A PROCESS MODEL IN DETERMINING CURRICULAR

PRIORITIES FOR ADULT BACCALAUREATE

DEGREE PROGRAMS

By

Jeff L. Ogle

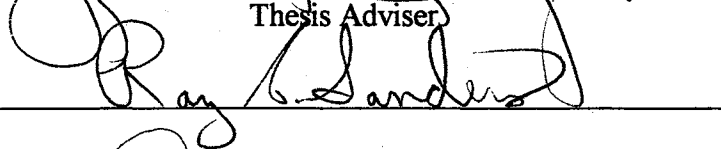Bachelor of Arts
Oral Roberts University
Tulsa, OK
1986

Master of Arts
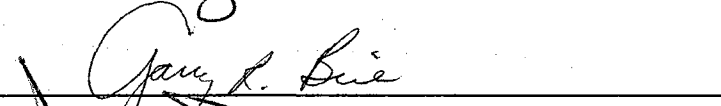Oral Roberts University
Tulsa, OK
1991

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1996

A PROCESS MODEL IN DETERMINING CURRICULAR

PRIORITIES FOR ADULT BACCALAUREATE

DEGREE PROGRAMS

Thesis Approved:

Thesis Adviser

Dean of the Graduate College

ACKNOWLEDGMENTS

First and foremost, I give glory to God for the multitude of individuals that He has brought into my life for the purpose of training and equipping me for His purpose. Many have been an encouragement to me over the past four years. Yet, completion of this degree program and dissertation would not have been possible without the input and support of a few special individuals.

Special thanks is due to wife, Tracy, and our children: Jared, Jaclyn, Jonnah, and Jacob. Than you for being willing for me to be away from home in the evenings and weekends for the past four years. This has truly been a family commitment for us all and I dedicate this research project to you.

A special word of thanks is also due to my parents, Lloyd and Joan Ogle. Thank you for a loving and nurturing home that introduced me to God's love, the value of education, and the benefits of honest hard work. Anything God enables me to accomplish would not have been possible without the investments that you have made into my life, thank you.

A words of thanks is due to administration at Oral Roberts University for their commitment to develop programs that truly meet the needs of the adult learner. A special word of thanks to Richard Roberts, President and Chief Executive Officer, Carl Hamilton, Ph. D., Provost and Chief Academic Officer, Harry Salem, Director of

TABLE OF CONTENTS

LIST OF TABLES

FIGURE

CHAPTER I

RESEARCH PROBLEM

Introduction

Merriam and Caffarella (1991) wrote that adults no longer had the luxury of living in a constant slow changing society. Major social, cultural and technological changes were rapidly occurring which required adults to become lifelong learners. Merriam and Caffarella identified the following trends and discussed their implications for educators and learners. In summary, there were more adults than youth in American society. The population as a while was better educated, and there was large minority population. Economically, America was part of a growing global economy. There was a shift to a service information society, and consequent changes in the configuration of the labor force. Technology was developing at rapid rates. While such development was empowering, it also eliminated more jobs than in created (Merriam & Caffarella, 1991). A result of these demographic, technologic, and economic changes, was adults turning to higher education for continued education.

Richard Ferguson, president of American College Testing (ACT), presented a paper in December of 1994 at the First Global Conference on Lifelong Learning in

1

Rome, Italy which addressed these issues. Ferguson stated that "increasing global competition, the fall of trade barriers, the proliferation of technology, and the tendency of larger companies to cut staff and boost productivity have transformed the American workplace" (Ferguson, 1995, p.1). Thus, continuing or lifelong education had become a necessity for many adults in the American society. However, the paradigm guiding most educational efforts in America "utterly fails to reflect worker's and employer's changing needs" (Ferguson,1995, p.1). Specifically, Ferguson stated that the paradigm implied that education and the life of the adult were separate phenomena and not interdependent. Ferguson suggested that current college diplomas did not indicate whether graduates had the skills employers were looking for. Stated another way, there was a void between curricular outcomes and occupational needs.

> We need new standards that reflect the real needs of employers and the real demands of the workplace. Learners must know what is expected of them, employers must have more input into the educational system, and educators must be empowered to develop new curricula that will connect workers with learning (Ferguson, 1995, p. 6).

Ferguson contended that the cause of the void between educational outcomes and workplace needs was a breakdown in communication. It appeared that educators and business people were not speaking the same language. In addition, there was a communication gap with the discipline-specific approach of most educational programs. Ferguson stated that most educators viewed the world from their discipline specific lenses. Business people tended to view the world in terms of cross disciplines that equipped students for real world problem solving.

Only through better communication between businesses and schools can we hope to establish clearly what it takes to succeed in the workplace and what can be done to guarantee that the largest number of our citizens get the training necessary for success (Ferguson, 1995, p. 6).

Private universities in the four state region of Oklahoma, Kansas, Missouri, and

Arkansas desired to better meet the needs of adult learners, but lacked the mechanisms

to determine appropriate educational outreach. Further, this goal could only be achieved

by articulating a model that represented private liberal arts universities in the four state

region of Oklahoma, Kansas, Missouri, and Arkansas that involved their communities

(i.e., students, citizens, business/industry) with university faculty and administration in

the process of determining curricular priorities.

Statement of the Problem

Private colleges and universities were creating auxillary programs in order to

compete for adult students in order to expand their constituent base. Administrators and

faculty at private colleges and universities lacked a process model for determining

curricular priorities for adult baccalaureate degree completion programs in the four state

region of Oklahoma, Kansas, Missouri, and Arkansas. Consequently, there was a need

for a model that would contribute to appropriate decision making and enable private

universities to provide outreach services to their constituents.

Need for the Study

Private universities in the four state region of Oklahoma, Kansas, Missouri, and

Arkansas needed reliable information as a basis for decision making related to program

planning. A process model for determining curricular priorities was needed by private universities to better provide outreach services to their constituents. Without such a model, program decisions were not data-based and resulting programs lacked the objectives needed to ensure appropriateness and to maximize investment.

Purpose of the Study

The purpose of this research was to develop a process model for determining curricular priorities for adult baccalaureate degree completion programs at private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas.

Research Questions

The following questions provided direction for the study:

1. What were the most important criteria identified by program planning experts, at private universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs?

2. According to these experts, what relative rank did each of these important criteria have?

3. Why did the program planning experts, from the private universities in this study, identify and rank the criteria as they did?

4. What were the most important criteria identified by various documents, at private universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs?

5. What model emerged out of the identified criteria that impacted the decision making process of determining curricular priorities for adult baccalaureate degree completion programs?

Assumption of the Study

An assumption of the study was that the experts' responses to the research questions were conscientious and reflected their attitudes, opinions, and beliefs.

Limitation

The process model was designed specifically for private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. The selection of the most important criteria may only be applicable to the schools in this region of the United States.

Definition of Terms

The following definition of terms provided clarity throughout this study:

Evaluation- The process of gathering and providing useful information for decision-making (Norton et al., 1985).

Long Range Planning - The process of examining environmental trends and opportunities, and the preparation of guidelines or planning parameters to shape operations and activities of the organization (Pfeiffer, W J., 1991).

Model - The purpose of the process model developed in this study was for determining curricular priorities for adult baccalaureate degree completion programs at

private Universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. It was not a comprehensive program planning model, but a step in the larger planning process.

Strategic Planning - The process by which an organization envisions its future and develops the necessary procedures and operations to achieve that future. The process focuses on internal strengths and weaknesses and external opportunities and threats with a proactive stance (Pfeiffer, W. J., 1991, p. x).

CHAPTER II

REVIEW OF RELATED LITERATURE

Foundations for Decision Making

Curriculum Defined

Finch and Crunkilton (1989) defined curriculum as: "the sum of learning activities and experiences that a student has under the auspices or direction of the school" (p. 9). Further, the central focus of the curriculum was the student. The extracurricular activities and experiences associated with the curriculum were significant contributions to the development of the total individual and to the effectiveness of the curriculum (Finch and Crunkilton, 1989, p. 9). Oakley (1992) defined curriculum very concisely as: a plan for learning. According to Oakley, the two things that determined the curriculum were the philosophical perspective and knowledge of what the program ought to be.

Oakley's definition drew attention to the process model. The philosophical perspective became the lens through which the model and resulting curriculum were viewed. The characteristics of the adult learner and criteria that were identified as important parts of the model provided the information necessary to determine what the curriculum ought to be.

A Philosophy of Education

Decision making in higher education was interpreted to be a political process.
Bourgeois (1993) reported academic decision making to be "an ongoing bargaining
process among various interest groups with conflicting goals, values and preferences,
struggling throughout the decision process to obtain the decision outcomes that best suit
their own interest" (p. 387). While primarily political, not all decisions were resolved
through politics as this proved to be costly. Bourgeois stated that the more important
the decision to be made the more likely politics were to be used. In addition, politics
were more likely employed in strategic as opposed to routine decisions. Pfeiffer (1981)
stated that the likelihood of politics being involved in decision making depended on five
factors: actor interdependence, heterogeneity of goals and beliefs about technology,
resource scarcity, perceived importance of the decision issue, and power distribution
across actors.

Educators confronted decision making on a daily basis. To a large extent, the
personal and professional lives of people resulted from decisions made on a daily basis.
The educator made decisions concerning what to teach, how to teach, and how to
approach students. Each of these presented the educator with somewhat complex
decisions to be made. A task so commonly experienced as decision making should have
been approached systematically by all. Unfortunately, decisions appeared to have
been made in a most unsystematic fashion. The resulting actions, outcomes, and
directions were often in conflict and did not produce desired results.

Everyone would agree that undesirable results should have been avoided if possible, especially in the enterprise of educating people. According to the literature, the way to do this was to develop a coherent philosophic position on the fundamental issues of the learner, teacher, truth, and purposes of schooling (Miller, 1985). The advantage of developing a comprehensive and consistent educational philosophy was a decision making process that produced decisions that were grounded in a logical and defensible thought process. In addition to a coherent educational philosophy, the literature stated that decisions should have reflected learning theory which was grounded in the characteristics of the adult learner (Knowles, 1980). The result of doing so was programs that were truly tailored to meet the unique needs of adult learners.

The philosophic position presented here was that of a cautious educational pragmatist. Miller (1985) wrote that the philosophic dimensions of ontology: nature of the learner and role of the teacher; epistemology: truth in terms of curriculum content; and axiology: purposes of schooling should have been carefully considered in order to derive a coherent educational philosophy. Brief ontological and axiological statements were presented for clarification purposes. A more detailed epistemological statement was appropriate as it dealt directly with the decision making process of establishing curricular priorities.

Ontology: Nature of the Learner and Role of the Teacher. Educational philosophy addressed the ontological questions concerning the nature of reality. The ontological questions were "what exists," "how one knows," and "what it means to be." Miller (1985) wrote that one aspect of the ontological questions poised in an educational

context was to describe the nature of the learner. In this context, reality was that which was experienced by the learner. Reality was the result of interaction with changing surroundings.

Reality was determined by a process of experimentation with the surrounding environment. Ultimate reality was equated with the learners experiences. Hullinger (1992) wrote that the nature of the learner was summed up by the following key ideas:

a) The learner was an experiencer whose being was the result of his or her experiences.

b) The learner continually interacted with the world and was constantly reshaped by such interactions. Thus, past experiences were brought to current experiences and were reinterpreted.

c) The learner was in a continual process of reconstructing and reforming.

d) Since the learner experienced continual development, being was not fixed nor moving toward any form.

e) Just as reality was constantly changing, so it was with the learner.

f) Since the learner was a product of experiences, and no two individuals had the same experiences, each learner was unique. Thus, each brought unique experiences to current experiences and synthesized in a unique fashion.

Another aspect of the ontological questions was to describe the role of the teacher. The role of the teacher was based on the nature of the learner. Miller (1985) wrote that in many respects the teacher was the same as learner. Both teacher and learner were experiencers in the process of becoming. The teacher, due to having a multitude of experiences, was in the position to act as a provider of experience for the

learner. Morris and Pai (1976) suggested several key ideas concerning the role of the teacher:

    a) Teacher was an initiator and guide to learning.

    b) Teacher not only knew subject matter but also knew and acknowledged the uniqueness of the learner.

    c) Teacher was engaged in a social undertaking transacting with the learner's world.

    d) Teacher was the senior partner who learned along with the learner.

    e) Teacher solicited and utilized energies and resources of learners in an active way.

    f) Teacher was the chairman of the board of directors and chief-in-charge of a learning industry.

Axiology: Purposes of Schooling. Educational philosophy addressed the axiological issues concerning the question of value. The axiological question was "what ought to be?" One aspect of the axiological question in an educational context was to determine the purposes of schooling. Miller (1985) wrote that "The question of why to have schooling sums up what educational philosophy really means" (p. 205). Schooling prepared individuals for change. Truth and knowledge were characterized by fluidity and change. The preparation of individuals to adapt to change was a primary function of the school. Miller (1985) stated that this was done by examining open questions, applying problem solving techniques and by dealing in the daily affairs of society.

Schooling provided experiences to foster democratic behavior (Miller, 1985).

Miller described this as providing participatory opportunities - the community in the

school and school in the community. "A pragmatist educator seeks to develop

responsible, self-directed, and self-controlled individuals in furthering a democratic

society" (p. 208). Schooling should also prepare individuals to be lifelong learners

(Miller, 1985). Each individual brought their own experiences to the school. The school

in turn was responsible to build on those experiences by providing opportunities for new

experiences. The outcome of encountering new experiences was growth and

development of the individual.

Epistemology: Truth in Terms of Curriculum Content. Educational philosophy

also addressed the epistemological questions concerning the nature of truth. The

epistemological questions were "what is true" and "how is truth verified?" Answers to

these questions were foundational to this study. Specifically, what was to be considered

truth in terms of curricular priorities, and how was truth in fact verified as truth. The

following was found in the literature related to truth in terms of curriculum content.

Miller (1985) described truth as knowledge. Knowledge was what we hold to be

true. Just as reality was not fixed, so it was with truth. Morris (1961) stated that since

reality was characterized by flux and movement and change, certainly knowledge was

temporary and tentative in character. "Knowing is an act which never reaches a

terminus, we never know something once and for all, knowing is open ended. To know

something is to hold it temporarily until new phenomena upset it" (p. 160). Therefore, in

terms of curriculum content, it was argued that there was no Truth, only truth. Such a

description of truth was not interpreted to be inclusive of religious beliefs. Religious

beliefs involved interpretations of truth as unchanging, spelled with a "T." Miller offered

the following explanation for clarification:

> A word of explanation is due to those who have trouble seeing truth as being
> changeable, especially in the area of religious beliefs. Much of what is acted
> upon in our religious lives is treated as truth - Truth, if you prefer - is based on
> faith. A number of instances can be cited. The divine inspiration of the Bible, the
> virgin birth, and the resurrection of Jesus are primary examples. Although
> theologians may argue the point, many of the laity are willing to accept these as
> knowable through faith. The point is that faith is one way of knowing truth. It is
> important, however, to distinguish what is accepted on faith and what is
> determined by some other means. It is equally important to be able to resolve
> any conflicts that emerge from faith and another way of knowing truth (p. 215).

In addition to religious beliefs, there were other instances in the curriculum where truth

was accepted as a matter of faith. For example, program planners took the position that

all undergraduate students must have taken a core of general education courses. This

curricular priority was accepted by the university community as a matter of faith. Yet,

program planners subjected the other components of the curriculum to alternative means

of validating truth, such as soliciting input from students and experts from the field of

practice.

One aspect of the epistemological questions in an educational context was the

identification of truth as a basis for determining curricular priorities. Miller (1985) stated

that truth and the search for truth were the business of schools. In order for knowledge

to be included into curriculum, it must be true. Schools were not in the business of

teaching non-truths.

The verification of truth for inclusion in curriculum was an important

consideration. Truth verification was a process grounded in human experience.

"Experience is the ultimate ground for human existence, both the originator and supreme court of what we do or say" (p. 157). Truth was characterized by fluidity and change. Elias and Merriam (1980) reported that ideas in and of themselves were but hypotheses until they were tried on the anvil of experience. Miller (1985) stated that verification of truth was left to the common and collective experiences of people. "Truth is workable when it accurately anticipates or predicts events or solves the problem at hand. Truth is workable when it stands the test of careful examination" (p. 224). Morris (1961) stated the ultimate test of truth was its workability. If truth was found to "perform the duty" it was said to be true. Truth verification was to hold truth "on trial" in a continual process of retesting, questioning, and inquiry to see if it was still relevant. This was not to say that constant or reliable facts do not exist. Miller (1985) stated that stable facts were to be accepted. However, a dogmatic approach that resists examination was not acceptable.

In conclusion, Miller (1985) described educational philosophy to be a set of assumptions describing the nature of human activity and the nature of the world in which we live. Further, the German term, Weltanschauung, was used to describe philosophy. This term literally meant world view, or a way of viewing the world. In this sense, the pragmatic educational philosophy became the lens through which the process model and resulting curricular priorities were viewed. It was concluded that this view positioned the curriculum to be most relevant in meeting the unique needs of the adult learner.

Characteristics of the Adult Learner

The process of determining curricular priorities for adult learners also reflected

sound learning theory which was grounded in the characteristics of the adult learner.

Merriam and Caffarella (1991) wrote that a learning theory was a set of interrelated

principles and concepts which attempted to explain a phenomenon. Specifically, if

learning theory assisted educators in understanding how adults learn, then educators

were better able to plan for learning to occur. Merriam and Caffarella (1991) wrote that

the best known theory of adult learning, which was grounded in the characteristics of the

adult learner was andragogy.

Andragogical Concepts. The concept of andragogy was expanded on by

Malcolm Knowles. Strictly defined, andragogy was the art and science of helping adults

learn. Knowles' theory was based upon five assumptions concerning the adult learner:

a) As an individual matured to adulthood their self-concept moved from that of a dependent personality towards one of a self-directed human being.
b) The adult had a tremendous reservoir of experience which was a vast resource for learning.
c) The readiness of an adult to learn was based on the developmental tasks of their social role.
d) There was a change in time perspective as people matured from a future application of knowledge to immediacy of application. Thus an adult was more problem-centered than subject-centered in learning (Knowles, 1980, pp. 44-45).
e) Adults were motivated to learn by internal factors rather than external ones (Knowles, 1984, p.12).

Knowles' original position was that andragogy was the art and science of

teaching adults and that pedagogy was the process for teaching children. This position

sparked quite an argument among experts in the field. Later, Knowles clarified his

position by stating that both andragogy and pedagogy were appropriate for use depending on the situation, regardless of the age of the learners. There continued to be somewhat of a debate over andragogy as a theory. Hartree (1984) and Brookfield (1986) both questioned whether andragogy was a proven theory. However, Brookfield (1986) also wrote that andragogy had given adult education a "badge of identity" setting it apart from any other area in education. Bard (1984) wrote that andragogy, more than any other factor had clarified the adult learners' role in adult education. Davenport and Davenport (1985) wrote that andragogy still possessed the principles and concepts required of a learning theory.

Knowles (1984) wrote that andragogy was a process model as opposed to the content model that was utilized by traditional educators. In the content model, the educator decided in advance the knowledge and skills that needed to be transmitted to the learner. The educator then arranged the content into units of instruction selecting the means for teaching the content. Lastly, the educator selected a plan for sequencing the content for presentation to the learners. Knowles wrote that with andragogy, the teacher was to take on the role of a teacher/facilitator. This was in contrast to the content model in that the teacher prepared in advance strategies for involving learners in the process of learning. Knowles (1984) characterized this process to include the following elements:

a) Establishing a climate conducive to learning,

b) Diagnosing the needs for learning,

c) Formulating objectives (including content) that satisfied needs,

d) Designing a pattern of specific learning experiences, and

e) Evaluating the learning outcomes and re-diagnosing learning needs.

Oosting (1995) wrote that the following were most important in the process model when establishing learning situations for adults:

a) Adults had a deep need to know why they needed to know something before they were willing to invest time and energy in learning it.

b) Adults were task-oriented in their learning. We learn those things best which we learn in the context of using them to do what we want to do.

c) Adults came into any educational situation with a wide variety of backgrounds of experience. They needed to be allowed to participate, to demonstrate their strengths.

d) Adults had a deep psychological need to be self-directing; in fact, the psychological definition of "adult" was one who has developed a self-concept of being responsible for one's own life.

Oosting (1995) also wrote that the expectations of the employers were to be taken into consideration. Oosting found that the five main learning objectives desired by employers were: strong communication skills (oral, written, and technical); problem-solving abilities; understanding of basic management and supervision principles; decision-making strengths; and, confidence to initiate action (in team and project settings).

Curriculum Concepts for Adult Degree Completion Programs. Oosting (1995) presented an approach to curriculum development related specifically to adult degree completion programs. A learner-centered approach as opposed to a teacher-directed approach was preferred. To Oosting, this approach meant identification of the desired learning outcomes with the learner and workplace related needs in mind. The teacher

was expected to act in the role of a facilitator, mentor, and guide. Oosting argued that the adult enrolling in degree completion programs were different than the 18-24 year olds enrolling in traditional programs. Therefore, the curriculum, teaching methodology, and classroom environment must have been different. Oosting made the following assumptions about degree-completion program students:

    a) These adults were "self-directed" individuals, willing to take responsibility for their own learning.

    b) They were interested in "task- or problem-centered" learning activities rather than "subject-centered" learning activities.

    c) They spent 15 clock hours each week (between weekly class sessions) completing reading assignments, other assignments, and in planning/ reflecting.

In addition, Oosting made the following assumptions about degree-completion program instruction:

    a) The primary role of the instructor was not that of delivering content through lecture, but helping students to process the information they gained from reading, from other assignments, and from work experience. The instructor functioned as a facilitator, mentor, guide, and occasionally as lecturer.

    b) A supportive, collaborative climate was developed in the classroom, so that the adult students could learn from each other as well as from the professor and the curricular resources.

    c) The cohesiveness of the cohort (students remain together for the course work) created an intentional community--one that was goal-oriented; one that

was based on trust; one that allowed learning to occur at an accelerated pace.

d) The learning cycle included the workplace, allowing for theory and practice to be integrated.

