.01	.91
	III	1/158	168.53	5.84	.02
	IV	1/176	28.83	1.80	.18
	V	1/212	17.07	1.31	.25
	VI	1/213	5.74	1.55	.21
	VII	1/212	6.62	1.42	.23
	VIII	1/208	1.81	.04	.83
Children--Ages 0-5	I	1/211	9.84	.40	.53
	II	1/210	9.50	.41	.53
	III	1/158	.10	.003	.95
	IV	1/176	3.31	.20	.66
	V	1/212	4.44	.34	.57
	VI	1/213	.28	.08	.78
	VII	1/212	.20	.04	.83
	VIII	1/208	11.20	.25	.62
Children--Ages 6-12	I	1/211	38.05	1.56	.21
	II	1/210	17.53	.76	.61
	III	1/158	107.10	3.66	.05
	IV	1/176	56.05	3.54	.06
	V	1/212	8.42	.65	.57
	VI	1/213	.12	.03	.85
	VII	1/212	39.20	8.71	.004
	VIII	1/208	17.36	.39	.54
Children--Ages 13-17	I	1/211	12.63	.51	.52
	II	1/210	.02	.001	.97
	III	1/158	2.03	2.03	.15
	IV	1/176	6.48	.40	.53
	V	1/212	2.48	.19	.67
	VI	1/213	.04	.01	.91
	VII	1/212	1.56	.33	.57
	VIII	1/208	74.28	1.69	.19

TABLE XXX (Continued)

Demographic Characteristics	Factor	DF	Mean Square Between Groups	F	Probability Level
Children--Ages 18-22	I	1/210	59.76	2.44	.12
	II	1/209	31.40	1.37	.24
	III	1/157	4.86	.16	.69
	IV	1/175	42.27	2.65	.10
	V	1/211	16.28	1.25	.26
	VI	1/212	6.29	1.69	.19
	VII	1/211	4.82	1.03	.31
	VIII	1/207	21.83	.49	.51
Professional Rank	I	4/207	53.34	2.23	.07
	II	4/206	66.61	3.00	.02
	III	4/154	91.85	3.25	.01
	IV	4/172	60.27	3.99	.004
	V	4/208	8.28	.63	.65
	VI	4/209	2.17	.58	.68
	VII	4/208	5.62	1.20	.31
	VIII	4/204	46.41	1.05	.38
Housing and Interior Design	I	1/213	.65	.03	.87
	II	1/212	.018	.000	.98
	III	1/158	2.33	.08	.78
	IV	1/176	10.16	.63	.57
	V	1/211	38.55	2.98	.08
	VI	1/215	.97	.26	.61
	VII	1/214	.13	.03	.86
	VIII	1/210	27.31	.62	.56
Household Equipment	I	1/213	36.09	1.49	.22
	II	1/212	48.30	2.13	.14
	III	1/158	12.66	.42	.52
	IV	1/176	.20	.01	.91
	V	1/211	.30	.02	.87
	VI	1/215	1.24	.34	.57
	VII	1/214	2.09	.45	.51
	VIII	1/210	296.24	6.98	.009
Home Management and Family Economics	I	1/213	126.11	5.29	.02
	II	1/212	25.18	1.11	.29
	III	1/158	75.33	2.56	.11
	IV	1/176	32.75	2.05	.15
	V	1/211	3.89	.30	.59
	VI	1/215	.19	.05	.81
	VII	1/214	9.06	1.97	.16
	VIII	1/210	346.43	8.21	.004

TABLE XXX (Continued)