Oosting wrote that such nontraditional classroom learning began with experience, to presentation of theory, and then to testing and application in the world of work place experience. This was contrasted with the traditional classroom approach which began with theory and concluded with a discussion of theory.

Vella (1994) wrote that there were twelve principles for effective adult learning which were congruent with the model of andragogy:

a) Needs Assessment: participation of the learners in naming what was to be learned,

b) Safety in the environment and the process,

c) A sound relationship between teacher and learner for learning and development,

d) Careful attention to sequence of content and reinforcement,

e) Praxis: action with reflection or learning by doing,

f) Respect for learners as subjects of their own learning,

g) Cognitive, affective, and psychomotor aspects: ideas, feelings, and actions,

h) Immediacy of the learning,

i) Clear roles and role development,

j) Teamwork: using small groups,

k) Engagement of the learners in what they were learning,

l) Accountability: how do they know they know?

The literature related to decision-making in higher education indicated that decisions tend to be political in nature and not data based. A philosophy of education provided a comprehensive and coherent framework for educational decision making. A pragmatic view was especially suited to enable education to serve society. It presented an educational environment that equipped the learner to meet the current demands of society. It prepared learners for the task of continued learning, enabling them to adapt for future demands and challenges. The literature also indicated the need to incorporate research pertaining to adult learning theory and the characteristics of the adult learner. A process model to determine curricular priorities developed from this perspective enabled educators to bridge the historical gulf between education and the real world.

Planning in Higher Education

A review of the literature related to planning in higher education revealed the need for educators to develop effective planning methods. The strategic planning process provided direction for decisions related to program planning. The process model developed in this study was intended to be an important step in the overall planning process.

Pfeiffer (1991) traced the history of strategic planning back to ancient military origins. Bracker (1980) stated that the term strategy was derived from a Greek word which meant "army leader." This verb form literally meant "to plan the destruction of one's enemies through the effective use of resources" (p. 371). Pfeiffer, wrote that the term strategy was best traced to the idea of "generalship" or "the actual direction of military force, as distinct from the policy governing its employment." (p. 371)

Pfeiffer wrote that the Franco-Prussian War and the U.S. Civil War marked the turning point in formalizing long range planning in organizations. This was reported to have begun in the military, then government, and eventually throughout society.

The first half of the twentieth century was marked by fundamental economic change in the United States. The traditional production orientation of business and industry began to give way to a marketing orientation during the thirties. Largely, this meant that price was no longer the most valued marketing tool, but rather promotion was rapidly becoming important. As business and society evolved, they became increasingly complex. The once predictable environment became increasingly unpredictable and full of surprises through the forties and fifties. As business became less successful in predicting the future, long-range planning efforts became less effective. Thus, they began to create their future by identifying strengths, weaknesses, opportunities, and threats - which represented the hallmarks of strategic planning. In order to survive in the new unpredictable environment, they formulated strategy for use in corporate warfare (Pfeiffer, 1991).

<u>Strategic Planning in Higher Education</u>

Just as business was forced to engage in strategic planning in efforts to survive, so were institutions of higher education. Petrello (1986) stated:

Successful leaders in education must possess vision if their institutions are to overcome the problems and thrive on the challenges that lie ahead. Effective leaders must be prudent but creative planners and formal long-range planning is a responsibility of reasonable and dynamic educational leaders (p. 3).

In an effort to determine how planning worked and affected educational leaders, Petrello conducted a survey of one hundred, four year colleges and universities to determine their experiences with planning. Seventy-six respondents participated in the study. Petrello reported formal long-range planning to be alive and well on the campuses of four year colleges and universities. Planning efforts had become a reality over the past fifteen years. In many instances, planning efforts were mandated by accrediting bodies and governing boards. Petrello's research suggested that events in the 1970's forced institutions of higher education to formalize the planning process into their culture. As was the case for business, long-range planning was an important activity for faculty and administration for coping with change. Keller (1983) stated that planning in institutions of higher education has moved from long-range planning to strategic planning. "Institutions which have focused on goals and objectives setting are moving to specific strategic decision recommendations" (Keller, 1983, p. 121). Norris (1984) wrote "Planning seldom begins under textbook conditions. It almost never proceeds with perfect precision" (p. 3).

One of the major purposes of Petrello's study was to determine if most institutions engaged in some form of long-range strategic planning. The data indicated that the vast majority of respondents were engaged in such planning efforts. Seventy-nine percent reported utilizing such methods on a regular basis. Thirty percent identified their methods as strategic planning while forty-nine percent called their methods long-

term planning. Seventeen percent reported that they utilize other types of systematic planning. Overall, 96% believed that they were engaged in formal planning efforts.

Petrello's study suggested that institutions of higher education were newcomers to such planning efforts. Of the 60 institutions who practiced formal long-range or strategic planning, 33 1/3% had been doing so for only one to three years. Another 22% reported planning efforts for 3 to 5 years, and 43% for 5 or more years. College presidents generally led the planning efforts. In many cases the duty was delegated to a university officer such as the Vice Presidents for Academic Affairs, Development, or Administration/Finance. Faculty were most often cited as participants on the planning committee, followed by presidents and chief academic officers, with smaller representation by other academic and non-academic administrators. Board of Trustee members and alumni were reported as participants in small numbers. Other findings included: 64% reported formal planning was an ongoing process from year to year; 53% reported occasionally engaging outside consultants; 39% reported the planning committee had an autonomous budget; and 8% received an external grant to support the formal planning effort.

Planning in Private Higher Education

Elgart and Schanfield (1984) raised interesting points related to the planning efforts, or lack of, among private colleges in particular.

. . . many a school is currently scurrying to discover what it does to justify its existence. Obviously, no one school is willing to concede that perhaps it should be the one not to survive. Private colleges and universities, particularly the smaller ones, are the most disturbed by the grim statistics, beleaguered on all sides by a complex of forces: competition from publicly supported schools, inflation, recession, the price elasticity of private education, declining enrollments, and curtailment of student loan programs . . . the natural instinct for survival leads in the direction of short run strategies, and short run strategies appease the tragic forces only temporarily. The real key to survival, particularly for schools which have retained standards of academic excellence, lies in meaningful long-range planning and congruence among mission statements, objectives, goals, strategies, and policies (Elgart, Schanfield, 1984, p. 449).

Elgart and Schanfield stated that short-run thinking tended to emerge in the areas of

curriculum development, marketing efforts, and the balance of power between faculty

and administrative branches. The following were identified as belonging to the short-run

appeasement category: increasing student-teacher ratio and canceling classes below that

ratio, trimming budgets across the board, and increasing the number of adjunct faculty.

Short-run strategies to placate student customers were: pressure on faculty to reduce the

attrition rate, encouragement of less rigorous courses, and easier attainment of honors

and awards. Without getting into particular models of planning or terminology, Elgart

and Schanfield identified the following components of the planning process: 1) an

overall mission; 2) objectives; 3) goals; 4) strategies; and, 5) policies. Mission

statements constituted a value system that were played out by the school's actions and

priorities. Objectives and goals were honestly communicated to all concerned. This

included clearly stated objectives and goals and incentives offered for their achievement.

A warning was given that strategies not contradict stated objectives, for to do so was

detrimental to the organization. Such strategies resulted in an undesirable lack of

congruence. Congruence in planning and communication was critically important.

In terms of curriculum development, Elgart and Schanfield warned that neglect of the mission and organizational character led to the development of programs and departments to meet immediate demands of the marketplace. Financial rewards of job-oriented education had short run payoffs due to competition with publicly supported schools. In terms of the marketing of education, Elgart and Schanfield warned that the risk was the willingness to sell services to any willing customer and to design products in an effort to satisfy the immediate wants of the market. Balance of power between faculty and administration, was also an issue. It was stated that the goal of administration was efficiency and the goal of faculty was effectiveness. Efficiency was defined as doing things right and effectiveness as doing the right thing. In effect, administrators focused on cost considerations and faculty lived in ivory towers. Elgart and Schanfield suggested that the pendulum had swung dangerously to the efficiency side. They argued that the school that will survive will be the one that strikes an Aristotelian balance between the extremes. Further, meaningful planning which resulted in congruence throughout was achieved by the meaningful inclusion of faculty at all levels and stages of the planning process. Elgart and Schanfield concluded:

> It is our belief that the competitive advantage many schools will have over others that feature open enrollment, relaxed requirements, and narrow training, will be education that has maintained its high standards and a belief in the concept of a university educated person. The apparent path is conciliation, but the true one is reaffirmation of already existent statements of mission and objectives (Elgart and Schanfield, 1984, p. 456).

The Pursuit of Excellence

Farmer (1988) presented a view of planning in higher education focusing on the pursuit of excellence.

> Excellence in education is not accidental but the result of a conscious pursuit, a pursuit that must be carefully planned and implemented. Excellence in education is also not something that can grow unattended (Farmer, 1988, p. 3).

Farmer wrote that during the 1980's the United States as a nation heard many suggestions on how to improve education. This activity initiated a critique of the purpose and quality of higher education which culminated in the publication Involvement in Learning in 1984. This document was published by the Study Group on the Conditions of Excellence in American Higher Education for the National Institute of Education. The publication encouraged higher education in three areas related to excellence:

1) Student involvement - how much time, energy and effort students devoted to the learning process;
2) High expectations - educational outcomes sought by faculty for students;
3) Assessment and feedback - the use of assessment information to redirect student effort which enhanced student learning and led to improvements in teaching practices (Farmer, 1988, p. 4).

Farmer cited the strategic planning efforts of Kings College which sought to provide an answer to the following question, "What is the proper definition of excellence in higher education for students who will be living and working in the 21st Century" (p. 4)? Farmer stated that planning for excellence required a clear sense of purpose and expectations. Excellence also required a formal plan in order for the purpose and expectations to be brought into reality for faculty and students.

Farmer cited two key elements of the Kings College planning model which were critical to their success. Planning was placed sequentially ahead of the budgeting process which increased awareness of what the agenda should be. Decisions were made in the present, which positioned the college for future opportunities. Farmer warned against the notion that excellence in education was primarily related to the quantity of resources available. He suggested that excellence in education was more directed to ideas, priorities, and the focused energies of people.

Farmer also stated that quality was institution wide and could not be in isolation to a single program or activity. In an effort to formulate a contextual definition of excellence in higher education, Farmer maintained that there were a number of "general student-centered characteristics" that colleges shared in the response to the challenge of educating students for the 21st century. Farmer stated that planning for excellence required:

1) Congruence between student goals and those of the institution.
2) Academic preparation for students, or the lack of it, be honestly assessed and reflected in the design of the freshman curriculum.
3) Creation of a learning environment which encouraged students to be committed to learning with the desire to become active, independent learners.
4) Faculty not only keep up in their discipline, but actively related their specialized knowledge to general knowledge outside their discipline.
5) Faculty demonstrated a commitment to the spirit of liberal education by an openness of mind.
6) Faculty were familiar with current theories of learning and utilized this knowledge in the instructional design of their courses.
7) The curriculum resulted from an integrated academic plan not just be a collection of courses.
8) The effectiveness of the curriculum was regularly evaluated by assessing student learning outcomes according to previously established standards.
9) Improving the quality of life on campus was a conscious institutional goal resulting from a genuine concern for others.

10) A college demonstrated a capacity for change relative to the needs of students and society.

11) Colleges protected the quality of institutional resources available by responding to the priority resource needs of students, faculty, and staff.

12) A college had the determination to constantly strive to do better, based upon a desire to go beyond what has been achieved (Farmer, 1988, pp. 8-15).

Evaluation in Higher Education

Kells (1992) noted that many universities had limited success in defining their intentions, attracting qualified students and adequate resources, relatively smooth adjustments, and the maintenance of direction to reach specified goals. It appeared that limited success was due to a focus on institutional leadership and issues, trends, plans, or choices to the point of neglecting the element of process. Kells described this in terms of the who, what, and how of the equation. The "who," institutional leadership, and the "what," issues, trends, plans or choices, were important but not at the expense of "how," process. Kells stated that evaluation was that which provided movement in the right direction, provided the basis upon which choices can be made, and yielded sustainable improvement.

Kells stressed the importance of a clearly described purpose of evaluation. The evaluation effort was chosen carefully, clearly articulated, and agreed to or at least understood by all concerned. The evaluation approaches and procedures corresponded to the purpose. Stated another way, "the method (of evaluation) must be appropriate for the intention" (Kells, 1992, p.93). Purposes for evaluation in higher education:

- demonstrated effectiveness and accountability (were program or institutional intentions fulfilled?)
- provided assurance to the public regarding quality (minimum standards)

- enabled <u>rationalization</u> and <u>retrenchment</u> decisions to be made
- steered <u>funding</u> choices
- <u>improved</u> the program or institution
- demonstrated or affected <u>efficiency</u> (Kells, 1992, p. 93).

Mismatches of purposes and procedures were common problems. For example,

the purpose may have been to ensure quality to the public but the procedure employed

no second party validation. Kells stated that careful selection of the precisely correct

method of evaluation to match intentions rarely happened in the real world. What

normally occurred was the incorporation of one or a combination of the following

general approaches:

- Goal achievements (results);
- Process and environment;
- Compliance with guild or government standards (p. 94).

An evaluation process which embraced one or more of these general approaches utilized

one or more of the following processes:

Application of government performance indicators,
Self-assessment by the unit to be evaluated,
External peer assessment and validation,
A structured process at the institutional level to consider the results of the
evaluation in order to assure consequences, and
The publication of the results of the evaluation (Kells, 1992, pp. 95-97).

Kells stated that theory about the operation of social systems guided choices to

match purpose and means of evaluation. When the evaluation system was designed the

following institutional variables were addressed:

1. Where power was held in the organization to be evaluated;
2. The history of the organization concerning previous evaluation efforts;
3. The availability of information in the organization;
4. The size and diversity of the unit to be evaluated;
5. The stance of respected leaders concerning the need for and purposes of the
   process;
6. The amount of time available;

6. The amount of time available;
7. The conditions in the unit (stress and workload, maturity, resource levels, duplication of programs or effort);
8. Availability of funds to support the evaluation scheme and to fund needed improvements;
9. Extent of politicization; and,
10. Availability of talented and willing participants (Kells, 1992, pp. 97-99).

Theories suggested by Kells to guide design choices related to evaluation schemes included: open systems theory (proper focus of key organizational elements and to be wary of conclusions about cause and effect); Kurt Lewin's field theory (use of force to overcome barriers or efforts to remove barriers to bring about change); Bennis' et al. change theory; and Lewin's need for discovery and psychological ownership theories (Kells, 1994).

Kells wrote that the results of effective evaluation processes were the following:

- Sympathetic and respected institutional leaders that created an environment of trust so dysfunction was safely identified and discussed;
- A design for the evaluation process that was appropriate to the local needs and which put proper emphasis on the relationship between purpose, general approaches and specific procedures, and that established an effective sequence of activities, appropriate roles and responsibilities, and indicated the focus for analysis;
- High internal motivation (expectation that benefit can result for institution and participants);
- A central focus on self-assessment;
- The establishment of psychological ownership of results of the review through informed and meaningful participation;
- Use of both relevant data (facts and opinions);
- The use of incentives - rewarded those programs deserving and willing to achieve improvement;
- Effective, relevant, unbiased peer review;
- Linking the results of the evaluation process to budgets and planning; and
- An ongoing cycle of evaluations involving academic and administrative programs (Kells, 1992, pp. 100-101).

Kells noted that the end result of an effective evaluation process was that the institution

and program would be substantially strengthened.

> Institutions and programs can be strengthened substantially through evaluation
> processes and the basis for choices (planning) about the future can be soundly
> established by a combination of internal self assessment plus unbiased, informed
> peer review. Some mixture of the three approaches and both internally and
> externally oriented procedures seem to be required if improvement is to occur.
> The proper conditions for securing improvement from evaluation must be
> established and the proper procedures employed or little improvement,
> particularly sustainable improvement, will occur. Purposes and means must be
> properly aligned in an evaluation process (Kells, 1992, p. 101).

Evaluation through Voluntary Accreditation

Evaluation in private higher education was formalized through the voluntary

accreditation process. There were various types of accrediting bodies in existence, but

the most recognized were the six regional accrediting bodies: Middle States, New

England, North Central, Northwest, Southern, and Western Associations. A focus on

the North Central Association (NCA) was appropriate since it encompassed the colleges

and universities included in this study.

Evaluation with NCA was broken down in terms of general institutional

requirements which resulted in five broad criteria for accreditation. There were twenty-

four general institutional requirements that were categorized into the following

categories: mission, authorization, governance, faculty, educational program, and

finances. These requirements prepared institutions for the peer evaluation process with

respect to the five criteria for accreditation. The criteria were as follows:

(a) The institution had clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher learning.
(b) The institution had effectively organized the human, financial and physical resources necessary to accomplish its purpose.
(c) The institution was accomplishing its educational and other purposes.
(d) The institution continued to accomplish its purposes and strengthen its educational effectiveness.
(e) The institution demonstrated integrity in its practices and relationships (Handbook of Accreditation, 1994, pp. 33-35).

The self-study process was employed as a major component of the accreditation decision. Each institution completed periodic self-studies for the purpose of providing sufficient evidence that they merited initial or continued accreditation. The process also involved periodic site visits by a team of peer evaluators who reviewed the self-study and visited each campus to meet with administration, staff, faculty, and students (Handbook of Accreditation, 1994).

Models in the Literature

The following definitions of models were found to appear in the literature. Grove (1981) stated that a model "is a preliminary pattern representing an item not yet constructed, and serving as the plan from which the finished work, usually larger, will be produced" (p. 28). Jeffers (1984) stated that models were formal expressions of the essential elements of a problem in either physical or mathematical terms. Corwin, Lane, and Monahan (1975) stated that "users of models need to recognize that they are merely representations or descriptions. Improperly selected models, used without caution, could mislead the user" (p. 28).

Cilfford (1988) outlined seven characteristics of the ideal model:

1. Relevance to a clear need: the precise purpose of the process and its relevance to the participants.
2. Usability: the ability to manipulate the model several times and achieve similar results.
3. Cost effectiveness: the ability to utilize the model with a reasonable amount of expense; an expense that can be comfortably matched to the value of the product.
4. Ability to reflect social and professional trends: the characteristic of a planning model that ensures that the program graduate will be employable and satisfied with his or her employment and education.
5. Flexibility: the ability to adapt to the different vocational programs in different community college settings.
6. Systematic approach: a method of planning that coordinates all aspects of the problem in a methodical arrangement toward the end product.
7. A timed framework: the specific time parameter appropriate in utilizing the model to affect change yet keep the interest, energy and momentum of the participants (p. 142-143).

There was little information in the literature concerning the steps involved in developing

a model. Rosen (1985) wrote that:

There is a genuine need for developing an actual theory of models, employing a metalanguage that goes beyond the level of the phenomenon itself. It's just not possible to speak about the relationships between competing models of a given situation by using terms appropriate to the level of the model. We must go beyond the model to a meta-level in which the language is constructed to speak about issues involving properties of models, not properties of systems being represented by models (p. 36).

Khan (1984) wrote that the use of models was increasing in most countries for

educational and manpower planning. "A changing or growing economy requires

forecasts of it's manpower needs and the education and training of manpower well in

advance to fill these needs" (p. 241). A review of the literature revealed two models

used in program planning in higher education.

The Work Keys System

American College Testing (ACT) reported that in the past decade questions
about the American worker have received much attention. These questions focused on
whether the American worker possessed the skills necessary to meet the challenges of
technological developments, organizational shifts, and growing global competition. In
an effort to answer these questions, ACT developed the Work Keys System. Work Keys
was an integrated model developed to provide a framework for the documentation and
improvement of workplace skills. The workplace skills included problem-solving,
communications, and personal skills. In order to develop a list of generic workplace
skills, ACT consulted with employers, educators, and human resource experts. ACT
reported that these skills applied to a wide range of jobs, were teachable in a reasonable
time span, and lent themselves to job analysis. The following workplace skills were
identified by ACT to provide the foundation for the Work Keys model:

a) Applied Mathematics
b) Applied Technology
c) Learning
d) Listening
e) Locating Information
f) Managing Resources
g) Motivation
h) Observing
i) Reading for Information
j) Speaking
k) Teamwork
l) Writing (Ferguson, 1995).

After these generic workplace skills were identified, the Work Keys model was

developed. Work Keys consisted of four components designed to:

1) measure generic skills (assessment),

2) identify generic skills as they exist in the workplace (job profiling),

3) report generic skills to individuals, educators, and businesses (reporting), and

4) improve generic skills instruction (instructional support) (Pennell, 1995, p. 1).

Assessment. The assessment component allowed individuals to document their

competencies in the generic skills areas through performance-based testing. The

assessment scores were criterion referenced. The scores identified the individuals

current competency level.

a) Applied Mathematics - measured the individual's skill in applying mathematical reasoning to work-related problems.

b) Applied Technology - measured the individual's skill in solving problems of a technical nature. The content covered the basic principles of mechanics, electricity, fluid dynamics, and thermodynamics as they apply to machines and equipment found in the workplace.

c) Observation - measured the individual's skill in paying attention to instruction and noticing details.

d) Reading for Information - measured the individual's skill in reading and understanding work-related reading materials.

e) Listening - measured the individual's skill at listening to and understanding work-related messages.

f) Writing - an audiotape assessment designed to measure the individual's skill at writing work-related messages.

g) Locating Information - measured the individual's skill in using information taken from workplace graphic documents such as diagrams, blueprints, floorplans, tables, forms, graphs, charts, and instrument gauges. At the highest level, individual's were asked to make decisions and draw conclusions based on information contained in one or more graphics.

h) Teamwork - a video-based assessment which measured the individual's skill in choosing behaviors and/or actions that simultaneously support team interrelationships and lead toward the accomplishment of work tasks (Pennell,1995, p. 3).

Pennell noted that other Work Keys assessments were under development which

included an assessment of work habits to be available in the fall of 1996. ACT also

published a document entitled Characteristics of the Work Keys Assessments which

detailed the required operations and characteristics at each competency level for each

generic skill. This document also stated how many problems and how much time were allowed for each assessment.

Job Profiling. The job profiling component was developed to identify the skills and skill levels that individuals need in order to perform specific jobs effectively. The job profiling component when combined with the other components provided individual's with the information needed to make decisions about jobs and to identify the gaps in their current skill level and the level required for a specific job. The profiling procedure employed task analysis in order to determine the tasks most important to a specific job. In order to profile a job, the analyst first obtained background information on the company and how the specific job fit into the company. The analyst consulted the Dictionary of Occupational Titles to create the task list for the job being profiled. The analyst met with subject matter experts which were incumbent workers or supervisors for the job being profiled in order to tailor the list of tasks to make sure the list was appropriate for this specific job. The subject matter experts then rated each task according to importance and relative time spent. Importance related to the significance of the task to overall job performance. Relative time spent was related to the time spent performing the specific task as compared to other tasks. The importance rating was multiplied by the relative time spent to obtain a criticality rating. Tasks were then rank ordered according to their criticality ratings. Subject matter experts then reviewed the rank ordering of tasks and removed the least important tasks.

After the tasks were identified, the subject matter experts began the process of associating the Work Keys generic skills with the tasks. In addition, the level of each

skill required to perform the task was identified. In order to do this the analyst presented

the subject matter experts descriptions of the Work Keys skills and skill levels. The

subject matter experts first made decisions individually and then as a group concerning

which generic skills and at what level were required for each task. The final outcome of

this process was a complete listing of the most important tasks for a specific job, the

generic skills required, and the required skill level. "The Work Keys job profiles

resulting from this process assist employers, individuals, educators, and trainers to make

appropriate education, selection, training, and promotion decisions" (Pennell, 1995,

p. 4).

Reporting. The reporting component of the model allowed for the distribution of

information to business, educational agencies, and individuals. ACT reported that this

information was valuable for individual career choices, evaluation of curriculum, career

guidance, development of training programs, and screening tools for prospective

employees (Pennell, 1995, p. 5). The standard reporting package included Chart Essay

Reports, Individual Reports, Roster Reports, and Vocational Information Reports.

Instructional Support. The instructional support component provided

instructional materials to interested parties to assist individual's to enhance their

workplace skills. ACT referred to these materials as Targets for Instruction. The

materials were not intended to be a curriculum in and of themselves. They were intended

to provide information on the generic skills and skill levels that were assessed by the

Work Keys model. The primary purpose was to communicate what skills have been

identified by the business community as important.

There was a <u>Target for Instruction</u> for each of the Work Keys assessments. The material was developed by curriculum experts and content specialists. Each <u>Target for Instruction</u> included the following information:

a) Cognitive and content skills assessed by the Work Keys tests at each level,
b) Specific information about the skill requirements distinguishing each level from the one immediately preceding it, and
c) Suggestions about materials, techniques, and activities that were useful in teaching workplace skills, including lists of resources for instructors to consult in building curricula (Pennell, 1995, p. 7).

ACT suggested that the <u>Targets for Instruction</u> enabled instructors to approach teaching the generic skills from the perspective of the workplace. ACT wrote that ". . . post-secondary institutions can use the <u>Targets for Instruction</u> to supplement or reinforce existing curriculum, connecting that curriculum more directly to the demands of the workplace" (Pennell, 1995, p. 7).

<u>The Community Assessment Program</u>

Another model found in the literature was called the Community Assessment Program (CAP) which was developed by The College Board. The College Board offered the following facts in support of a rational for the CAP:

a) Only 20 percent of the total college population was full time, in residence, and younger than 22 years of age.
b) Every other seat in college classrooms was filled by an adult 25 years of age or older. These seven million adults made up almost 50 percent of today's college credit students, up from 40 percent in 1980 and 30 percent in 1970.
c) Part-time students made up 45 percent of college enrollments.
d) Almost all graduate students were adults. About 50 percent of all graduate students were 30 years of age or older and a large majority work full time and study part time.
e) At least, ten million adults took part in college noncredit programs.
f) Some 80 percent of undergraduate adults were degree candidates.
g) Some 30 percent of adults studied full time.

h) Some 50 percent of adults took classes during the day (The College Board, 1994, p. 3).

CAP was designed to be a market study of adult learning characteristics to assist educators in the recruitment, program planning, and design of services for adult learners. It was designed to be appropriate for undergraduate, graduate, or non-credit programs. The results of such CAP studies were that colleges and universities positioned themselves to provide appropriate educational outreach that met the educational needs of adult learners. The College Board wrote that these colleges were able to enroll a larger share of the existing markets, and extend their outreach by identifying new markets. CAP consisted of five assessments:

a) Demographic analysis of the community,
b) Interviews with individual adults,
c) Interviews with organizations,
d) Analysis of nearby colleges, and
e) Survey of faculty and administration (The College Board, 1994).

Demographic Analysis of the Community. The demographic analysis of the community relied on past research that established the demographic characteristics of adults who were most likely to go to college. CAP mapped the geographic regions of those adults so the college or university was able to locate and reach out to those adults. Specifically, CAP:

uses the 1990 U.S. Bureau of the Census data to select those attributes of adults known to predict college study, combines those attributes in an optimum arrangement, and computes the latent learning potential of adults living in the area served by the college (The College Board, 1994, p. 5).

The analysis resulted in maps of 500 census tracts in the communities that were served by the college. Each tract was shaded to show the likelihood of adults enrolling in

college. Statistical data included number of households in each tract, number of adults 25 and older in each tract, probability of the adults attending college, and the number of adults predicted to enroll in college by census tract (The College Board, 1994).

Interviews With Individual Adults.   Interviews with individual adults were done by telephone interviews. The College Board wrote that adult learners who were already in the learning market gave the best description of what adult learners want and need. The result of such interviews were that the college had a "template of their (adult) preferences" that was used to compare to current programming and for future decision making. In this step, thousands of households were contacted in order to find hundreds of adults who were active in the learning market. Adults who were not involved in the learning market were not interviewed. A questionnaire was constructed specifically tailored to the college. The results were 60 to 70 tables that were easily used by the college staff. The types of information included:

   a) Market shares of nearby colleges,

   b) Full-time vs. part-time study,

   c) Degree vs. nondegree study,

   d) Subject fields of study, and

   e) Competitive ratings of nearby colleges.

The interviewee's preferences for future study included college, schedule, location, services, advertising, and cost (The College Board, 1994). The College Board emphasized that this assessment was a demand analysis not a needs assessment.

Interviews With Organizations.   Interviews with organizations were conducted

in an effort to yield contracts with organizations for the college to provide credit or

noncredit instruction. The College Board wrote that such arrangements were attractive

to organizations because they control who will study, what will be studied, and when,

where, how, and the price of the instruction. The interviews with organizations were to

determine immediate training needs which resulted in immediate student supply. This

too was a demand analysis not a needs assessment. The interviews were not seeking to

determine the kinds of general training needs present within organizations. Rather,

specific training needs at specific organizations that were contracted over a specific

period of time. Up to 100 organizations were interviewed over the telephone in order to

produce a group of 12 interested in contracting with the college. Face to face interviews

were conducted with the 12 over a three-day period of time on site at each organization.

The result of this analysis was a profile on each organization interviewed including the

details necessary in order to draft the contract for each organization.

Analysis of Nearby Colleges.   An analysis of nearby colleges was conducted

because the offerings of neighboring colleges, to a large extent, determined the

competitive environment. The programming of other colleges resulted from their own

efforts to provide appropriate outreach and were good indications of the types of adults

that would attend various types of programs. The College Board wrote that this

information provided the college with at least three strategies. The college could have

duplicated what the other college was offering. There might have been unmet demand in

the community and some students enrolled at the other college might have transferred to the new program. The college might have designed new offerings. The demand for current offerings in the community might have been satisfied. The college might have sought to coordinate offerings with other colleges. This was done by offering upper or lower division courses that articulated with other colleges offerings (The College Board, 1994).

In order to select colleges for the analysis, factors of success in the adult market were considered. The likelihood of a competitive or cooperative relationship was also considered. Public information on neighboring colleges was available to determine offerings for adults. The result of this analysis was a description of the other adult programs in the community. This provided the college with a snapshot of its position in the adult market and set the stage for determining what needed to be done to increase supply (The College Board, 1994).

Surveys of Faculty and Administration. The faculty and administration were surveyed in order to determine their capabilities and their willingness to make adjustments to meet the needs of the adult learner. The College Board wrote that two questionnaires were constructed, one for faculty and another for administration. The questionnaires were designed to answer the following questions:

a) What policies does the respondent advise the college to pursue in attracting, serving, and retaining adult students with respect to such matters as: the proportion of the student body that should comprise adults; what services the college should provide for adults; and whether the college should contract with organizations to supply education or training to their employees, clients or members.
b) What practices will the respondent engage in with respect to such matters as these: working evenings and/weekends; traveling to given off-campus

locations; and crafting new courses under contract with organizations (The College Board, 1994, p. 9).

The result of this analysis was the faculty and administration's opinions about how to serve the adult learner at the college.

Survey of Currently Enrolled Students. The College Board wrote that another step of the model could have been a survey of currently enrolled students. This enabled the college to gather information concerning it's strengths and weaknesses. It allowed adult students to voice their opinions. The College Board recommended that the survey address issues related to:

a) Academic advising	i) Health Services
b) Admissions procedures	j) Job Placement
c) Bookstore services	k) Library services
d) Classroom instruction	l) Parking
e) Course requirements	m) Counseling
f) Faculty performance	n) Security
g) Financial aid	o) Social activities
h) Food services	p) Transfer of credits

(The College Board, 1994, p. 10).

Having completed all five steps, and a possible sixth, the college had ample information for planning. The information from faculty and administration represented supply from the college and was compared to the market demand information that resulted from the interviews with adults and organizations. The supply information from nearby colleges was also taken into consideration. All the analysis was conducted within the context of the demographic data compiled in the first step of the model (The College Board, 1994).

Research Interviewing

The literature related to general interviewing concepts was researched and presented in Hand and Ogle (1993). Several definitions of interviewing were found in the literature:

- A method of questioning with an interest on understanding the experience of other people and the meaning they make of that experience (Siedman, 1991, pp. 2-3).

- Interviewing was directed conversation. Information was given and received. It was an oral exchange of sentiments, objectives, opinions, information, and ideas. The interview revealed values, norms, hopes, and expectations and personal feelings and attitudes (Epstein, 1985, pp. 2-3).

- A conversation between two people which had a purpose (Hodgson, 1987, p. 2).

- An interview was interactive, verbal, real time communication (Rossett, 1987, p. 133).

- An interview was described as a "conversation with a purpose" (Fowler & Mangione, 1990, p. 11).

Obtaining the entire story was found to be the ultimate goal of the interviewing process. This required that the interview be structured such that the interviewee spoke freely and spontaneously. Richard Fear (1978) presented the following techniques to help the interviewee open up:

Physical set-up should be private to avoid interruptions of any kind. The interviewer greeted the interviewee pleasantly to relieve tension and create a friendly atmosphere. The interviewer was facially responsive (raise eyebrows and smile frequently) to project a receptive appearance.

Vocal expressions were varied in order to avoid becoming monotonous.

Small talk for the first few minutes developed initial rapport.

<u>Comprehensive introductory questions</u> overviewed the interview to move from small talk to the interview proper.

<u>Assumed a permissive general manner</u> by making comments like "I see, I can understand that, uh-huh."

<u>Gave frequent pats on the back</u> by making comments like "that's fine, you deserve a lot of credit, very good!"

<u>Played down the importance of unfavorable information</u> in order to get the interviewee to tell the whole story, good and bad.

<u>Calculated pauses</u> were used by the interviewer to encourage the interviewee to elaborate further on a previous point.

<u>Interjection of humor</u> made the conversation appear natural by creating a variety of moods (Fear, 1987, pp. 60-79).

Anderson (1991) suggested that homework be done prior to the interview by learning some facts about the interviewee (title, background, spelling of name) and about the topic. Acquiring this information beforehand was flattering and helped the interviewee respond better. When scheduling the interview, the interviewer communicated how long the interview would take and then stuck to it. Most people were willing to talk for a specified period of time. People were interviewed in an environment that was natural and comfortable to them. Anderson told of an instance where he interviewed a florist in his truck as he drove around picking up supplies and making deliveries. Even though knowledge of the topic ahead of time was required, the interviewer's opinions were not expressed.

The interviewee was made to feel like the expert regardless. The interviewee's comments were more important than the interviewer's. The interviewer followed the basic rules of listening. The goal was to maintain control without dominating the interview. The interviewee was allowed to finish speaking before moving to the next

question. The interviewer did not try to talk and listen at the same time. A brief statement was interjected occasionally to show attention. Anderson summarized by stating, "good interviewers are courteous but assertive, professional and objective, but interested and determined" (Anderson, 1991, p. 19).

Loretto (1986) suggested that the interview process was inherently limited. He stated that "most interviews are conducted drawing inferences from limited data obtained in artificial situations by untrained observers" (Loretto, 1986, p. 101). Loretto offered the following as examples of invalid inferences in reference to a teaching environment:

> Fact: Knows subject matter,
> Inference: Can teach subject,
> Fact: Attended Small, private school and was from a rural community,
> Inference: Can't teach in an urban setting,
> Fact: Of same cultural and socioeconomic background as pupils, and I
> Inference: Will command respect of pupils (Loretto, 1986, p. 102).

Such inferences may or may not have been valid and other variables were to be taken into consideration. Loretto maintained that not allowing for other variables constituted stereotyping. Loretto cited interviewer bias, the Halo Effect (predisposed toward a particular person to overdo positive aspects), and the Devil's Horns Effect (a negative characteristic or two, characterizes the interviewee as all bad) as common problems that interfered with interviewing assessments.

Loretto presented the following essentials of good interviewing. The good interviewer:

> Had a plan,
> Had adequate knowledge,
> Had adequate background information on the interviewee,
> Scheduled interviews with adequate time allotted,
> Ensured that interviews were held in private,
> Put the applicant at ease,

Avoided leading questions,
Adjusted the level of the language to the ability of the respondent,
Was aware of his or her prejudices and tried to avoid their influence on
judgments,
Avoided any suggestion of discrimination,
Knew how and when to close the interview, and
Recorded the facts during the interview, and impressions and
judgments immediately thereafter (Loretto, 1986, p. 104).

Types of Research Interviews

Merriam (1988) wrote that the most common type of interview was the person-to-person interview. Interviewing was found to be necessary when it was not possible to observe behaviors, feelings, or how people interpret their world. The decision to use interviewing as the primary method to collect data was to be based on the type of information desired. Merriam wrote that interviewing was to be used when it provided the researcher with an abundance of meaningful data and at less cost when compared to other techniques.

> . . . interviews are one of the most powerful methods in the qualitative armory.
> For certain descriptive and analytic purposes, no instrument of inquiry is more
> revealing. The method can take us into the mental world of the individual, to
> glimpse the categories and logic by which he or she sees the world. It can also
> take us into the life world of the individual, to see the content and pattern of daily
> experience . . . interviews give us the opportunity to step into to mind of the
> other person, to see and experience the world as they do themselves
> (McCracken, 1988, p. 9).

Merriam (1988) wrote that types of interviews vary from highly structured to open-ended interviews. Highly structured interviews were characterized by determining the exact questions and sequence ahead of time. Merriam likened this type of interview to an oral form of a written survey. Semistructured interviews differ in that the interview was guided by a list of questions but the exact wording and sequence of the questions

was not determined ahead of time. Merriam stated that this allowed the researcher to be responsive to the each unique situation. The unstructured interview was recommended when the researcher did not know enough about the phenomenon to ask the right questions. The unstructured interview had no pre-determined questions. The major purpose of the unstructured interview was in fact to learn enough about the phenomenon to be able to ask the right questions. Merriam stated that the most often utilized method was the less structured format. The less structured format acknowledged that individuals interpret their world in unique ways. The objective was most often to come to know the individuals unique perspectives, therefore the interview should not reflect the interviewer's variables or categories for describing the world.

The Process of Conducting Interviews

The beginning of the interview process was to determine who to interview. Merriam (1988) wrote that the answer depended on what information was needed and who was in the best position to provide the desired information. The selection of interviewees on the basis of what they could contribute to the understanding of a phenomenon was to engage in purposive or theoretical sampling. In qualitative inquiry, the number and representativeness of the interview sample was not the major consideration. The crucial factor was not the number of interviewees but the potential contribution that each may make to the development of an understanding of the phenomenon being studied.

Merriam (1988) stated that the key to obtaining good information in the interview was for the researcher to ask good questions. The way to do this was to

develop a listing of questions which translate the research objectives into language that was specific and possibly measurable. Merriam recommended that questions be written in familiar language. Multiple questions were to be avoided. Leading questions which caused the interviewee to accept the researcher's point of view were to be avoided. Questions that were suitable for simple yes or no answers were also be avoided.

The Interview Guide. Donaghy (1990) wrote that the interviewers skill in preparation was reflected by producing an interview guide. The interview guide allowed the interviewer to know where the interview was going and to maintain control. It eliminated any element of confusion and provided for a free flowing conversation. Donaghy wrote that a detailed interview guide was used when the interviewer desired a highly structured interview. A less structured guide was needed for semistructured and non-directive interviews.

The semistructured interview guide consisted of a listing of the topics to be covered in the interview. The topics may or may not have been taken in the order listed in the actual interview. By listing the topics only, the interviewer had great flexibility in the phrasing of original and follow-up questions. Donaghy suggested that the interview guide list the topics in a logical order. This order was not to be required in the actual interview, but the logical sequence gave the interviewee the feeling that the interviewer was not picking topics at random.

The semistructured interview guide had potential problems in that a simple listing of abbreviated topics was being used. Interviewers might have run out of time, forgot important questions, or labored to formulate the next question instead of listening to the

interviewee's responses. Donaghy suggested expanding the topics in order to solve for these problems. The more experienced the researcher the more abbreviated the interview topics were. Donaghy also suggested plenty of white space on the interview guide in order for the interviewer to make notes and record impressions.

Donaghy (1990) wrote that the interview purpose should be considered in the process of developing interview topics. Sometimes the topics for the interview were well known and at other times it was up to the researcher to determine the relevant topics in order to accomplish the interview purpose. There were no set number of topics to be covered in a single interview. Donaghy suggested that a good rule of thumb was to schedule two or more interviews if more than five to six topics were to be covered. Normally, a topic takes 10-12 minutes to cover adequately. Most interviewees were good for interviews that lasted approximately one hour.

Assessment of the Quality of Interview Data. Merriam (1988) wrote that the most common method to record interview data was to tape-record the interview. This method provided a record of everything that was said in the interview to enhance the analysis process. Drawbacks to tape-recording the interviews was malfunctioning equipment and interviewee discomfort to being recorded on tape. Merriam wrote that ideally, verbatim transcription of the recorded interviews provided the best data for analysis.

Stake (1995) presented a different view of recording the interview. Stake suggested that the interviewer prepare a written facsimile including key ideas and episodes. Stake stated that for many researchers a tape-recording of the interview was

of little value unless an audio presentation was required. The exact words of the interviewee was not so important as was getting the meaning of what was said. Stake stated that it was critical that the interviewer insist on having time immediately following the interview to prepare a facsimile of the interview. It appeared that the use of both strategies would prove beneficial especially to the beginning researcher.

In addition to recording the data for analysis, Merriam wrote of the importance to assess the quality of the data. Various factors were documented which may have influenced the interviewees responses: health, mood, and ulterior motives. In addition, it was possible to obtain information from a bad informant. Merriam suggested checking the plausibility of the account and the reliability of the informant. The best way of doing this was to compare the interviewee's responses with the responses given by other interviewees. Another way was to check the responses given by the interviewee by checking documentary material or by observing the phenomenon directly (Merriam, 1988).

Analysis of Research Interview Data. McCracken (1988) wrote that the most demanding and least examined element of qualitative research interviewing was the analysis of qualitative research data. McCracken wrote that "the object of the analysis process was to determine the categories, relationships, and assumptions that informs the respondent's view of the world in general and the topic in particular" (McCracken, 1988, p. 42). The researcher approached the analysis process with a sense of what the literature said about the topic, the knowledge of what the researchers personal experience had resulted in, and what took place in the interviews themselves.

If the full powers of discovery inherent in the qualitative interview are to be fully exploited, the investigator must be prepared to glimpse and systematically reconstruct a view of the world that bears no relation to his or her own view or the one evident in the literature (McCracken, 1988, p. 42).

Burlingame (1995) indicated the need for the interview transcript to be analyzed for criteria that were present. He suggested that the researcher look for key words in the transcript in the form of verbs or nouns, or statements that described relationships. Burlingame suggested creating word processing files for each criterion per interview. The files were named to identify themes that emerged from individual interviews. Quotes for each theme were entered into each file including the name, date of the interview, and the transcript page where the quote was found. Files such as these were created for each individual interview.

As a result of reviewing all the transcripts, the researcher would notice common or important criteria. Burlingame suggested careful review of the criteria that were identified. The researcher was encouraged to think about new criteria, consolidating old criteria, and the fit of the quotes with the categories. In this process the researcher was to begin to get an idea about the relationships that existed among the criteria.

Document Analysis

Merriam (1988) wrote of the need to check documentary material as a way of assessing the quality of the data. Interview and observation techniques were documented to be somewhat intrusive. They were intrusive in that both brought a foreign element into the social environment. Documents were normally created for purposes other than the research project and did not have the same limitations.

Documents were defined to include public records, personal papers, physical traces, and artifacts (Merriam, 1988).

In order to determine whether or not a document had value as a data source, Merriam suggested that it must have been relevant to the research questions and that it be acquired in a practical and systematic manner. A limitation cited by Merriam was that documents most often were not prepared for research purposes. From the perspective of the researcher, documents were often found to be incomplete. Another limitation was that of documenting the authenticity and accuracy of documents. The documents may have been subjected to intentional or unintentional biases or deception. Merriam suggested that documents never be used in isolation. "It is the investigator's responsibility to determine as much as possible about the document, it's origins and reasons for being written, its author, and the context in which it was written" (Merriam, 1988, p. 107). Although there were several limitations, documents were still regarded as good sources of information. Documents often provided better or more data at less cost. Documents were often free, accessible, and compiled an enormous amount of information that saved the researcher time.