Demographic Characteristics	Factor	DF	Mean Square Between Groups	F	Probability Level
Textiles and Clothing	I	1/213	200.05	8.51	.004
	II	1/212	9.02	.40	.54
	III	1/158	12.66	.42	.52
	IV	1/176	5.89	.37	.55
	V	1/211	1.92	.15	.70
	VI	1/215	.08	.02	.88
	VII	1/214	.24	.05	.82
	VIII	1/210	71.86	1.65	.20
Child Development and Family Relations	I	1/213	1.01	.04	.83
	II	1/212	124.03	5.57	.02
	III	1/158	.55	.02	.89
	IV	1/176	34.19	2.14	.14
	V	1/211	1.20	.09	.76
	VI	1/215	.60	.16	.69
	VII	1/214	6.92	1.50	.23
	VIII	1/210	33.21	.76	.61
Food and Nutrition	I	1/213	28.55	1.17	.28
	II	1/212	211.32	9.67	.003
	III	1/158	22.71	.76	.61
	IV	1/176	1.87	.12	.73
	V	1/211	17.86	1.37	.24
	VI	1/176	1.87	.12	.73
	VII	1/214	20.28	4.47	.03
	VIII	1/210	317.74	7.50	.007
Home Economics Education	I	1/213	174.64	7.39	.007
	II	1/212	115.67	5.18	.02
	III	1/158	62.70	2.12	.14
	IV	1/176	19.95	1.24	.27
	V	1/211	2.80	.21	.65
	VI	1/215	4.19	1.15	.28
	VII	1/214	10.67	2.33	.12
	VIII	1/210	276.66	6.50	.01
Resident Instruction	I	3/209	66.80	2.80	.04
	II	3/208	12.13	.52	.67
	III	3/155	58.11	1.98	.12
	IV	3/172	26.92	1.69	.17
	V	3/207	4.52	.34	.80
	VI	3/210	3.77	1.03	.38
	VII	3/210	6.64	1.44	.23
	VIII	3/207	61.26	1.40	.24



TABLE XXX (Continued)

Demographic Characteristics	Factor	DF	Mean Square Between Groups	F	Probability Level
Administration	I	2/209	7.41	.30	.74
	II	2/208	4.10	.18	.84
	III	2/155	62.84	2.12	.12
	IV	2/172	13.72	.85	.57
	V	2/207	26.31	2.02	.13
	VI	2/210	3.95	1.07	.34
	VII	2/209	10.21	2.24	.12
	VIII	2/206	1.43	.03	.97
Research	I	1/209	5.79	.24	.63
	II	1/208	100.84	4.49	.03
	III	1/156	16.94	.56	.54
	IV	1/173	5.54	.34	.57
	V	1/208	2.74	.21	.65
	VI	1/210	8.94	2.43	.12
	VII	1/209	12.66	2.76	.09
	VIII	1/206	73.78	1.67	.19
Faculty Experience-- Higher Education	I	3/210	44.00	1.82	.14
	II	3/209	115.36	5.39	.00
	III	3/156	88.00	3.08	.03
	IV	3/173	23.38	1.48	.22
	V	3/208	8.90	.68	.57
	VI	3/211	4.28	1.18	.32
	VII	3/210	6.30	1.36	.25
	VIII	3/208	78.24	1.81	.14
Non-Academic Professional Experience	I	2/211	25.63	1.05	.35
	II	2/210	13.50	.59	.56
	III	2/157	3.48	.12	.89
	IV	2/174	3.66	.23	.80
	V	2/209	11.46	.87	.58
	VI	2/212	12.10	3.39	.03
	VII	2/211	1.35	.29	.73
	VIII	2/209	64.85	1.49	.23
Late Day Off-Campus Study	III	1/156	114.42	3.92	.05
Evening Off-Campus Study	III	1/156	49.37	1.67	.20
Saturday Off-Campus Study	IV	1/172	.32	.02	.88

TABLE XXX (Continued)

Demographic Characteristics	Factor	DF	Mean Square Between Groups	F	Probability Level
Off-Campus Teaching-- Late Day	III	1/157	22.96	.77	.61
Off-Campus Teaching-- Evening	III	1/157	1.62	.05	.81
Off-Campus Teaching-- Saturday	IV	1/173	.73	.04	.83
Teaching Experience-- External Degree	I	1/212	76.94	3.18	.07
	II	1/211	16.11	.72	.60
	III	1/157	36.10	1.21	.27
	IV	1/175	10.68	.66	.58
	V	1/210	19.44	1.49	.22
	VI	1/214	.24	.06	.80
	VII	1/213	7.42	1.61	.20
	VIII	1/209	6.90	.16	.69
Teaching Experience-- Developing External Degree Program	I	1/211	73.35	3.02	.08
	II	1/210	125.76	5.73	.02
	III	1/157	61.96	2.09	.15
	IV	1/175	16.30	1.01	.32
	V	1/209	5.10	.39	.54
	VI	1/213	.66	.18	.68
	VII	1/212	.39	.08	.77
	VIII	1/208	84.86	1.94	.16

VITA<sup>2</sup>

Bonnie Jean Rader

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES OF HOME ECONOMICS FACULTY TOWARD EXTERNAL MASTER'S DEGREE PROGRAMS

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