Merriam (1988) indicated that data from documents was used much the same as data from interviews. In addition, documents served the researcher well as tools for comparative analysis. Merriam wrote that one of the best advantages of using documents was that they were objective sources of data. The interviewer did not alter that which was studied by being present in the social setting.

The Process of Conducting a Document Analysis

Finding relevant documents. The first step in the process of document analysis was finding relevant documents. In order to find relevant documents Merriam suggested a procedure that was grounded in the research topic itself. For example, a study of adult degree completion programs would have lead the researcher to memos, background papers, advertising material, application forms, final reports, and planning documents (Merriam, 1988). The key to finding relevant documents was the researcher's ability to think creatively about the research topic. Often times, the purpose for which documents were prepared differed from the purpose for which the researcher desired to use them. Stake (1995) cautioned that the potential usefulness of a document should be established up front and time allocated accordingly. This was important because it was impossible to always determine how much time a document would take. If a document appeared to require more time than it was worth, the researcher considered moving on.

Assessing the Authenticity of the Documents. The second step of the process involved assessing the authenticity of the documents. This was important because the documents were not produced for the researcher. The researcher sought to determine the process through which the documents were produced. Questions to be asked by the researcher were: What was the history of the documents production and use?; How was the document's use allocated?; Was the document's selection biased?; and, How might the document be distorted or falsified (Merriam, 1988)?

A System for Coding, Cataloging, and Analyzing the Documents. The third step involved adopting a system for coding and cataloging the documents. The researcher identified descriptive categories for the purpose of cataloging the documents. Merriam (1988) wrote that qualitative content analysis was used to analyze documents. Content analysis was described as a systematic procedure for describing the content of communications. Content analysis was employed in order to determine meaning and confirm theoretical relationships. Although the researcher had established categories which served to guide the analysis process, it was expected that there may have been new categories which would arise during the analysis. The process of analysis was a coding of raw data and the construction of categories that described the content of the document. The resulting information was useful to the researcher for comparisons to the interview data and also as a means of discovering new information. Stake (1995) wrote that documents were often good substitutes for documentation of activity that the researcher could not observe directly. "Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem" (Merriam, 1988, p. 118).

Summary

Chapter II provided a review of the literature focusing on the importance of establishing a foundation for decision making. A review of the literature related to decision making revealed a complex system of modes and strategies all in operation in a political environment. There was an overall lack of evidence indicating that decisions were data based, indicating a need for a model to guide decision making. The review of

educational philosophy. The philosophical position presented was that of a cautious educational pragmatist. The review also incorporated research related to the characteristics of the adult learner. A process model developed from a foundation with a cautious pragmatic view and a concern for the characteristics of the adult learner was especially suited to meeting the unique needs of adult learners.

A review of the literature related to planning and evaluation in higher education was relevant to the study. The literature revealed that cost-effective decisions and sustained improvement were the result of effective planning and evaluation efforts. A review of the literature related to existing models was also relevant. The Work Keys System and the College Assessment Program were especially suited to guiding educators in the process of planning appropriate educational outreach for their constituents.

A review of the literature related to research interviewing was included. A semi-structured face-to-face interview methodology was used to identify and rank the most important criteria for a process model to guide educators in the process of establishing curricular priorities for adult baccalaureate degree completion programs. The semi-structured face-to-face interview methodology was also employed to determine why each of the interviewees believed the identified criteria were important, and to identify the processes employed by the experts that were related to the criteria.

The last section of the review of literature was related to conducting a document \analysis. The literature indicated a need for the researcher to assess the quality of the data gathered through the interview process. A way of assessing the quality of interview data was to gather additional data which was not prepared for the purposes of the study.

As suggested by the literature, data was gathered for comparative analysis by collecting documents from each interviewee.

This review of the literature, and data gathered through semi-structured interview and document analysis methodologies will hopefully result in better planning, evaluation, and data-based decision making which will position private universities to better provide outreach services to their constituents.

CHAPTER III

METHODOLOGY

The purpose of this research was to develop a process model for determining curricular priorities for adult baccalaureate degree completion programs at private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. This chapter addressed the issues of data collection in terms of methodology and analysis.

Introduction

This descriptive study incorporated semistructured face-to-face interview and document analysis methodologies for the purpose of collecting information. Semistructured face-to-face interviews and document analysis were described in Burlingame (1995), Donaghy (1990), Merriam (1988), McCracken (1988), and Stake (1995).

Practicing administrators, responsible for successful adult baccalaureate degree completion programs at private colleges and universities in the four state region of Oklahoma, Missouri, Kansas, and Arkansas participated in the study. The semistructured face-to-face interview was used to generate, and rank order a list of the most important criteria in the decision to determine curricular priorities for adult

baccalaureate degree completion programs. In addition, the semistructured face-to-face interview was utilized to determine why each of the experts identified and ranked the criteria as they did. Lastly, the semistructured face-to-face interview was utilized to determine processes employed by the experts pertaining to the criteria that were identified.

Document analysis techniques were employed to analyze documents which were collected from each of the experts. This was done for the purpose of comparative analysis with the interview data. A model emerged out of the data that represented a process impacting the practice of determining curricular priorities for adult baccalaureate degree completion programs. An introductory letter and a graphical illustration of the model which ultimately emerged was faxed to each of the experts for a reaction.

Population

According to Merriam (1988), the beginning of the interview process was to determine who to interview. The answer depended on what information was needed and who was in the best position to provide the desired information. The selection of interviewees on the basis of what they could contribute to the understanding of a phenomenon was to have engaged in purposive or theoretical sampling. Further, in qualitative inquiry, the number and representativeness of the interview sample was not the major consideration. The crucial factor was not the number of interviewees but the potential contribution that each may make to the development of an understanding of the phenomenon being studied. Based on this logic, McCracken (1988) stated that for most qualitative studies eight interviewees was enough.

The subjects in this study were practicing administrators, responsible for successful adult baccalaureate degree completion programs at private colleges and universities in the states of Oklahoma, Kansas, Missouri, and Arkansas. One private college or university representing each of the states of Oklahoma, Kansas, Missouri, and Arkansas was included in the study. Two subjects from each college or university participated in the study.

Private colleges and universities in each of the states of Oklahoma, Missouri, Kansas, and Arkansas were called by telephone to identify which had successful adult baccalaureate degree completion programs. Telephone calls were then made to the administrator of each program to determine if there was interest in participating in the study. If there was interest, the administrator was asked to identify two subjects for the study. The recommended subjects were contacted by telephone to determine their willingness to participate. The interview dates were also established by telephone. The Statement of Oral Solicitation was included in Appendix A.

A letter was faxed to each subject providing a brief summary of the study, confirmation of the interview dates, the need for them to sign a consent form, and a request that they collect and make available any documents that they felt would be relevant to the study. A copy of the consent form was faxed along with each letter. The Letter to Subjects was included in Appendix B. The Research Interview Consent Form was also included in Appendix C. As suggested by Shumaker (1993), the following criteria were to be used in the nomination of participants:

"(1) Participants must be knowledgeable about the factors that should be considered in program planning; (2) participants must be practicing administrators, responsible for

successful programs; (3) participants must be willing and able to express their opinions openly regarding factors and priorities and to entertain new alternatives; and (4) participants must take seriously the business of planning" (p.49).

Collection of Data

The data for this study was collected by conducting semistructured face-to-face interviews and document analysis. Interview methodology required audio taping and verbatim transcription. Document analysis required collecting documents from each of the experts.

Collection of Interview Data

Semistructured face-to-face interview methodology was employed with each subject to generate a rank ordered listing of the most important criteria to consider in the decision to determine curricular priorities for adult baccalaureate degree completion programs. As recommended by Donaghy (1990), a semistructured interview guide was utilized in order to guide and maintain control of the interview. The following line of questioning was used in the interview: What were the most important criteria in the decision to add a program for adults in your school? Utilizing the numbers 1 to 10, they were asked to identify in descending order the importance of each criteria. In this situation, one was the number with highest priority. An additional question asked was: Why did you identify and rank the criteria as you did? This process was repeated for the decision to modify and terminate programs for adults in their schools. Lastly, the experts were asked to identify the processes employed that were related to each of the identified

criteria. As suggested by McCracken (1988), pilot interviews were conducted prior to the actual interviews. The pilot interviews served to check the logical and sequential flow of the questions and provided practice in probing to elicit desired information. The Semi-Structured Interview Guide was included in Appendix D.

Prior to each interview each expert was called by telephone in order to confirm the interview date, time, and location. Each interview session began with a welcoming statement and a brief description of the study. Each participant was asked to sign a consent form. All participants willingly signed these forms.

Collection of Document Data

In the letter sent to each expert prior to the interview, the expert was asked to collect and make available documents which they felt would be relevant to the study. Documents related to adult baccalaureate degree completion programs which were grounded in the research project itself (ie: memos, background papers, advertising materials, catalogs, application forms, reports, and planning documents were suggested (Merriam, 1988). After a quick review of the documents the expert may have been asked for additional documents as appropriate.

Collection of Expert Reaction Data

The data from the interviews, document analysis, and literature were analyzed to identify the most important criteria in the decision to determine curricular priorities for adult baccalaureate degree completion programs. A model emerged out of the data that represented a decision-making process that impacted practice. A letter of introduction

and a graphical illustration which detailed the process model which emerged was faxed to each expert. The experts were told in the letter that any questions about the model could be answered by calling by telephone. The telephone number was given in the letter. The experts were asked to consider the following questions related the utility of the process model:

1. What were the strengths of the process model?

2. What were the weaknesses of the process model?

3. What were the barriers in using this model?

4. How could you eliminate these barriers or weaknesses?

5. How would you modify or improve the model?

6. Would you use the model?

7. How would you use the model?

The questions were included in the fax to the experts in the form of a two-page questionnaire. The experts were asked to return their responses by fax. The Letter of Introduction was included in Appendix E. The Participant Reaction Questionnaire was included in Appendix F.

Analysis of the Data

Analysis of Interview Data

During the face-to-face interviews, the experts were asked to identify the most important criteria in each of the decisions to add, modify, or terminate programs at their school. In addition, they were asked to establish the order of importance of these

criteria. Utilizing the numbers of 1 to 10, they identified in descending order, the importance of each criterion. In this situation, one was the number with highest priority. The numerical scores for each of the criteria in the decisions to add, modify, or terminate were added and then divided by the number of interviewees. The resulting mean was used to rank order the list of criteria in each of the decisions to add, modify, or terminate.

The experts were asked why they identified and ranked the criteria as they did. The resulting testimony was utilized in order to gain a thicker and richer understanding of the criteria themselves and the relationships that existed among the criteria. Lastly, the experts were asked to identify the processes employed that related to the identified criteria. The resulting testimony had implications for the process model which emerged.

The audio tape recordings and verbatim transcripts were utilized in the analysis process. Each transcript was read while listening to the corresponding tape to ensure correct transcription. Data from the interview transcripts was referred to extensively in the process of presenting the findings of the research in Chapter IV.

Analysis of Document Data

In order to find relevant documents the experts were asked to collect and make available documents which they believed would be relevant to the study. Documents related to adult baccalaureate degree completion programs which were grounded in the research project itself (ie: memos, background papers, advertising materials, catalogs, applications forms, reports, and planning documents were suggested (Merriam, 1988).

The authenticity of the documents were assessed by determining the process by which

the documents were produced. Questions asked in this process were: What was the

history of the documents production and use?; How was the document's use allocated?;

Was the documents's selection biased?; and, How might the document have been

distorted or falsified (Merriam, 1988)? The data were summarized in Chapter IV in

terms of the categories and information present in the documents.

Analysis of Expert Reaction Data

The experts were faxed an introductory letter, a graphical illustration of the

model, and a two-page questionnaire. The experts were asked to return their responses

by fax. Analysis of the experts responses resulted in summarizing the responses and

making several recommendations for further study as presented in Chapter V.

Ethical Concerns

Approval of the Oklahoma State University Institutional Review Board was

required in order to conduct this study. The purpose of this approval was to protect the

researcher and participants of the study. Participant anonymity and confidentiality were

of great concern. Audio cassette tapes, transcripts, and documents were kept in a locked

filing cabinet in the researcher's office. The participants' names were not used in any

case. The Application for Review of Human Subjects Research was included in

Appendix G. The Oklahoma State University Institutional Review Board Human

Subjects Review letter which indicated approval for the study was included in Appendix

H.

Summary

The most important criteria in the decision to establish curricular priorities for adult baccalaureate degree completion programs at private universities in Oklahoma, Kansas, Missouri, and Arkansas were identified and ranked by utilizing semistructured face-to-face interview methodology. Interviews were audio taped and verbatim transcripts created for analysis. Descriptive statistics were employed to determine the mean and resulting ranking of each criteria in the decisions to add, modify, and terminate programs at their school. In order to assess the quality of the data collected in the interviews, document analysis techniques were employed for comparative analysis purposes.

An introductory letter and graphical illustration of the model was faxed to each of the participants for a reaction. A questionnaire containing eight questions was included with the fax. The experts were asked to return their responses by fax. The expert's reactions were analyzed in order to summarize their comments and make recommendations for further study. Practicing administrators, responsible for successful adult baccalaureate degree completion programs at private colleges and universities in each of the states of Oklahoma, Kansas, Missouri, and Arkansas participated in the study.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The purpose of this study was to develop a process model for establishing

curricular priorities for adult baccalaureate degree completion programs at private

universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. In

order to develop the process model and make it relevant to the four state region, the

important criteria in the decision to determine curricular priorities for adult baccalaureate

degree completion programs were identified. A group of practicing administrators, who

were responsible for successful adult baccalaureate degree completion programs

representing private colleges and universities in the four state region were used to

identify the criteria. These criteria were used later as important components of the

process model. This chapter presents the findings of the research. It is organized around

the study's five research questions. The first section presented the important criteria

identified by the experts through semi-structured face-to-face interviews. The second

section presented the relative rank order of the important criteria as described by the

experts. The third section discussed why the experts identified and ranked the important

criteria as they did. The fourth section presented the important criteria identified in

various documents which were collected from each of the experts. The fifth section presented the model which emerged as a result of triangulating data from the interviews, documents, and the literature. This model represented the decision making process of the experts in the decision to determine curricular priorities for adult baccalaureate degree completion programs. A graphical illustration of the model was presented.

The face-to-face interviews were recorded on audio cassette tape and verbatim transcripts created for each interview. The transcripts were analyzed in order to present data from the experts which dealt directly with each of the criteria that were identified. Relevant quotes were cited from each expert in an effort to allow the experts to tell their own story. Quotations from the experts were summarized in each instance.

Problems were experienced with the quality of the audio cassette recording for the interview labeled as "white." As a result, the transcript from the white interview was extremely brief. There were very few quotes from the "white" interview.

Research Question One

What were the most important criteria identified by program planning experts, at private universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs?

The criteria that were identified by the experts were first listed in summary fashion. These data were recorded in writing during the face-to-face interviews with the experts who participated in the study. The criteria were listed just as the experts described them during the interviews. The summary represents how the experts ranked the criteria in order of importance. To ensure the confidentiality of each expert, each

interview was labeled as a color. This color coding system was utilized throughout the

remainder of the study when referring to specific experts.

#1 Maroon Criteria and Rankings

Adding
1. Faculty to Develop
2. Student Need

Modifying
1. Faculty Input
2. Student Needs
3. Faculty Feedback
4. Student Feedback
5. Availability of Faculty

Terminating
1. Unavailability of Coursework (Faculty Support)
2. No Student Need
3. Lack of Faculty

#2 Purple Criteria and Rankings

Adding
1. Availability of Faculty
2. Business/Industrial Needs
3. Student Needs
4. Delivery of Coursework
5. Competition's Offerings

Modifying
1. Student Input
2. Faculty Input
3. Method of Delivery
4. Courses Not Relevant
5. Competition's Offerings
6. Outside Educational Training (Non-College Competition)

<u>Terminating</u>
1. No Student Interest
2. Course Content Not Needed
3. Lack of Faculty
4. Faculty Concern/Lack of Support
5. Administrative Mandate

#3 Red Criteria and Rankings

<u>Adding</u>
1. Mission
2. Market Place Needs
3. Accommodation of Adult Student
4. Availability of Faculty

<u>Modifying</u>
1. State Requirements
2. Accreditation
3. Update to Current Needs of the Field (Student Needs)
4. Articulation Concerns

<u>Terminating</u>
1. Lack of Student Interest
2. Program not within Mission
3. Competition

#4 Gray Criteria and Rankings

<u>Adding</u>
1. Needs in the Community (Business and Industry Needs)
2. Student Input (Needs, Desires)

<u>Modifying</u>
1. Input from Business and Industry
2. Student Input

<u>Terminating</u>
1. No Student Demand

#5 Blue Criteria and Rankings

Adding
1. Market Analysis (Student Input, Competition, Cost to Develop and Deliver)
2. Presidents Cabinet (Administrative Input)
3. Faculty Input/Community Experts
4. Academic Affairs Committee (Administrative Input)

Modifying
1. Integration of New Knowledge
2. Market Needs/Advisory Board
3. Student Input
4. Faculty Input

Terminating
1. Marketing Strategy
2. Competition
3. Student Interest
4. No Longer a Need (Curriculum Relevancy)

#6 White Criteria and Rankings

Adding
1. Mission of University
2. Student Needs
3. Business/Industry Needs
4. Expertise of Faculty
5. Expertise of Staff (Administrative Input)

Modifying
1. Student Feedback
2. Faculty Feedback
3. Changes in Curricular Resources
4. Advisory Committee

Terminating
1. No Demand From Students
2. Drifting Away From Mission

#7 Yellow Criteria and Rankings

Adding
1. Expanding Ministry/Reaching New Constituents (Mission)
2. Building Endowment (Financial Considerations)
3. Accreditation

Modifying
1. Need to Keep Current
2. Faculty Input (Internal)
3. Values of University (Mission)
4. Make More Similar to Residential Curriculum (New Knowledge)
5. Student Input
6. Faculty Input (External)

Terminating
1. Financial Drain
2. Facility Drain/Faculty Drain
3. Damage Mission of University

#8 Green Criteria and Rankings

Adding
1. Student Needs
2. Expand Outreach/Establish a Presence in Community (Mission)

Modifying
1. Faculty Input (Internal)
2. To Keep Current
3. Student Input
4. Business/Industry Needs

Terminating
1. Lack of Students

Criteria for Adding a Program

Student Needs. A criterion identified by the experts in the decision to add a

program was student needs. Students provided the experts with information which was

important in the decision making process. In one sense, students were helpful in

identifying new programs for the degree completion program.

> There is also what we are hearing from students as far as what they would like to
> do. Student input is a big thing to me. The determination at one point to do the
> communications degree was to fill a gap that we had, and some students said that
> they are out there in the job market and if they had this or that they would be able
> to do more (Gray, 12/20/95, p. 10).

We would have some information here just from having talked with inquires that have said, No, that is not major I want. This is the major I want. I am not sure how else we would try to get the information besides surveys, questionnaires, and things like that (Green, 1/4/96, p. 10).

The communication major is a four-year program, and with that program we determined there was a need based on the number of inquires that we continued to see from the students calling in and asking about a communication major. That major was available in our day school, not in our evening division, so a lot of inquires and numbers of requests indicated that there was a pretty substantial interest in the adult population for that major (Red, 12/20/95, p. 6).

Adding another major like this, I would assume, it would just be based on a need (student need). If we were to find out that there were a lot of people out there who were interested in finishing their education but Organizational Management was not for everybody and there was a real need to offer something like Physical Education, then it might be considered (Green, 1/4/96, p. 10).

It originates from a marketing point of view. There is no way that a faculty person necessarily will try to initiate this. It comes from a marketing point that we will pick up in our office from seeing the need base of adults (Purple, 12/19/95, p. 6).

An example of what we did with, we have not done it with Organizational Communication but Health Services, is a survey was sent to employees at Baptist Medical Center . . . the women who was in charge of Continuing Education at the time did a survey out there to find out how many administrative staff and secretarial staff would be interested in having courses come out there . . . what they found was that these employees could not get paid for taking this type of course; it had to be a degree program...these people want degrees and that is the only way the hospital will give them tuition assistance (Purple, 12/19/95, pp. 7-8).

In other instances students were called upon to provide feedback on program ideas that had been identified through other sources. The focus of this dialogue was to be sure that potential programs would meet the needs of students.

I think I would go from there (discussions with business people to determine what needs exist that are not being addressed) to my student population with some alternatives or some choices, depending on what I have heard (Gray, 12/20/95, p. 17).

Since we have had the Pace program we usually use Pace students (for market research). Is this the kind of degree you would like to move into? Now we have a base of about four hundred people in that program so it is a good place for us to look (Blue, 12/21/95, p. 4).

Well, I guess the first thing we look at is whether there seems to be a market (student need). We do not go out and really do a strong survey, but we always do some kind of market survey to get a feel of the market (Blue, 12/21/95, p. 3).

The major in the evening is different than our day school department, and again it is tailored more to the working adult (Red, 12/20/95, p. 6).

. . . does it (the proposed major) accommodate the adult student in terms of their economic needs, and educational desires. I think it is critical for the adult student to consider majors that are career oriented (Red, 12/20/95, p. 7).

When possible we try to involve a student just to get insights from them, that sometimes is difficult and challenging with adult students because so many of them work during the day, but when possible we do that (Red, 12/20/95, p. 19).

Business and Industry Input. The needs of local business and industry were

identified by the experts as a criterion in the decision to add programs. The experts

looked to business and industry in order to identify needs and then endeavored to add

programs to meet those needs.

Now we added programs in the associates, and truly, I guess the day school faculty was not involved. That was a decision that we sort of made in response to the needs in the community (workplace related needs) (Gray, 12/20/95, p. 8).

The need (workplace related) in the community is probably the big thing. To watch that? It is sort of like osmosis, you know. I watch a lot, read a lot, talk to anybody I can, see what is going on and watch what areas of the community are growing. A few years ago there was a big need in the community in prenursing, which we have (Gray, 12/20/95, p. 9).

You talk to people as you go out and after a while you can see trends happening. You talk to attorneys, and you can find . . . it is mostly through reading and talking to people that I get a feeling of what is going on out there (Gray, 12/20/95, p. 9).

Maybe FAA came in and said, we need our employees to have this certain type of degree. We are going to pay 100 percent. Can you develop this area of concentration for us? Then we would definitely meet with faculty and go over that (Maroon, 12/19/95, p. 19).

The Health Service Administration was developed under the faculty here because of the need in the health service field. It is developed for employees at hospitals, nursing homes, doctor's offices who needed an administration degree if they wanted to stay in the health service area (Maroon, 12/19/95, p. 20).

In order to develop degree programs to meet the needs of business and industry, the experts involved people from business and industry in the process of establishing curricular priorities. In these instances, business and industry was represented on advisory boards and involved in actual curriculum development efforts.

Again, we had an advisory group for the legal assistant program, and that was made up largely of attorneys who work in the city, they were very helpful with that program. (Red, 12/20/95, p. 11).

Well, for most of our programs we have an advisory board--not for all but for most. We have (on the advisory board for the Criminal Justice program) the Chief of Police. We have the Deputy Director of the prison. We have the District Attorney. We have a student on there and we have somebody from the faculty on there (Blue, 12/21/95, p. 13).

When we did the Criminal Justice program we used a professor of sociology who was interested in that area, along with a member of the local police force who was interested in it. The two of them developed the curriculum together (Blue, 12/21/95, p. 7).

When we did TQM we went totally outside the university to people who were experts in the field or had done training in the area, we used them to put together the curriculum. (Blue, 12/21/195, p. 7).

Providing adults with workplace related degree programs appeared to be at the core of why the adult degree completion program existed. The experts stated that their most successful programs were those that provided needed workplace related degree programs.

We added a major in communications and legal studies. Those have been two of our largest programs that we have added. In both of those programs we determined that there was a need in the community. We surveyed about six hundred attorneys in the city, and without exception we found that we had a good response to there being a very practical realistic need (Red, 12/20/95, p. 5).

I think it is critical for the adult students to consider majors that are career oriented. I think the workplace is extremely important. Degree programs that are most successful are those who prepare adults for the workplace (Red, 12/20/95, p. 7).

I think the adult program is very right to respond to employment needs in anything that is degree oriented, and probably more so than traditional programming. So we need to look at employment needs, that is something we do need to pay attention to (Red, 12/20/95, p. 8).

Faculty Availability and Support. Input from regular full-time faculty was identified as a criterion in the decision to add a program. The experts spoke of the importance of working closely with regular full-time faculty in order to give direction to the decision for adding a new program. There was the concern of the availability and support of regular faculty for the program. Ultimately, faculty were in the position of approving the program to be added.

Department chairs and day (full-time regular) faculty will have a key role in really shaping what is happening. That is probably the most important group to start with and then involve as many constituents to help advise as much as possible (Red, 12/20/95, p. 19).

One of the first things would be availability of faculty. I think that is just reality. Who is going to teach in the new program (Purple, 12/29/95, p. 4)?

I think you have to consider the faculty also and the support from your faculty. That support you are going to receive from your day (full-time regular) faculty in terms of availability of faculty (Red, 12/20/95, p. 9).

Some are probably more nontraditional and are geared to adults and would be comfortable with what we have devised as a concentration or focus; others will say no . . . So that goes back to the fact that you must have your faculty with you, and I have to give them the academic side of what they are going to be

comfortable with that will equate with what they are willing to give to the students (Purple, 12/19/95, p. 5).

We have all the Business faculty teach in the program also. They teach on an additional compensation basis . . . Let's put it this way: every one of the courses are taught at some point by a Business faculty from campus; so we do not have any (courses) out there that our folks do not teach. Probably, at this point and time, the majority are taught by campus faculty; and time goes on, it may change (Yellow, 1/4/96, pp. 24-25).

They (Academic Affairs) are going to look at it from an academic standpoint, is it academically sound (Blue, 12/21/95, p. 8)?

At the same time (as going to the Presidents Cabinet) we will start the academic process, if it is an academic program, by taking it to Academic Affairs and usually each division to let them know what we are doing. If it gets approved in Academic Affairs then it moves to the whole faculty for their approval (Blue, 12/21/95, p. 8).

The experts spoke of the need to have available adjunct faculty for the program.

There was a high percentage of adjunct faculty who taught in the degree completion

program.

We staff a high percent of classes with adjunct faculty. The paralegal or legal assistant program is a good choice because we have a very strong legal work force and we have been able to staff from that. You know with very qualified people (Red, 12/20/95, p. 9).

Right. But we also have a lot of adjunct in the community who teach courses as well; and the farther we are from campus...then the more often we use adjuncts . . . All faculty, even adjuncts, are brought on campus and interviewed by a faculty committee. We use the same standards as for campus faculty members. They need a masters degree. We have the benefit of having a Director of Marketing do a marketing class for us. We have a commercial loan officer teaching accounting classes. So we have the benefit of real world experience (Yellow, 1/4/96, pp. 24-25).

Faculty were involved in developing curriculum for the program. In some

instances the curriculum was developed with only regular full-time faculty. In other

instances regular faculty worked with a taskforce of appropriate individuals to develop

the curriculum. There were occasions when the experts worked with only adjunct

faculty. There were also occasions when regular faculty and adjunct faculty worked

together to develop the curriculum.

>Finding the faculty to develop it because we do have a faculty develop that
>criteria for us. It is not something we develop on our own, and then approach
>them. Faculty are the ones that will give us the go ahead. Like you said earlier,
>certain areas, such as the communications group, journalists group, or mass
>communications, know what they want to be taught; and they know what is a
>good academic background in that area. We would have to have faculty
>approval to even consider opening up a new area of concentration (Maroon,
>12/19/95, p.19).

>We met with the department chair of the appropriate department and his faculty
>started to develop a taskforce and started working on an appropriate curriculum
>for adult courses (Red, 12/20/95, p. 6).

>We will start off saying, we just found a target group of adults who are looking
>for something. Then we approach the (faculty) department or create a committee
>with the dean of the college to look at if we offered X, and we do not offer it
>traditionally here on campus, what would they be willing to provide, or what
>particular courses (Purple, 12/19/95, p. 6)?

>We would then put together a curriculum. That may be done with inside people
>or maybe we would go outside. When we did the Criminal Justice program we
>used a professor of sociology who was interested in that area, along with a
>member of the local police force who was interested in it. The two of them
>developed this curriculum together (Blue, 12/21/95, p. 7).

>When we did TQM we went totally outside the university to people who were
>experts in the field or had done training in the area, we used them to put together
>the curriculum (Blue, 12/21/95, p. 7).

Mission Statement. The mission of the institution was identified as a criterion in

the decision to add a program. The adult degree completion program typically

maintained more of an entrepreneurial stance with respect to the type and kind of

programs offered, especially as compared to their traditional day programs. While

remaining entrepreneurial, the experts expressed concerned that they remain true to their

institutional mission statement. In this respect the mission statement served as a guide to

the experts in the decision to add a program.

> When we develop new programs, we first look at the mission of the college. Since we are a private liberal arts college the programming that we have we would want to fit with our mission statement -- something that we could logically accomplish (Red, 12/20/95, p. 4).

> There could be something run in our city newspaper next week that would show a shortage in a certain area of employment, and if it is something that requires a degree, oriented within our mission, then that is something that we would consider (Red, 12/20/95, p. 8).

> Mission would be first, probably we would omit anything that is not within our liberal arts mission (Red, 12/20/95, p. 9).

In some instances, the decision to add adult degree completion programs was the

result of the institution expanding on its organizational mission statement. Historically,

the institutions offered programs which accommodated the eighteen to twenty four year

old in a traditional day school residential setting. New constituents were reached by

designing programs to reach out to adults in the community.

> The decision was made -- and this was really under a former President, along with the Board of Directors -- to find some way of expanding our mission and reach out a different constituency by doing a local program (Yellow, 1/4/96, pp. 5-6).

> I think to expand it's ministry, to reach new constituents, and to do it in a way that would not presume upon the future (Yellow, 1/4/96, p. 8).

> My understanding was it was added as just another branch of the university; another way to reach out (Green, 1/4/96, p. 9).

Financial Considerations. Financial considerations were identified as a criterion

in the decision to add a program. The degree completion programs, for the most part,

were designed to operate as auxiliary entities. Apart from start up expenses, the

programs were held accountable financially, they were to stand on their own two feet. In

consideration of this, the experts considered the financial aspects of adding a new

program carefully.

> In fact, the whole system was set up to be auxiliary. My budget is set up to be an auxiliary budget in the sense that I have income and expense lines in my budget, and the income from this program goes to the university's endowment. It is not going into operations. The whole thing was set up so that we can do this. It will work well; and if it all falls apart, we are back where we were and have not lost anything (Yellow, 1/4/96, p. 8).

> Cost to develop and deliver. We are not going to offer anything where we do not see a fairly large margin on, as in some ways we have to make it on our own (Blue, 12/21/95, p. 6).

> Right. Certainly they (Presidents Cabinet) are going to look at the budgetary consideration (Blue, 12/21/95, p. 8).

> Well, (cost to) develop and deliver needs to be up here with Cabinet. That whole thing really goes together. That is one thing you do before you decide to move forward (Blue, 12/21/95, p. 13).

> Anyway, we will start developing that and maybe develop the first one or two courses in the sequence of courses that somebody is going to go through. At the same time we will start marketing, and the major marketing will be advertising of some sort. Based on that response, we will determine whether or not to go on. We will basically say, here is x dollars for initial development and initial advertising. If things look good after the initial advertising, then we will move on. We will say, okay, we are going to keep going and we will continue more development. We will set a start date for the first class to start. We will start finding instructors and do whatever needs to be done to move it along. Then we will start putting more resources to it, such as books, and those kinds of things (Blue, 12/21/95, p. 9).

Offerings of Competitors. Competition, or the lack of it, was identified as a

criterion in the decision to add a program. The experts were sensitive to what other

colleges or universities were offering in the community. If a competitor was offering

something similar to the proposed new program, normally the experts decided not to

proceed out of their concern to not duplicate offerings, and that there would not be

sufficient interest in the new program to make it financially viable. There were also

instances when the lack of competition served as the primary reason for the addition of

the new program.

> I do know another criterion that I was thinking of: what else is offered in the
> public sector? In other words, why duplicate? It will not do any good, and it
> will only divide all of us and divide our students. So that is a criterion--what else
> . is available--because if it can be offered for a lot cheaper somewhere else, we
> should not knock ourselves out . . . The only reason I am thinking that, because it
> really is important, is that there is no point in trying to do something that already
> exists (Purple, 12/19/95, p.12).

> We certainly look and see if there is anybody else offering similar programs to
> make sure we are not offering something where there is not sufficient market
> (Blue, 12/21/95, p. 6).

> So we found out that there are a lot of people out there who need these degrees
> and there was no one offering any kind of viable option for them to get the
> degree, our institution included; University of Arkansas does not offer anything
> like that; NAACP stops at the Associates degree (Yellow, 1/4/96, p. 11).

Administrative Input. Administrative considerations were identified by the

experts as a criterion in the decision to add a program. The experts discussed instances

where top level administrators may mandate the addition of a new program.

> The other direction taken might be that I would be approached by administration,
> which could come from the President's office or the Academic Affairs office
> saying, we want you to do this (Purple, 12/19/95, p. 28).

Administrative input in the approval phase of the decision to add a new program

was also discussed. This involved top level administrators from the business side of the

institution (President's Cabinet) and from the academic side (Academic Affairs

Committee). The President's Cabinet focused on issues of financial viability and

congruence with the organization mission. The Academic Affairs Committee looked at

congruence with organization mission as well, but really focused on academic integrity

issues.

> First, I usually take it to the President's Cabinet and present it there along with budget information and get approval to move on. At same time we will start the academic process, if it is an academic program, by taking it to Academic Affairs . . .They (Presidents Cabinet) are mainly going to ask whether there is a market. Is it the kind of program that we as a university want to offer? . . . Certainly they are going to look at the budgetary consideration . . .They (Academic Affairs Committee) are going to look at it from an academic standpoint...and again should we as a university be doing it? Is it academically sound (Blue, 12/21/95, pp. 7-8)?

Along side of the previously mentioned faculty considerations, there were also

administrative considerations in terms of having adequate staff to oversee and support

the addition of the new program.

> Then do we have the expertise or is the expertise available to develop, teach and oversee the program . . . Faculty and staff, probably more so on the faculty side, because from the staff standpoint registration, admissions, marketing, and enrollment, all that is going to be identical. So that is more of a numbers question. Is there sufficient staff to do that. That is probably a minor consideration in terms of staff. Because if the program is successful you can always add staff (White, 1/4/96, p. 4).

Delivery System. The manner in which instruction would ultimately be delivered

to adults was identified as a criterion in the decision to add a program. After the courses

had been identified, attention was given to determining various delivery options for the

coursework. In the end, the experts endeavored to provide a good mix of delivery

options inclusive of traditional classroom instruction and independent study. The experts

indicated a desire to incorporate technology into the delivery of independent study

options.

But also for adults a need basis for convenience and what is going to work for both groups of people--that would be a criterion. In other words, how flexible can they be? What are different methods that we can offer them to get the studies? Will it be all contact student-professor time, or will it be independent study? Now that is something we look at in a decision. Can that kind of study be done independently? Unfortunately, everything we do independently with them right now is paper-based. There is no technology. I say unfortunately, I do not know if that is misfortune or just not ready yet. So I would say that would be a criterion (Purple, 12/19/95, p. 9-10).

Criteria for Modifying a Program

Student Needs. A criterion in the decision to modify a program was identified as student need. The experts discussed that they solicited student input in order to identify items of concern that need to be looked at for modification. This was normally done by having the students complete a survey concerning a course that they had just completed. The surveys addressed issues related to the faculty and the curriculum. The experts indicated that the decision to modify curriculum was based on better meeting the students needs.

> Student's opinion (is an important criterion in the decision to modify programs). The student evaluation allows students to give their input about not only the instructor but the class as well. I think there are even questions in there about the textbook and materials, the pace at which the class is taught, how beneficial the class was. If you get comments back that are pretty negative for all those questions related directly to the class, you know something needs to be changed. So student's opinions are taken into account as well (Green, 1/4/96, p. 15).

> We survey the students at the end of every course concerning both the teaching and the content. That way it really influences what we do about what we are teaching (Blue, 12/21/95, p. 14).

> We do student evaluations once a year in the spring (Gray, 12/20/95, p. 15).

> This summer we undertook a complete revision of the whole program, we had faculty who had taught the courses, had surveys from the students, had comments from other faculty in similar programs, took similar courses on campus

following the traditional format, and pulled it together to try to come up with a curriculum that better represented a number of things (Yellow, 1/4/96, p. 13).

It could be instructors or students who would be dissatisfied with the textbook or dissatisfied with the content and think, you know, this is not doing what we wanted it to do. It could come from either faculty or students (Purple, 12/19/95, p. 14).

Normally it will be student's needs. An example would be Business Administration. They are required to take business statistics, a lot of our students have not had math in a long, long time. We feel like one of the, and we have talked about this, one of the core requirements should be that they have an algebra course (Maroon, 1/4/96, p. 25).

Faculty Availability and Support. Input from faculty was identified as a criterion in the decision to modify a program. The experts stated that the modification process was heavily influenced by the input of regular full-time faculty. In some instances adjunct faculty were involved in the process. The experts employed several methods to get the input of faculty. In some instances the experts conducted periodic faculty meetings for the purpose of discussing issues related to modification of the curriculum. In other instances faculty were given evaluation forms for the purpose of providing feedback on the curriculum. There were also unsolicited discussions that were initiated by faculty concerning the need for modification.

Lastly, the experts discussed the notion of having to make modifications in the faculty person teaching a particular course due to modifications that were made in the curriculum. The concern was largely whether there would be available faculty to teach the modified course.

Modification of curriculum largely starts with our department chairmen from our day school. If we were changing day school courses into evening programs, sometimes that is largely determined by professors in the different academic disciplines. Modification of curriculum is largely done by faculty (Red, 12/20/95, p. 12).

What we did at that point was we had two groups (student cohorts) go through the entire original curriculum and the instructors for those two groups, who were for the most part (regular) instructors, who knew ways to adjust the curriculum and ways to make it better. We ended up taking away two or three of the classes, and completely revising all of the classes, and student guides, and the faculty guides. Our instructors here on campus did that based on their knowledge and expertise (Green, 1/4/96, p. 14).

Now we have a system set up where the module may be taught one time and the instructor may decide, no, this needs to be done differently. Very easily we can change it (Green, 1/4/96, p.14).

I think they (external factors appropriate in the decision to modify the curriculum) would be brought to our attention probably by the faculty. What comes to mind would be the latest book on management techniques that would be an external input, but it would probably be brought to our attention by one of the instructors in the business division (Green, 1/4/96, p.17).

I guess another place where we get input for modification is our instructor himself. We use mainly adjuncts but we meet with them every four to six weeks. We discuss content and to get feedback from them about how things are going and modifications from their viewpoint. That is another input that we use for modification and changes (Blue, 12/21/95, p. 23-24).

In consulting with one of our School of Business instructors and people in the field, I was told, no Health Care Management is just a needed, a needed thing--a good course. And we have changed from Economics to Health Care Management (Purple, 12/19/95, p. 18).

The instructors are also given evaluation forms. They give us feedback also (Maroon, 12/19/95, p. 26).

Probably, and this would have to be the last thing that we would look at if we were to develop something new to be in the curriculum, we would also have to look and see if we could get an instructor for that. If we cannot find instructors for that, then we would not be able to offer it. But that would be one of the final things that we would look at--that we would have to have faculty to teach that (modified) course for us (Maroon, 12/19/95, p. 27).

Integration of New Knowledge. Changes in the knowledge base was identified

as a criterion in the decision to modify a program. As such changes occurred

the curriculum was modified in order to keep the program current. It was noted by the

experts that keeping the curriculum current was a real concern. Modifying the

curriculum was also discussed in terms of keeping the curriculum relevant.

> Yes. Then just changes in the knowledge base itself of the subject area. There
> has certainly been a content change (Blue, 12/21/95, p. 14).

> The curriculum we purchased was very dated. It was developed back in the early
> 1980s; and it had not changed much by 1985, as best as we could tell. So the
> material was old and it needed to be updated. That was a real concern. We did
> some of that as we went through the whole first 18 months that ended last spring
> (Yellow, 1/4/96, p. 13).

> That content needs to be updated. Does that make sense? Or the courses need
> to changed. Another is relevancy of the course studied. If you had to modify it,
> one thing would be that what you are offering is not appropriate or it is losing
> relevancy for the student (Purple, 12/19/95, p.13).

> Probably the other thing would be that the course content itself is really not
> relevant; it really is not needed, whether the students think it is or not (Purple,
> 12/19/95, p. 21).

Business and Industry Input. Input from business and industry was identified as a

criterion in the decision to modify a program. The experts discussed occasions where

representatives from the workplace made them aware of the need to modify the

curriculum. The experts solicited regular input from business and industry by

establishing an advisory board consisting of faculty, staff, students, and representatives

from the workplace. The experts spoke of instances where they had modified or added

additional courses based on the input from the workplace.

Well, for most of our programs we have an advisory board--not for all but for most--and they are certainly one reason for modifying if we see a change or something different or to bring some information in to it (Blue, 12/21/95, p.13).

We added two new courses to the paralegal program this fall. We had not revised that for about seven years. We added some additional coursework from Advanced Legal Research and Advanced Writing, but again it was based on recommendations of attorneys who taught in the program, and feedback from people who were out working now in the field that indicated they would like to have had some opportunities for additional work in those areas (Red, 12/20/95, p.14).

Well, I think Red mentioned that she does the advisory committees. We get feedback from them too because part of those are from the legal community, or whatever. What they perceive to be needs of the offices these people are going in to, and what these students need to be prepared to do (Gray, 12/20/95, p.15).

In consulting with one of our School of Business instructors and people in the field, I was told, no, Health Care Management is just a needed, a needed thing--a good course. And we have changed from Economics to Health Care Management (Purple, 12/19/95, p.18).

Well, we have (on the advisory board) the Chief of Police. We have the District Attorney. We have a student on there and we have somebody from the faculty on there (Blue, 12/21/95, p.13).

Now we have not done this yet but I think it would be good to do any kind of survey or questionnaire with businesses. That is something that we have discussed, what kind of employee do you need (Green, 1/4/96, p.18)?

Accreditation Requirements. Accreditation requirements were identified as a criterion in the decision to modify a program. The expert spoke of State accreditation requirements, but this would have also included regional and professional accreditation requirements. Meeting such requirements was required for certification of the graduates and continued accreditation. Not meeting certification requirements or loosing accreditation would result in the institution loosing credibility with the public. The experts stated that meeting such requirements was extremely important.

One other thing you might add is that teacher education will always change for certification. So I would put in there modification for meeting accreditation requirements (Red, 12/20/95, p.13).

Mission Statement. The mission of the institution was identified as a criterion in the decision to modify a program. Here the expert addressed modifying a curriculum which was purchased by the institution for use in the program. There was the need to modify the curriculum to make it more representative of the institutions values and interests.

This summer we undertook a complete revision of the whole program, we had (input from) faculty who had taught the courses, had surveys from the students, had comments from other faculty in similar programs, took similar courses on campus following the traditional format, and pulled it together to try to come up with a curriculum that better represented a number of things. It represented (the institution) better, our values and our interests (Yellow, 1/4/96, p.13).

Delivery System. The manner in which instruction would be delivered to students was identified as a criterion in the decision to modify a program. Due to changes in course content, the expert and faculty made the decision to make various courses available to students only through traditional classroom delivery that were previously available through independent study. It was believed that the modified content required direct and sustained contact with faculty in order for students to achieve the objectives of the course. The expert discussed the opposite scenario as well. The faculty member may have taught the modified course for several cycles in the traditional classroom setting and was now comfortable offering the course through independent study. The implication here was that after content modifications were made to the curriculum, the faculty preferred direct contact with students in the classroom in order to

field test the modified curriculum. After successfully testing the modifications in the classroom, the course may have been offered through independent study.

> If we discovered that the kind of content that a student needs (has changed) and the concentration really cannot be offered on an independent basis, and the faculty really wants it taught in a professor-student relationship, we would change it. Or if they discovered that, you know, I have taught this class for four cycles now, and I really think I could package it in a learning option (independent study), it could go the other way--that they have become comfortable and now they felt so secure with what they have done, what they have learned from the student, that they could package it. It is probably more likely to happen that way than to take it away (Purple, 12/19/95, p.18).

Articulation Considerations. Modification to the program in order to articulate with programs offered at other schools was identified as a criterion in the decision to modify a program. The experts expressed a desire to modify their baccalaureate programs such that their students were prepared to enter graduate programs which were available in the community. In this particular instance, there had not been a graduate program offered in the community that working adults could access. In light of this, the adult degree completion program had been operating for several years with no graduate program to articulate with. Recently, an institution began making a graduate program available. The expert began efforts to make sure that appropriate articulation occurred.

> At this point and time we are looking at our psychology program to articulate better with SMSU's masters in psychology. This will better prepare our adults for that program. We have had a lot of interest in masters programs at the University of Arkansas, Missouri University, or Tulsa, but because most of our adult students are working and not able to move--but now with a masters program here I suspect we will get more interest in students going on for graduate work. Therein is the need to reevaluate our majors in hopes to articulate with the SMSU program (Red, 12/20/95, p.13).

Offerings of Other Programs. The offerings of other institutions were identified as a criterion in the decision to modify a program. In this instance, the existing program was compared to similar offerings of other schools as a way to gather information for the decision to modify. The expert had already received input from faculty and other people in the field of practice. The offerings of other schools were looked at as an additional input into the decision.

> We have just changed to a new course that we are getting ready to teach . . .It was Health Care Economics. I researched through the microfiche, looked at other colleges that offer majors similar to that, and discovered that not many of them teach economics in their core curriculum anymore. In consulting with one of our School of Business instructors and people in the field, I was told, no, health care management is just a needed, a needed thing--a good course. And we have changed from Economics to Health Care Management (Purple, 12/19/95, p.18).

Criteria for Terminating a Program

Lack of Student Interest. A lack of student interest was identified as a criterion in the decision to terminate a program. The experts discussed the concern for drying up the degree completion market in general. This had been a topic of conversation among the faculty concerning the long term viability of the program. The expert stated that there was no sign of this being a problem in the future. The experts discussed experiences of having trouble getting classes to make which ultimately ended up in the termination of a program. The experts spoke of the importance of getting regular input from students to be sure the program was in fact meeting their needs. Because not modifying programs to meet student needs ultimately resulted in the termination of programs.

Well, practically it would have to be the lack of students. There has been talk before not necessarily relating to this program but the question is always, are you going to dry up the market? So far it does not look that way (Green, 1/4/96, p. 20).

When there is a lack of student interest, that is the primary concern in the decision to terminate a program. If we start running classes that we have trouble getting enough students for the class to make or there is a real lag in interest on the part of the student (Red, 12/20/95, p.15).

Probably the first one would be that we did not have students. Again it goes into the marketing factor. It has to do with whether you have people who can take the course. All of the sudden you find that there is no interest. The cost effectiveness if it is really poor; that would be my first thought. When I think about academics, I think that would be one of the first things they would look at, because they are not going to go and force this on anybody. So it is no student interest (Purple, 12/19/95, p. 21).

If we had to terminate? Probably student need. If we did not have a base for it, then we would not need that area of concentration (Maroon, 12/19/95, p. 30).

We are always getting feedback from students, and that also gives us an idea of how the market is reacting because if a program is not giving them what they need in the workplace, they will come back saying that it is no longer viable. Where some of these people are really trying to get into the criminal justice field, they will come back fast and say, nobody out there thinks this degree is doing the job or it is not the right one anyway (Blue, 12/21/95, p. 23).

Lack of Faculty Availability or Support. A lack of support from faculty was identified as a criterion in the decision to terminate a program. The experts discussed instances of terminating programs due to faculty not being comfortable with what was being done in the program. The experts also discussed ways to increase faculty support of the programs. The experts generally tried to involve as many full-time faculty as possible. The more faculty members taught in the program the more support they generally showed for the program. One expert discussed that he was in the process of

forming a committee of faculty to determine better ways of communicating with faculty

on issues related to the adult degree completion program.

> At one time we had Technical Education with a concentration, but terminated it--
> just an example of ending that. Reasons that may add into this list would be that
> the education department was not comfortable with us calling anything down
> here education if they did not have say-so...So a reason for terminating would be
> that it does not meet department standards (Purple, 12/19/95, p. 22).

> They (faculty) would have supported it if we had gone into heavy modifications.
> But it was a lot simpler to end it, because we really did not have the time to mess
> with it (Purple, 12/19/95, p. 23).

> It is important to involve people on your full-time day faculty so they have some
> ownership of any programming that is going on in the evening division (Red,
> 12/20/95, p. 18).

> We also find that the more a professor teaches in our program in some manner or
> form, the more that helps . . .We work with the division heads in the selection of
> people that we can use. If it is an adjunct, we will go to the division head for the
> area and select an adjunct. So that starts getting them to buy a little bit more into
> our program. They do not buy in all together. In fact, we are looking at putting
> together now a committee made up of faculty members to try and find ways to
> better communicate with the faculty (Blue, 12/21/95, p. 28).

> It is an ongoing thing. We want to keep working to improve that communication
> and not just say, well it is always going to be that; if that (communication
> problem) gets too big, it gets harder when you want to bring in a new program to
> get it in or when you need the faculty for something. We are trying not to have a
> bigger gap than we have to have (Blue, 12/21/95, p.28).

> We have some faculty who are buying into it a lot, and then we have some
> faculty who will probably never accept anything external. That is not all bad.
> We sometimes look forward to a good debate. It kind of keeps us honest. So
> we look forward to some of that (Blue,12/21/95, p.29).

Mission Statement. The mission of the institution was identified as a criterion in

the decision to terminate a program. The experts spoke of terminating programs if they

were not representative of the institution's mission. A specific example was cited in

which the private university terminated programs which fell more in line with the local

community colleges mission than with their own. In this respect, the institutional mission statements were used as filters to determine which programs belonged at each institution.

> I guess I can not imagine this happening, but if we had a program that was seen somehow as compromising our mission or somehow hurting the image of the university, if it would damage the university we would just hold that very precious anything that would bring disrepute to the campus (Yellow, 1/4/96, p.20).

> . . . you know we have had some changes within our program in the last few years because we had a new technical community college in town that prior to 1990 did not exist, so when they came in they took some of our more technical programming which was okay. It allowed us tofocus more on programs within our mission . . . We are in the business usually to grow, so you have a lot more interest in adding programs than you do in phasing programs out, but we try to stay close to what we do best, and we are not whimsical with adding and pulling out, you know we spend quite a bit of time thinking about why we are adding something, at the same time when we phase something out we give it quite a lot of thought (Red, 12/20/96, pp. 15-16).

Offerings of Competitors. The offerings of competitors were identified as a criterion in the decision to terminate programs. The offerings of competitors forced the termination decision for some of the experts. The presence of competitors impacted the numbers of students attending the program which put a strain on the program financially. The presence of competition ultimately lead to the decision to terminate due to the program not being deemed within the college's mission.

> . . . we had a new technical community college in town that prior to 1990 did not exist, so when they came in they took some of our more technical programming . . . I think competition is an important factor (Red, 12/20/96, p.15).

> We really did not have anyone to compete with because we were offering something different. Since that period of time we have had three other major colleges come into town with degree offerings for adult students. So anytime you are faced with competition I think it causes us to look more closely at what

you are offering, and why you are offering it, and whether or not it is something you need to be in (Red, 12/20/95, p. 17).

Another expert spoke of the need to continually monitor the offerings of the competition and the impact that the competitors were having on the program. The expert indicated the need to position the program to remain competitive. If there came a time that this was not possible, the decision to terminate was considered.

> If you cannot run enough classes to generate sufficient enrollment or if you cannot get enough students to even start a class, it is really saying that there is not enough interest or there is other competition that has somehow taken your students away and you better find out what is going on out there . . . So you have to say, what is it . . . Is it a competition problem? Did somebody come into the marketplace and offer the exact same program at half the tuition? That happens all the time anymore; not quite half, but I mean they do come in and they have a lower tuition rate (Blue, 12/21/95, pp. 19-21).

Irrelevancy of Curriculum Content. The curriculum itself was identified as a criterion in the decision to terminate a program. That is to say, if the content became irrelevant the termination decision was seriously considered. One of the experts spoke of an instance where this discussion had occurred concerning a program that existed at the university.

> Probably the other thing would be that the course content itself is really not relevant; it really is not needed, whether students think it is or not (Purple, 12/19/95, p. 21).

> I guess the other one would be if there is no longer a need for that type of program. Total quality management is one that affects me where at some point we may say, it is no longer a viable program. Either because total quality has become such an integral part of how anybody does business that now, if you are not some specialist, part of every business course everybody takes or because, as some people would say, it is a fad and it has disappeared . . . In either case, at some point we will have to say, that is no longer viable from a marketing point (Blue, 12/21/95, p.21).

Financial Considerations. Financial considerations were identified as a criterion

in the decision to terminate a program. In this instance, the program was considered to

be auxiliary, meaning that it must be self-supporting. In light of this, the financial

viability of the program was monitored closely.

> I know that the death nail would be if it became a financial drain. This is seen as
> an auxiliary program that sustains itself and hopefully will contribute to the
> financial well being of the university. If it becomes a drain financially...if it causes
> any kind of significant negative impact of the campus community, then that
> would be the end of it (Yellow, 1/4/96, p.19).

Marketing Strategy. Marketing strategy was identified as a criterion in the

decision to terminate a program. The expert stated that each program may have required

a unique marketing strategy. The expert pointed out that when confronted with the

decision to terminate a program, one should be sure that the lack of success for the

program was not attributed to poor marketing strategy.

> It may also be a marketing problem though. I indicated earlier that most of our
> marketing in the city is through one means. That certainly reaches only a small
> percentage of the total population; so maybe we need to be using another tool to
> reach that population. Criminal Justice just happens to be the kind of situation
> where if we relied specifically on one advertisement insert we probably could not
> fill classes. So you have to look and say, what is it? Is it a marketing problem or
> is it a loss-of-interest problem (Blue, 12/21/95, p. 20)?

Lack of Adequate Academic Resources. The lack of adequate academic

resources was identified as a criterion in the decision to terminate a program. This was

inclusive of faculty resources, but also included library resources. Logically, adequate

and appropriate space within existing buildings would have also been a consideration.

> . . . if it is a drain on other kinds of academic resources (faculty, library, or
> whatever), if it causes any kind of significant negative impact on the campus
> community, then that would be the end of it (Yellow, 1/4/96, p. 19).

Administrative Input. Administrative mandate was identified as a criterion in the decision to terminate a program. Here the expert was drawing attention to the possibility of the termination decision being decided by upper level administration. The emphasis appeared to be that this type of decision would have been coming from administration down to the program administration level.

> Administrative mandate would wipe me right out. You know, if somebody just came in and said, you are not going to do this anymore; we decided we do not like it; it got bad PR; or I read something about this kind of study, that would be low or fluky (Purple, 12/19/95, p. 24).

Summary of Research Question One

The experts identified several important criteria in the decision to add a program. Student needs were identified as a criterion with instances of the students identifying new programs for the experts. Students also provided feedback to the experts on new programming ideas that had been identified through other sources. The needs of business and industry were identified as a criterion with instances of business and industry identifying new programs for the experts. In order to develop new programs to meet these needs the experts involved people from business and industry in the process of establishing curricular priorities. Input from faculty was identified as a criterion with instances of faculty providing direction and support for the development of the new program. There was input from both full-time and adjunct faculty. The mission of the institution was identified as a criterion. The experts were concerned that the new program be congruent with the mission statement. There were instances of new programs being added due to the institutional mission having been expanded. Financial

considerations were identified as a criterion with a concern for determining the financial viability of the new program. Competition, or the lack of it, was identified as a criterion in terms of the expert being knowledgeable of offerings or lack of offerings by other institutions in the community. Administrative considerations were identified as a criterion with instances of administration mandating, approving, and supporting the new programs. Lastly, the manner in which the program would ultimately be delivered was identified as a criterion consisting of a mixture of offerings available through traditional classroom delivery and various independent study options.

The experts identified several important criteria in the decision to modify a program. Student needs were identified as a criterion with instances of experts soliciting input from students who identified items of concern that needed to be modified. Input from faculty was identified as a criterion as faculty heavily influenced the modification process. Changes in the knowledge base was identified as a criterion with a concern for keeping the program current and relevant. Input from business and industry was identified as a criterion with instances of people from the field of practice drawing attention to the need to make modifications. Accreditation considerations were identified as a criterion due to the need to modify programs in order to meet accreditation requirements. The mission of the institution was identified as a criterion in instances when curricular materials were acquired from external sources. In these instances, the experts modified the materials to make them more representative of the institution. The manner in which the program would be delivered to students was identified as a criterion as some modifications that were made to the curriculum required that the delivery option be changed as well. Articulation considerations were identified.

as a criterion as the expert was concerned that the program be modified to articulate appropriately with graduate programs offered by other institutions in the region. Lastly, the offerings of other similar programs were identified as a criterion as the expert made comparisons between the offerings as a way to gather information for the decision to modify the existing program.

The experts identified several important criteria in the decision to terminate a program. A lack of student interest was identified as a criterion with the concern that the market might dry up at some point in the future. A lack of support from faculty was identified as a criterion with instances of the faculty becoming uncomfortable with the program in terms of the program's content and the manner in which it was being offered. The mission of the institution was identified as a criterion as there were instances of programs being terminated due to the program not being representative of the mission of the institution. The offerings of competitors was identified as a criterion as this resulted in fewer numbers of students attending the program, which negatively impacted the financial viability of the program. The relevancy of curriculum content was identified as a criterion. If the content of the curriculum became irrelevant to the field of practice the program was terminated. Financial considerations were identified as a criterion as a lack of financial viability resulted in the termination decision. Marketing strategy was identified as a criterion in that the expert stated that each program may have required a unique marketing strategy. When confronted with the termination decision, the expert sought to determine that the lack of success for the program was not attributed to poor marketing strategy. The lack of adequate academic resources was identified as a criterion indicating the need to have adequate buildings and grounds to support the

program. Lastly, administrative mandate was identified as a criterion due to the possibility of administration having mandated the termination of a program.

Research Question Two

According to these experts, what relative rank did each of these important criteria have?

The experts were asked to rank in order of importance the criteria which they identified. The experts were told that 1 represented most important and 10 represented least important. A listing of the rankings by interview was provided on pages 69-72. In order to establish a prioritization of most important to least important criterion, descriptive statistics were utilized to determine the average ranking of each criterion. In order to weight the rankings appropriately, the value of 10 was assigned to the criteria that were ranked as number 1, 9 to the criteria that were ranked as number 2, 8 to criteria that were ranked as number 3, 7 to criteria that were ranked as number 4, 6 to criteria that were ranked as number 5, 5 to criteria that were ranked as number 6, 4 to criteria that were ranked as 7, 3 to criteria that were ranked as number 8, 2 to criteria that were ranked as number 9, and 1 to criteria that were ranked as number 10. The criterion with the highest average ranking was given top priority and the criterion with the lowest average ranking given the lowest priority.

There were instances of an expert including more than one criterion in a single ranking. For example, the expert labeled "Blue" ranked market analysis as number 1 in the decision to add a program. During the interview, Blue stated that market analysis

included student input, competition, and financial factors (cost to develop and deliver) all of which were criteria identified by the other experts. In these instances these criteria were treated as separate and the rank value identified by the expert was assigned to each of them. Following with the same example, student input, competition, and financial factors were each treated as separate criteria and were all given a ranking of 1.

There were also instances of an expert identifying what they held to be separate criteria in the decision to add, modify or terminate programs, when in actuality the criteria that they identified as separate were the same criterion. For example, the expert labeled "Maroon" identified and ranked the following as separate criteria in the decision to modify a program: 1. faculty input, 3. faculty feedback, 5. availability of faculty. Actually, these were treated as the same criterion by the other experts. In these instances, the criteria identified by the expert was listed as one criterion and ranked in accordance with the highest ranking assigned by the expert. Following with the same example, the criterion inclusive of faculty input, faculty feedback, and availability of faculty was assigned a ranking of 1. The criteria identified in the decisions to add, modify, and terminate programs and their priority rankings follow.

Research Question Three

Why did the programming planning experts, from the private universities in this study, identify and rank the criteria as they did?

Research question number one identified the important criteria in the decision to establish curricular priorities in adult baccalaureate degree completion programs.

TABLE I

CRITERIA FOR ADDING A PROGRAM

Criteria	Ranks Assigned by Interviewees	Row Total	Average Rankings	Priority
Student Needs	9,8,8,9,10,9,10	63	7.875	1
Business/Industrial Needs	9,9,10,8,8	44	5.5	2
Faculty Availability/ Input	10,10,7,7,8	42	5.25	3
Mission of College/ University	10,10,10,9	39	4.875	4
Financial Considerations	10,9	19	2.375	5
Offerings of Competitors	6,10	16	2	6
Administrative Input/Mandate	9,6	15	1.875	7
Delivery System	7	7	.875	8

TABLE II

CRITERIA FOR MODIFYING A PROGRAM

Criteria	Ranks Assigned by Interviewees	Row Total	Average Ranking	Priority
Student Needs/ Input	9,10,8,9,8,10,6,8	68	8.5	1
Faculty Availability/ Input	10,9,7,9,9,10	54	6.75	2
Integration of New Knowledge	7,10,8,10,9	44	5.5	3
Business/Industry Needs	10,9,7,7	33	4.125	4
Accreditation Requirements	10	10	1.25	5
Mission of College/University	8	8	1	6
Delivery System	8	8	1	7
Articulation with other Schools	7	7	.875	8
Offerings of Other Similar Programs	6	6	.75	9

TABLE III

CRITERIA FOR TERMINATING A PROGRAM

Criteria	Ranks Assigned by Interviewees	Row Total	Average Ranking	Priority
Lack of Student Need / Iinterest	9,10,10,10,8,10,10	67	8.375	1
Lack of Faculty Availability/ Support	10,8,9	27	3.375	2
Mission of College/ University	9,9,8	26	3.25	3
Offerings of Competitors	8,9	17	2.125	4
Content of Curriculum No Longer Relevant	9,7	16	2	5
Financial Considerations	10	10	1.25	6
Marketing Strategy	10	10	1.25	7
Lack of Adequate Academic Resources	9	9	1.125	8
Administrative Input/Mandate	6	6	.75	9

The question of why was asked in an effort to gain a better understanding of the criteria and the potential relationships that existed among them. Analysis of the interview transcripts continued in order to identify why the experts identified the criteria as they did.

Student Needs

The experts identified and ranked student needs as a criterion and ranked it as the most important in the decision to add, modify, or terminate programs. The general feeling among the experts was that the adult student was not in a position of having to attend the offerings of the school. Therefore, careful attention was given to the needs of students.

A Criterion for Adding a Program.

The experts monitored the needs of students in the decision to add programs at their school. They viewed the adult student as the consumer of education having unique needs that the experts are able to meet. In order to accommodate the adult student, the experts offered services to adults that were not otherwise available to traditional aged students. This type of approach was adopted by the experts out of a concern that they attract and retain as many adult students as possible. It was believed that not meeting the unique needs of adults would result in decreased enrollments.

> Our students are different. They are adults. The average age if our students is 42. It is difficult for them to stand in line for two hours. I know that seems like a trivial thing, that is just part of being a freshman. For an adult, they are our consumer and time-wise, they are not able to do that. So we are a very service-oriented program (Maroon, 12/19/95, p. 3).

Retention is the name of the game. It is a numbers game. We call everyone of our students before enrollment starts, and we just make a list and we pass it around the office. We basically do a lot of phone calling. We are a very service-oriented program; our students come first. We walk them through the enrollment process and we walk them to the bookstore. They contact us for just about everything they need on campus. They are adults. They are a consumer, so we try to treat them like that. College is very expensive, and their parents are no longer paying for it, and so it is very important to them (Maroon, 12/19/95, p. 17).

The experts also spoke of the students needing a degree program that would

enable them to be more marketable in the workplace. The experts stated that they

desired to provide programs to meet the needs that students had in this regard. In fact,

one expert characterized "student needs" as employment opportunities.

And a lot of students need a degree to keep their job or to be promoted in their job (Maroon, 12/19/95, p. 18).

Student needs are tied very closely with the marketplace. You know needs are employment opportunities, not only opportunities but opportunities for advancement within a company (Red, 12/20/95, p.11).

In one instance student need was the primary reason for the creation of the adult

degree completion program. The expert stated that research indicated that adults in the

community needed a viable opportunity to obtain a four year degree. At that time there

were no programs available through any of the institutions within the state. In this

instance the university developed the adult degree completion program in order to

provide a viable opportunity for adults to complete their four year degree.

I am not sure because going back to student needs one of the reasons why they felt that this would be a good place to offer a program like this is because, according to some of the research they did, it seemed like there was a very low percentage of people who have four years of college. I am thinking it is down in the 9 to 10% range. So we found out that there are a lot of people out there who need these degrees and there was no one offering any kind of viable option for them to get the degree, ourselves included at the time; the state university does

not offer anything like this, NAACP stops at the associates degree. So student needs really or market need (Green, 1/4/96, p.11).

Another expert stated that they desired to meet the needs of adults in the community because this was a way for the university to expand and provide outreach in the community. The university had pulled traditional aged students in from outside of the state. The university had not established a presence in the community in terms of offering educational options that were designed to benefit the local community. The development of such programs to meet the needs of adults in the community allowed the university to become better known in the community.

> Meeting student needs is a way again for us to expand, to provide outreach, and make ourselves more well known in the community. It is a two-way benefit. It benefits the students because they can finish a degree. It benefits us because they tell other people about our program. They let people know about the university. Someone out there has money they want to give to the university. It makes us a little bit more well known. I really see them going hand-in-hand (Green, 1/4/96, p.12).

A Criterion for Modifying a Program. The experts considered student needs in the decision to modify programs. The experts stated that students were good to give prompt feedback to them in the event that faculty were not addressing their needs. In these instances the concern may have been a problem in the course content or in the instructional strategy that was being used in the classroom. It was pointed out that the problem may have been the faculty person. In any event, the experts were interested in any feedback that the students provided because of the emphasis placed on viewing the student as the consumer. This was especially relevant when working with adults because the experts believed that anything done in the classroom must have been applicable to or practical for the adults. That was not to say that theory was not addressed, but the experts

were sensitive to the need to have a good balance between the theoretical and the

practical aspects of the curriculum.

> . . . the students who would be studying a subject or content will become more vocal and concerned--probably sooner than I would hear from a faculty person. I am not sure why, unless the faculty are content with what they are doing and think everything is okay. When the students realize that a faculty person is not meeting their needs, they are apt to come and want changes in the faculty person. I do not think that it is against the faculty person, for they believe in what they teach and like what they teach; so they are not likely to rock their boat as easily as adults who are the consumers. I think that you are going to hear from the consumers a lot louder (Purple, 12/19/95, p. 17).

> I think a lot of what you need for adults is the applicability of the study. You cannot rule out the theory, and that is what faculty will say: oh, no; they need theory. We believe in the theory; they have got to have that. There is no way they could have learned that from the seat of their pants. That is okay, but if they cannot use it, they are not likely, I think, to benefit from it (Purple, 12/19/95, p.19).

> We think that one, they (students) sometimes recognize when they are not getting some of the things they need, especially working adults. They may recognize when they are getting what they need, but it is not being delivered in an effective way. We certainly will make changes based on their input as to effectiveness because we do not believe that you can just stand at the microphone and lecture and be effective. In fact, there is very little lecturing in our program. You need to have that constant back and forth with the student if this is going to be an effective means of delivering (Blue, 12/21/95, p.17).

The experts were also interested in the contribution that the adult students were

able to make to the curriculum due to their experience in the work place. The experts

mentioned that faculty should be willing to allow the students to make meaningful

contributions to the classroom and in some cases be willing to learn from the students.

In some cases the student was in a better position to make contributions as it may have

been some time since the faculty had been in the work place.

Well, these are adult student's we are working with many of whom are actually out there working in the field that we are teaching, being management. We have a lot of supervisors; managers; we had a CEO of a company; salespeople; people that are actually out there doing the things that we are discussing and teaching in class. To me that makes their input very valuable. Some instructors have not been out there working for a while. We can learn a lot through the textbooks and I think that there is a good balance there, but the fact that those students are out there doing it lets us know . . . I think it is a valid way of getting good information (Green, 1/4/96, p. 16).

The experts acknowledged that while the emphasis on student needs was important, there was an appropriate limit as to how much this was emphasized. While it was arguable that the student was the consumer, or customer as one expert put it, faculty also played a very important role in constructing the knowledge base and formulating the instructional strategy. The point was made that adults would normally have welcomed, even expected, direction from faculty in these areas. Without such input from faculty, the student would have been left to wander somewhat aimlessly through the process potentially missing appropriate pieces of information and loosing valuable time.

The students cannot be looked at totally as having all the right answers. If you look at them more as a client where yes, they come to you and need something. They know what they need but they do not necessarily know how to get from where they are to where they need to be. Just like with a therapist or somebody else, there has to be the expert that interfaces who makes things happen. So we look at them more as a client, and sometimes they are a little bit better off. Yet, we do not have to say, yes, you (students) are always right. The customer (community/marketplace) is always right; the client is not (Blue, 12/21/95, p. 15).

A lot of adult educators would take the view that it is totally the student (as customer). To me, yes, in some sense they are, in the sense that they can choose what they need or where they are going. But I am not sure they always know what it is that makes up that knowledge base. Somebody else has to help determine that, unless you can open it real wide so that students can fumble their way through; but we find that most students want to get their education in a short period of time. Well, that means then that somebody else has to help make that selection. If they want to be truly a life long learner maybe they can keep making those decisions themselves and eventually get what they need (Blue, 12/21/95, p.16).

A Criterion for Terminating a Program.   The experts monitored students needs in the decision to terminate programs. Due to the experts concern that they offer programs which met the needs that students have, they became especially concerned if they became aware of a lack of interest, on the part of students. Attempts were made to make modifications in existing programs but in the end if the student interest was still not there the program was terminated.

> We take a real strong philosophy at our school that we are here to accommodate students and meet their needs. We try to stay focused, or targeted to adult student needs. When there is no interest in something, you know, we pay attention to that. We are not a college that we can continue to offer something that there is just virtually no interest in (Red, 12/20/95, p. 16).

> We at one time had a fire science program, and there was just no demand for it. We got down to the point where we marketed it, specific classes, depending on what we were told they wanted, for firemen. We still did not do very much with it, the demand just was not there (Gray, 12/20/95, p.16).

Faculty Availability and Support

The experts identified and ranked faculty input as a criterion in the decision to add, modify, or terminate a program. They did this because they believed it critically important that they have both the expertise and support of the faculty. For the most part, the experts stated that they must have the support of the faculty in order for the program to be successful in the long run.

> Even though we are very student oriented, if we do not have the faculty behind us, then we would not have a program. They grade everything we do. They are our source to the student. Student needs are very important, but we have to look at the faculty input. If they are not going to stand behind us and approach and do the courses that we need, then we would not have the student population (Maroon, 12/19/95, p. 27).

I must have academic backup of anything we do because we are not doing the students a service if we just make up programs, and then we are hurting the university by their not having some kind of supervisory group or committee that is formed together to know exactly what I am doing (Purple, 12/19/95, p. 9). I think faculty to develop. Even if we had a student need such as in computer science, but the faculty said, no, we want those students to take traditional courses here on campus, and not do them through prior learning options, anything like that. So it would have to be faculty decision first . . . (Maroon, 12/19/95, p. 21).

It is important to involve people on your full-time day faculty so they have some ownership of any programming that is going on in the evening division (Red, 12/20/95, p. 18).

Department chairs and day faculty will have a key role in really shaping what is happening. That is probably the most important group to start with and then involve as many constituents to help advise as much as possible (Red, 12/20/95, p. 19).

In one instance, the expert was concentrating on ways to increase the support of faculty for the program. This was being done because without faculty support it was becoming increasingly difficult to get new programs approved or cooperation from faculty in general.

We also find that the more a professor teaches in our program in some manner or form, the more that helps . . . So that starts getting them to buy a little bit more into our program. They do not buy in all together. In fact, we are looking at putting together now a committee made up of faculty members to try and find ways to better communicate with the faculty (Blue, 12/21/95, p. 28).

It is an ongoing thing. We want to keep working to improve that communication and not just say, well it is always going to be that; If that (communication problem) gets too big, it gets harder when you want to bring a new program to get it in or when you need the faculty for something. We are trying not to have a bigger gap than we have to have (Blue, 12/21/95, p. 28).

Faculty input was sought out because they were in the position of being the primary content experts for the program. The faculty made the ultimate decision on modifications to the curriculum in terms of adding new courses or modifying existing

courses in the curriculum. The faculty also made the decision to change textbooks, and delivery options. The faculty were one of the closest links between the experts and the student and thereby in the optimal position to monitor student needs.

> If it would be in Business Administration, the faculty looked at our core curriculum and said, we want to change this. It would be faculty. If the faculty felt like the curriculum that we were teaching is not the curriculum they would want taught or would want the name of their degree on, they would be the one to come down to tell us about it (Maroon, 12/19/95, p. 23).

> We look at the whole picture of what they (faculty) recommend. Of course faculty feedback is--if they are going to teach the course again and again and again, which they do over and over and over--then if faculty said they needed algebra for statistics and they teach it next time and we were not listening to them, then they are probably saying, why are these people not listening to me? I have told them this over and over and over again. Then they probably would not teach the course very much longer (Maroon, 12/19/95, p. 28).

> That was just one thought that I would have in modifying--coming together with faculty and sitting down and saying, why do we need to change that? They (faculty) want different material, or they change the textbook, or they change the format, or something like that (Purple, 12/19/95, p.15).

The experts discussed instances of the faculty not being comfortable with existing programs that were being offered. These programs were ultimately terminated due to the faculty not being willing to support the programs. The fact that these programs were in fact terminated, based on concern from the faculty, was evidence of the importance that the experts placed on the input of faculty.

> At one time we had technical education as a concentration, but terminated it--just an example of ending that. Reasons that may add into this list would be that the education department was not comfortable with us calling anything down here education if they did not have say-so or they really did not think the students would take the theoretical courses. Many of the people who had done technical education years and years ago were up to their ears in training and supervision. For our education department here that is not education training, and they either wanted to have more say-so on what the student had to do in true education courses, or they did not want their name tag on it, and it was very valid. So a

reason for terminating would be that is does not meet departmental standards (Purple, 12/19/95, p. 22).

They (faculty) would have supported it if we had gone into heavy modifications. But it was a lot simpler to end it, because we really did not have the time to mess with it. I do not think they were offended by it or did not care. That is one thing that I can say about this university . . . I have really felt fortunate to have the faculty support that I have. Some people will not participate with our program for their own reasons, but I have never felt opposed by administration or faculty. They may just not want to know more about it, or it is not their cup of tea, or they do not particularly believe in the philosophy but do not come in as opposition (Purple, 12/19/95, p. 23).

Business and Industry Input

The experts identified and ranked business and industrial needs as a criterion in the decision to add, and modify a program. This was done because they believed business and industrial needs influenced, or to some extent determined, the needs of students. One expert stated that they involved people from business and industry in the process of determining curricular priorities because they (business and industry) were believed to be the customer. In this instance people from business and industry were included on advisory committees along with faculty and staff. Overall, the experts stated that it was important for the educator to find out what needs existed in business and industry because the students look there as well.

You look to the market place to see what is going on out there, and a lot of the students do that too: look to the market place and that is what they want to do. When nursing was big everybody wanted to do that (Gray, 12/20/95, p.12).

Well, I think the advisory board represents our customers, and certainly the community is our customer as much as the student is. In one sense, the student is almost more a client and the community more a customer (Blue, 12/21/95, p.15).

Integration of New Knowledge

The experts identified and ranked the integration of new knowledge as a criterion in the decision to modify a program because of their concern that the curriculum continue to have been appropriate for students and relevant to the real world. By having taken this position, the experts acknowledged the phenomenon of change in society and its impacts on the curriculum. The experts described the process of integrating new knowledge into the curriculum to have been an ongoing process.

> That content needs to be updated . . . Or the courses need to be changed . . . Another is relevancy of the course . . . one thing would be that what you are offering is not appropriate or it is losing relevancy for the student (Purple, 12/19/95, p.13).

> So the material was old and it needed to be updated. That was a real concern (Yellow, 1/4/96, p. 13).

> So we did modify and it was simply because what we had was not up to par. We are still in that process which, to me, will probably be a process that continues. Because if you are always wanting to use the most up to date materials, then there will always be changes which is another thing that the original curriculum really did not allow for (Yellow, 1/4/96, p.14).

Mission Statement

The experts identified and ranked the mission statement as a criterion because it provided direction for decisions that were ultimately made with respect to the programs that would be offered by the institution. In one instance, it was determined that the institution had been offering programs that were not within the scope of the mission statement. In these instances the programs were terminated. There were also instances of the mission statement being consulted as new programming ideas were considered for

additions to the curriculum. Programs that were deemed to be within the institution's

mission were added.

> We have actually phased out some programs and we have added some programs.
> We phased out what we consider to be very vocational and technical. A specific
> example would be fire science, we have a technical community college nearby
> that took that program. We added some programming, for example, a major in
> communication. We also added a major in legal assistant studies (Red, 12/20/95,
> p. 5).

> We would typically start with a taskforce working on the development of it to
> make sure it is within our mission statement. We would not want to bring in a
> program in welding in a private liberal arts college, so there are some things that
> we focus on. For instance, one of our goals in legal studies, even though to some
> people that is an education technician type program, we emphasize the
> communications so that quality fits nicely within our mission (Red, 12/20/95,
> p.10).

In other instances it was determined that programs for working adults allowed

the institution to emphasize aspects of the institution's mission that had not been

emphasized for a period of time. In this instance the expert described the institution's

rich heritage of providing practical training. Over the years the institution had not

emphasized some of the practical aspects of the curriculum thus evolving into more of a

traditional liberal arts college. The addition of programs specifically designed for

working adults allowed the institution to once again emphasize practical educational

programs that served adults in the local community.

> The other thing is that the University's founder had as his motto, which we have
> followed through the school's history: The head, the heart, and the hand. It was
> the idea of keeping education practical. In the early days of the university there
> was a farm on campus that the students had. There was a factory where they
> made their own clothes. It was a school for poor kids who could not afford to
> go to big schools and pay big bucks. It was almost communal. It was self-
> contained. The integration of the work-a-day world and the hands-on work, both
> the academic and the spiritual, all came together. That is why we have an
> engineering program, a construction management program--programs not really

typical of Christian colleges because of the founders' emphasis on practical application (Yellow, 1/4/96, pp.10-11).

Our book, if I can find it, (it says) book knowledge is valuable only if it comes back under the foundation on the real things of life, so this idea (program) is a good fit between the school's long history, 76 years of practical application of work, and this program which takes working adults and as you go through the whole program you are involved in learning things today and taking them to the office tomorrow. It is seen as a good fit and something which maybe had been missing, as the school has evolved from this unique program into a more traditional liberal arts college. So it was a good mission fit (Yellow, 1/4/96, p. 11).

Accreditation Requirements

The experts identified and ranked accreditation requirements as a criterion in the decision to modify programs because the programs were expected to meet the requirements of various accreditation agencies. Having the approval of accreditors was very important to the school and to the ultimate success of the programs. Teacher training programs were mentioned specifically but the discussion was inclusive of all programs being modified from time to time to meet such requirements. Although the experts couched comments related to accreditation to the decision to modify only, these requirements would logically be taken into consideration in the decision to add programs as well.

Well, I hate to admit that state requirements, but you have to, if you say you are preparing for teaching, then that becomes, you really do not have an option. They have to be certified by the state, so in that case, that is almost mandatory. The same thing with accreditation, that is something that you do not really have a lot of option for (Red, 12/20/95, p.14).

Irrelevancy of Curriculum Content

The expert identified and ranked the relevancy of curriculum content as a

criterion in the decision to terminate programs because of the necessity to be sure that

the program remained representative of the needs of adult learners and the field of

practice. There were instances when the expert identified courses in the program that

were not applicable to the students and the field of practice. In these instances courses

were terminated and replaced with courses that were more relevant. Here the expert

worked with faculty to identify instances where it was appropriate to terminate a course

in order to tailor the program for adults.

> The field of study; an example to me would be Health Service Administration.
> We have been teaching one of the courses out of the eight courses that we offer
> in accelerated cycle. We have just changed to a new course that we are getting
> ready to teach. We just eliminated it. It was Health Care Economics . . . In
> consulting with one of our school of business instructors and people in the field, I
> was told, no, health care management is just a needed, needed thing--a good
> course. And we have changed from economics to Health Care Management
> (Purple, 12/19/95, p.18).

> Seeing that it really is not a focal point in that field for the type of students we
> have, we moved to a course that probably will be more applicable. I think a lot
> of what you need for adults is the applicability of the study. You cannot rule out
> theory, and that is what faculty will say: Oh no, they need theory. We believe in
> theory; they have got to have that. There is no way they could have learned that
> by the seat of their pants. That is okay, but if they cannot use it, they are not
> likely, I think, to benefit from it (Purple, 12/19/95, p. 19).

Financial Considerations

The experts identified and ranked financial considerations in the decisions to add

and terminate programs because if the program was not financially viable then the new

program was not added or an existing program was terminated. Again, the issue of

financial viability was an important consideration to the experts because the degree

completion program was expected to make it on its own financially. Financial

considerations were deemed to be most important because if the program was financially

viable other concerns could be alleviated. The aspect of financial viability opened the

door to new program development, or logically, the modification of existing programs.

The lack of financial viability closed the door to development or resulted in the

termination of an existing program.

> Cost to develop and deliver. We are not going to offer anything where we do
> not see a fairly large margin on, as in some ways we have to make it on our own
> (Blue, 12/21/95, p. 6).

> If it becomes a drain financially, if it is a drain on other kinds of academic
> resources (faculty, library, or whatever), if it causes any kind of significant
> negative impact on the campus community, then that would be the end of it
> (Yellow, 1/4/96, p.19).

> Probably the most important is financial, because the others could be
> compensated if we are pulling off the program. If the faculty is doing overloads
> and cannot teach on campus or it is impacting their teaching and we have the
> money, then we could get other faculty. If it is impacting academic resources,
> then we could buy more. If we have a space problem and we have the money,
> then we could provide new space. So probably financial is the most significant
> (Yellow, 1/4/96, p.19).

Offerings of Competitors

The experts identified and ranked competition as a criterion in the decisions to

add or terminate a program because of the impact of the competition factor upon their

program. There were instances of experts deciding to add programs due to a lack of

competition in the community. There was also the instance of duplicated offerings in the

community which resulted in less students for of the programs that were available. In

most cases, the experts were competing with public institutions offering lower tuition

rates which resulted in their not being able to compete. There were instances of the

experts having to terminate programs due to the addition of competing programs at

public institutions.

> So we found out that there are a lot of people out there who need these degrees
> and there was no one offering any kind of viable option for them to get the
> degree . . . (Green, 1/4/96, p.11).

> I do know another criterion that I was thinking of: what else is offered in the
> public sector? In other words,why duplicate? It will only divide all of us and
> divide our students . . . because if it can be offered for a lot cheaper somewhere
> else, we should not knock ourselves out (for we will not be able to match it, no
> matter what) . . . The only reason I am thinking that, because it really is
> important, is that there is no point in trying to do something that already exists
> (Purple, 12/19/95, p. 12).

> I think competition is an important factor. Within a private institution you are
> always working off a higher tuition. Community colleges historically will run
> tuitions about a third the cost so that can cause you to lose students (Red,
> 12/20/95, p. 15).

> So anytime you are faced with competition I think it causes us to look more
> closely at what you are offering, and why you are offering it, and whether or not
> it is something you need to be in (Red, 12/20/95, p.17).

> Is it a competition problem? Did somebody come into the marketplace and offer
> the exact same program at half the tuition? That happens all the time anymore;
> not quite half, but I mean they do come in and they have a lower tuition rate. So
> you have to watch that (Blue, 12/21/95, pp. 20-21).

There was also the aspect of the expert surveying the offerings of other similar

programs for the purpose of gathering information for the modification decision. In this

case, the experts would have surveyed offerings inside and outside of their geographical

region. This was done in order for the expert to be able to compare the existing program

to the offerings of other schools. The result of doing this would have been the expert

possibly incorporating aspects from other programs, or in the event of surveying the

offerings of a competitor, making modifications to bring in something unique that was

not present in the competitors offerings.

Marketing Strategy

The expert identified and ranked marketing strategy as a criterion in the decision

to terminate programs because the marketing strategy may have not received adequate

attention as a possible cause for the problems that the program was experiencing. If the

program was not marketed correctly there may have appeared to be a lack of interest or

that the expert was not going to be able to compete successfully, when in actuality, if the

marketing problem was solved the program would have been successful. The expert

pointed out that there was not one good way to market programs. The type and kind of

program dictated the type of marketing that was done.

> It (the problem) may also be a marketing problem though. I indicated earlier that
> most of our marketing in the city is through one means. That certainly reaches
> only a small percentage of the total population; so maybe we need to be using
> another tool to reach that population . . . So you have to look and say, What is
> it? Is it a marketing problem or is it a loss-of-interest problem? Is it a
> competition problem (Blue, 12/21/95, p. 20)?

Delivery System

The experts identified and ranked the delivery system as a criterion in the

decision to add and modify programs because of their concern to be as accommodating

to the adult learner as possible. The delivery options included traditional classroom

instruction and select courses available through independent study. Logically, as we

look to the future, program developers would incorporate technology into the delivery

system. Examples would include the delivery of instruction through television, CD Rom, compressed video, and the InterNet.

There were instances of the experts changing the system of delivery of a particular course due to the course content having been modified. This was done due to the faculty members concern that the modified course material was not appropriate for independent study, or that a course that had been taught in the traditional classroom setting was made available by directed study. The overriding reason for focusing attention on the delivery system was to maximize flexibility for the student and to ensure that an appropriate delivery system was in place based on the type and kind of content being presented to students.

> But also for adults a need basis for convenience and what is going to work for both groups of people (faculty and students) that would be a criterion. In other words, how flexible can they be? What are the different methods that we can offer them to get the studies? Will it be all contact student-professor time, or will it be independent study (Purple, 12/19/95, pp. 9-10)?

> If we discovered that the kind of content that a student needs and the concentration really cannot be offered on an independent basis, and the faculty really wants it taught in a professor-student relationship, we would change it. Or if they discovered that, you know, I have taught this class four semesters or four cycles now, and I really think I could package it in a learning option . . . (Purple, 12/19/95, p. 17).

Administrative Input

The experts identified and ranked administrative input as a criterion in the decision to add and terminate programs because of the need to have top level administrative approval in order to operate programs. There were instances of the Presidents' immediate staff being involved in considering financial and mission statement

issues out of a concern to ensure the financial viability of the program and goodness of fit with the institutional mission. The academic affairs structure considered academic issues out of a concern for safeguarding the integrity of the program. A lack of financial viability, congruence with institutional mission, or academic integrity could have resulted in the administration mandating the termination of the program.

> First, I usually take it to the Presidents' Cabinet and present it there along with budget information and get approval to move on. At the same time we will start the academic process; if it is an academic program, by taking it to Academic Affairs . . . They (Presidents' Cabinet) are mainly going to ask whether there is a market. Is it the kind of program that we as a university want to offer . . . They (Academic Affairs) are going to look at it from an academic standpoint . . . Is it academically sound (Blue, 12/21/95, pp. 7-8).

A minor point was made concerning maintaining appropriate administrative support for the program in terms of staffing. The expert acknowledged that this was a minor concern likening it to a numbers question. This was nothing more than making sure there was an appropriate number of staff to support the new program. This was important because it was necessary to have an appropriate number of staff to handle the logistics of the program. Without the staffing it would not have been possible to maintain the level of customer support that the experts deemed important in serving adult learners.

> Then do we have the expertise or is the expertise available to develop...oversee the program . . . So that is more of a numbers question. Is there sufficient staff to do that. That is probably a minor consideration in terms of staffing. Because if the program is successful you can always add staff (White, 12/21/95, p.10).

<u>Articulation Considerations</u>

An expert identified and ranked articulation with other schools as a criterion in the decision to modify a program because doing so increased the attractiveness of the program. In a sense, articulating with a graduate program increased the value of the program. In addition to the program being a fine baccalaureate program in and of itself, articulation allowed the experts to sell a path to graduate school to adults in the community. Logically, it would be wise for the experts to have articulated with local community colleges as well. The community college would have served as a feeder into the baccalaureate program.

In addition to articulation benefits for the school there was also the element of articulation benefitting the student. It was a tremendous benefit to the student to have articulated programs available. This was important in that there was not as much unnecessary duplication in the curricula. This was also a time saver in that students would have met all pre-requisite requirements for each program.

> At this point and time we are looking at our psychology program to articulate better with SMSU's Masters in Psychology. This will better prepare our adults for that program...but now with a masters program here I suspect we will get more interest in students going on for graduate work. Therein is the need to re-evaluate our majors in hopes to articulate with the SMSU program (Red, 12/20/95, p.13).

<u>Lack of Adequate Academic Resources</u>

An expert identified and ranked lack of adequate academic resources as a criterion in the decision to terminate programs because of the potential for the degree completion programs to have placed a drain on shared academic resources and have a

significant negative impact on the traditional programs. Again, these programs were designed to be auxiliary to the traditional campus programs. There was an overall concern for safeguarding the traditional campus programs. In this instance, if the auxiliary program was not financially viable enough to acquire its own academic resources, the program was terminated.

> . . . if it is a drain on other kinds of academic resources (faculty, library, or whatever), if it causes any kind of significant negative impact on the campus community, then that would be the end of it (Yellow, 1/4/96, p. 19).

Summary of Research Question Three

The experts were asked why they identified and ranked the important criteria as they did in an effort to gain a better understanding of the criteria. Student needs was important because the adult learner was viewed by the experts as a consumer of education having unique needs that they should meet. The experts felt that they should meet these needs because not meeting them would negatively impact the viability of the program. The adult student valued the applicability and relevancy of the study to something that was important to them, often times that the result of the program would make them more marketable in the workplace. Adult students were believed to know what their needs were, and also when those needs were not being met. The adults valued being allowed to make contributions to the classroom based on the wealth of experiences that they had. It was also pointed out that adults appreciated and expected a certain amount of direction from faculty throughout their course of study.

Faculty input was important because support from the faculty resulted in academic legitimacy for the program. The faculty were a credible workforce to teach in

the program. Faculty were valuable content experts to facilitate the development of the program. The input of faculty was important enough that in instances where their was a lack of faculty support and availability the program was terminated.

Business and Industrial needs were important because the experts believed that the needs of business and industry influenced, or in some instances determined the needs of students. Some of the experts believed business and industry to be their customer, as opposed to the student being the customer. For these reasons, people representing the needs of business and industry were included in the process of establishing curricular priorities for the program.

The integration of new knowledge into the curriculum was important because it was critical that the program of study remain current and thereby continue to be appropriate for students and relevant to the real world. Also, the criterion of integrating new knowledge was an important issue because of the phenomena of change in society and ultimately it's impact on the curriculum.

The mission of the institution was important because the mission statement provided direction for decisions that were made with respect to the programs that would be offered by the institution. Programs congruent with the mission statement were considered and/or continued and those that were not congruent were not considered or terminated.

Accreditation requirements were important because having accreditation status gave the program credibility and legitimacy. A lack of accreditation negatively impacted the viability of the program. The relevancy of the curriculum content was important

because of the necessity to be sure that the program remained representative of the needs of adult learners and the field of practice.

Financial considerations were important because if the new or existing program was not considered to be financially viable then it was not seriously considered for development, or in the event of an existing program, it was terminated. One expert stated that the financial considerations were the most important because if the program was financially viable other concerns could likely be alleviated.

Competition was important because the presence or lack of competition impacted the success of the program. Marketing strategy was important because the marketing strategy may have not received adequate attention as a possible cause for the problems that a struggling program was experiencing. A program that was not marketed correctly may have appeared to have problems of another nature, such as a lack of interest on the part of students or business and industry, or the problem of not being able to compete in the community, when in actuality if the marketing problem were solved the program would have been successful.

The delivery system was important because the experts desired to provide access to the program through various means in order to be accommodating to the needs of adults. The delivery options included traditional classroom delivery in the evening or weekends and independent study opportunities. Logically, as we look to the future program planners would incorporate technology such as interactive televised instruction, CD Rom, and the InterNet into the curriculum. Administrative input was important because of the need to have administrative support and approval in order to operate effectively. It was also important to have adequate administrative staff to coordinate and

direct the day to day operations of the program. Articulation considerations were important because to be articulated with graduate programs made the program more meaningful to the adults enrolling in the program. This was ultimately a selling point in the marketing of the program. Lastly, academic resources was important because of the potential for the program to place a drain on existing academic resources. If this were the case the program would have to purchase its own academic resources or be terminated.

<div align="center">Research Question Four</div>

What were the most important criteria identified by various documents, at private universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs?

<u>The Process of Document Analysis</u>

<u>Collection of Documents.</u> Merriam (1988) recommended a process of document analysis to ensure the quality of the data acquired. First, relevant documents were to be found. The best way to obtain documents which identified the most important criteria, in this context, was to collect documents from each of the experts participating in the study. Early in the study, the experts were informed, through telephone conversation, that data for the study were to be collected through two ways. One approach was to conduct face to face interviews and another was to collect documents for analysis. Telephone conversations were followed with a letter to each of the experts which included a request that the experts be prepared to provide documents at the conclusion

of the interviews. The experts were told that documents related to the process of determining curricular priorities for the adult baccalaureate degree completion programs were of particular interest.

Each of the experts provided documents at the conclusion of the interviews. The documents that were made available consisted of catalogs, fact-sheets, a view-book, an advertisement insert, faculty and student course guides, a policy statement, a flowchart, student opinion surveys, and a final report. It was believed that such documents would contain some relevant information. However, documents directly related to the process of establishing curricular priorities were certainly more desirable. As suggested by Merriam (1988), documents such as background papers; final reports; memos and letters to faculty, staff, and administration; planning documents; and minutes from planning meetings were especially desirable. As stated in the procedures for the study, after a quick review of the documents, additional documents that were more directly related to the process of determining curricular priorities were requested. The experts stated that they were uncomfortable in providing such information. Some stated that they did not believe that their Dean would approve of them releasing such information. The general feeling was that such information was confidential and not appropriate for release. Once the experts expressed these concerns, additional requests were not made. The additional documents would have been valuable sources of data for the study. However, to have persisted with the request would have violated the agreement with the Oklahoma State University Institutional Review Board and possibly upset the experts to the point of dropping out of the study.

Assessment of Document Authenticity.   Second, was to assess the authenticity

of the documents. To do this Merriam stated that the history of the documents

production and use should be determined. Documents such as catalogs, fact-sheets, and

advertising materials were produced primarily for the purpose of providing information

about the program to prospective students and other interested individuals. Faculty and

student course materials were produced to serve as guides for faculty and students. The

faculty guide provided direction for faculty on how to successfully teach the course. The

student guide served as the course syllabi and contained detailed course assignments for

students. The policy statement pertaining to an advisory counsel was produced to

clearly articulate to council members and other concerned individuals the goal, purposes,

and broad responsibility of the counsel. The flowchart depicting a curriculum review and

development process was produced by the expert for the purpose of clearly

communicating the process of review and development of the curriculum to staff and

faculty.   Student opinion surveys were produced by the expert to solicit student and

alumni input concerning their level of satisfaction with the program. A final report was

produced by the expert for the purpose of communicating to administration the results of

a student opinion questionnaire.

Assessment of Biases in the Selection of Documents.   Third, were the

documents selection biased (Merriam, 1988)? The experts primarily provided

documents that were not confidential in any way. The documents selection was biased

to documents available to the general public. Although biased, the documents that were

provided certainly pertained to the degree completion program and identified important

criteria in the decision to establish curricular priorities. There were a few documents that were somewhat confidential: the final report on a student opinion questionnaire, and the curriculum review and development guide.

Assessment of Document Distortion or Falsification. Fourth, were the documents distorted or falsified (Merriam, 1988)? The documents provided by the experts were not falsified or distorted in any way. In most cases, the experts pulled the documents from the shelf or files during the interviews, not having the opportunity to distort or falsify. Again, the vast majority of the documents provided were not confidential, there was really no reason to have distorted or falsified the documents.

Qualitative Content Analysis

Merriam suggested that the documents be coded and cataloged for analysis. The documents were coded into categories of: promotional materials (catalogs, fact-sheets, a view-book, and an advertising insert); course materials (faculty and student guides); policy statement (advisory council's goal, purposes, and broad responsibilities); flowchart (curriculum review and development guide); surveys (student opinion surveys), and final report (report to administration on a student questionnaire). Each document was cataloged by reviewing the documents for the important criteria identified within each document. Following Merriam's (1988) guidelines for qualitative content analysis, there was a sense for what criteria to expect as a result of having analyzed the interview data. This indicated what to look for, but also to be surprised if the expected criteria were not present in the documents. This ultimately resulted in the triangulation of the interview

and document data. A careful eye was maintained for the discovery of new criteria. The presentation of the criteria which were identified in the documents were listed categorically.

Promotional Materials. The documents that were coded as promotional materials included catalogs, fact-sheets, a view-book, and an advertising insert. These materials were prepared by their respective institutions to present and sell the programs to the general public. Analysis of these documents resulted in the identification of several important criteria.

Student needs was identified in the promotional documents as an important criterion. In two instances, the institutions boasted of being the first in the area to offer a new opportunity for degree completion for working adults. Institutional philosophy and purpose statements discussed the institutions commitment to meeting the needs of adult students. The degree completion program was also described in detail within the documents with emphasis on accommodating the needs of the adult learner. The curriculum was characterized as including applied action projects which were directly applied to the students work site. According to the promotional documents, the programs primary reason for being was to meet the specific needs of working adults. In one instance while discussing the programs degree requirements, it was stated that the programs core requirements were designed to be in line with the adult student's special vocational or professional interests. There was also mention of various service offices (admissions, registrars, student accounts, bookstore, and snackbar) remaining open extended hours in order to meet the needs of adult learners. One of the outstanding things included in one of the documents were quotes from students that had graduated

from the program. In the quotes, students described how the program had met their needs as adult learners. This was powerful documentation within the promotional documents that the program was in fact meeting the needs of adult students.

Faculty input was identified as an important criterion in the promotional documents. The documents characterized the teaching faculty to be at the heart of the program. Faculty were described to be excellent, dedicated to teaching, and highly competent. According to the promotional documents, many of the faculty were practicing professionals in business, law, education and other fields, bringing to the classroom real world experience. The documents stated that university faculty would be involved in teaching courses and would serve as consultants for the supervision and assessment of portfolios submitted for life experience credit. In one instance, the document drew attention to the fact that both regular university faculty and professional administrators from the field of practice were teaching in the program.

Business and industrial needs were identified as an important criteria in the promotional documents. Reference was made to the institution's commitment to preparing adults for successful careers. Further, academic programs were designed to recognize that the world was changing rapidly and that education must prepare adults for the future. Analysis of the interview data revaled that the experts involved people from business and industry in the decision making process in order to accomplish this. The documents also discussed internship opportunities as a practical way for students to apply classroom learning to the workplace. The objectives of the internship opportunity involved people from the "world of work" in the educational process along with the student and faculty. In one instance while describing the program that was available in

Legal Assistant Studies, the document stated that graduates from the program should be well trained to work in a law office as a legal assistant. This statement implied that the experts would have taken the needs of business and industry into consideration while establishing curricular priorities.

The integration of new knowledge was identified as an important criterion in the promotional documents. Reference was made to the academic program acknowledging the phenomenon of change occurring in the world and that education must prepare adults for the future. Logically, the only way for educators to accomplish this was to be in a continual state of monitoring the literature and field of practice integrating new knowledge into the curriculum as appropriate.

The mission of the institution was identified as an important criterion in the promotional documents. Within each document there were statements made with regard to the institution's philosophy, purpose, and objectives. These statements were relevant to the adult degree completion programs. There was an instance of a document stating that the university offered life long learning programs for personal enrichment, knowledge and special skills, enabling members of the community to continue with productive and creative lives. In another instance, the document stated that the purpose of the program was to meet the career and intellectual needs of adults within that region of the state. One document described this as a commitment to enhancing the occupational effectiveness of its graduates. The same document made a reference to the faculty remaining dedicated to the founder's three fold philosophy of education which was academic excellence (the head), spiritual growth (the heart), and essential professional training (the hand). This served to point out that to enhance the

occupational effectiveness of it's graduates was completely consistent with the universities founding mission. This document ended with a quote from the founder which stated that academic pursuits were valuable to the extent that they were relevant to the real things of life.

Accreditation was identified as an important criterion in the promotional documents. In all instances the institutions were accredited regionally by the North Central Association of Colleges and Secondary Schools. Various types of professional accreditation was held in music, law, nursing, teacher education, and marriage and family therapy. One of the institutions stated that it's teacher education program would accept credits only from institutions who were also accredited by the National Council for Accreditation of Teacher Education. Another of the institutions was affiliated with a denominational body and held the accreditation status which was provided by the university senate of the respective church. Each institution was also accredited by their respective state boards of education.

Financial considerations were identified as an important criterion in the promotional documents. Statements were made regarding the availability of financial aid and the required application process. The documents also spoke of the institutions' deferred payment plans which were available to students. One document encouraged students to check with their employer to see if any type of tuition payment plan was available to employees.

The delivery system was identified as an important criterion in the promotional documents. Students with appropriate academic maturity were encouraged to avail themselves of various delivery options which consisted of portfolio assessment of prior

experiential learning, independent study, accelerated courses, and weekend courses.
Traditional day and evening courses were available the Fall, Spring, and Summer. In
two instances, the documents stated that the institutions offered classes at strategic
locations across their respective states. Internship opportunities were also available.

While one of the institutions did not offer a variety of delivery options, the
document stated that a specified number of credit hours resulting from any combination
of extension or correspondence coursework, proficiency testing, military courses and
credit from successful completion of test out examinations would be accepted toward the
completion of the bachelors degree. According to the documents, all institutions
required that students complete at least thirty hours of new learning at the institution in
order to be graduated with the bachelors degree. One institution had a standing offer for
students to take advantage of special projects of research or investigation which were
beyond regular catalog offerings.

Articulation with programs at other schools was identified as an important
criterion in the promotional documents. In one instance, while describing the Associates
of Science degree program, the document stated that upon completion of the program,
students could pursue the bachelors degree offerings of the college or at other
institutions of higher education. A document provided by another of the institutions
discussed a Business Administration program which consisted of two tracks. Track "A"
was described to be designed for the student who desired to pursue graduate work by
earning a Master of Business Administration at the institution or at other universities.
Track "B" was a general leadership focus not designed to include prerequisite graduate
school requirements. The message sent to prospective students was that the program

was viable in that it was articulated with other higher level degree programs offered by the university and the programs of other institutions.

Course Materials. The documents coded as course materials included faculty and student guides that were prepared for specific courses in the program. Faculty guides were prepared in order to give structure and guidance for teaching a course. This was necessary as many of the faculty teaching in the program were part-time adjunct faculty. Also, many of the courses were offered in an short course format. Thus, the faculty guide became an important tool for faculty to ensure that all the course objectives were addressed. Student guides were prepared to serve as somewhat of an expanded syllabus for the course. The student guide included general information about the course, identified the required textual materials, learning outcomes, and evaluative criteria. The student guide also contained weekly reading assignments and photo-copied materials as applicable. In addition, various photo-copied articles and handout materials were bound into the document. Analysis of these documents resulted in the identification of two important criteria.

Student needs were identified as an important criteria in the course materials. It was apparent that the courses were designed to provide a variety of classroom activities. The course guides indicated that faculty were to keep the lecture time brief involving students in other group oriented activity. Emphasis was placed on encouraging students to participate in class discussions and activities. A percentage of the students grade was dependent on this factor. The students were also given assignments to be completed outside of class that ultimately required presentation to the class. This allowed the adults to do independent work and then share the results with their peers. Some of the outside

assignments were group activities. Some of the assignments were designed to allow the student to apply what was learned in the classroom to their own work environment. The manner in which the course material was designed indicated that they had been designed with the needs of adult students in mind.

Faculty input was identified as an important criterion in the course materials. The course materials had been developed by full-time faculty members. Although the purpose of the faculty guide was to provide a structured plan for presenting the required material, the faculty were told that there was no absolute best way of teaching the course. The faculty were given the freedom to modify the readings and audio/video material that was to be used. They were also free to bring in outside experts as they were available. Faculty input was evident in the development and delivery of the course materials.

Policy Statement. The document coded as a policy statement was a statement of the goal, purposes, and broad responsibilities of an advisory council. The needs of business and industry were identified as an important criterion in the policy document. The goal of the council was to create cooperative and collaborative relationships and alliances that proved to be mutually beneficial to all concerned. The document stated that the council was to help meet the changing needs in the community and to ultimately position the programs to be customer-driven. According to the document, the benefits of incorporating the input of business and industry were the creation of buy-in and ownership, the enhancement of community involvement, the involvement of subject

matter experts, needs identification, a forum for continuous improvement, enhancement of credibility, assessment of strengths and weaknesses, and promotion of the program.

Flowchart. The document coded as a flowchart was a curriculum review and development process. This document represented the process utilized by one university in order to modify curriculum in the degree completion program. In this instance, the university had purchased the original degree completion curriculum from another institution. After the purchase, it became apparent that the curriculum needed to be updated and tailored to better represent the university's values and mission. The decision was made to go ahead and begin the program with the existing curriculum in order to give faculty and staff an opportunity to determine how and what revisions needed to be made. Thus, the expert developed the flowchart for the purpose of articulating a logical and meaningful process for modifying the curriculum. Analysis of the flowchart resulted in the identification of several major criteria.

Student needs were identified as an important criterion in the flowchart document. Students were called upon to assist in the process of identifying problem areas of the curriculum which needed modification. Every student evaluation that had been completed was analyzed by the staff. Students had been asked to complete evaluations at the conclusion of each course. As a part of the evaluation, students were asked to provide additional comments on a separate sheet of paper. These summaries were also analyzed by the staff. This information provided the expert valuable information representing how well the existing program met the needs of the adult

learner. This information would be helpful in identifying problem areas to be considered in the modification process.

Faculty input was identified as an important criterion in the flowchart document. There was a faculty degree completion committee that monitored issues related to the degree completion curriculum. This body authorized the modification of the curriculum. Faculty were called upon to assist in identifying the areas of the curriculum that needed to be modified. The teaching faculty had also completed course evaluations at the conclusion of each course. They were also encouraged to provide additional comments on a separate sheet of paper. This information was analyzed by the staff to assist in the process of identifying problem areas for modification. A draft of the proposed revisions were submitted to and approved by the faculty of the business division. After the planned revisions had been approved, regular university faculty were hired to prepare new faculty and student materials. The faculty gave final approval on the courses that were produced. Thus, the input of the faculty was a major factor in the modification of the curriculum.

The integration of new knowledge was identified as an important criterion in the flowchart document. One of the overall concerns with the existing curriculum was that it was so dated. In order to bring in current information, the faculty looked to the traditional business curriculum and to similar degree completion programs offered by other institutions. Information from these programs was incorporated into the degree completion curriculum which provided for the integration of new knowledge and made the program more representative of the university.

The relevancy of curriculum content was identified as an important criterion in the flowchart document. In this instance, the fact that the content of the curriculum was so old was at the heart of the issue. The expert and faculty determined that the content was not representative of the current literature related to the field of practice. The applicability of the course of study for students was also a concern. This ultimately lead to the modification of the curriculum content.

Administrative input was identified as an important criterion in the flowchart document. Administrators from the adult education division were included along with faculty in the approval process of the revised curriculum. Administrators were involved in securing copyright permission for the use of copyrighted material in the modified curriculum. Administrators were also involved in the editing process in the final stages of modifying the curriculum.

Surveys. The documents coded as surveys included two student surveys that were collected from different experts. The important criterion identified in these documents was student needs. One of the surveys was designed for currently enrolled students and the other for alumni of the program. Analysis of the document for currently enrolled students revealed that it gave students the opportunity to comment on their level of satisfaction toward faculty, curriculum, pace of presentation, textbooks, instructional methods, and overall classroom setting. Students were also encouraged to provide additional comments on the back of the survey. The document designed for alumni was intended to solicit input in terms of: effects of the program on the alumnus' professional life; impact on salary; and likes and dislikes about educational experiences. The expert

stated that the document would be especially useful as a part of the college's assessment plan.

Final Report. The document coded as a final report was designed to describe the level to which the Continuing Education Department, and its programs, were meeting the needs of students. Data for this report were collected through a continuing education survey that was administered to students. The whole purpose for this activity was to determine how well the programs were meeting the needs of students. According to the document, the Dean of the Continuing Education Division desired to know the student's opinions related to the strengths and weaknesses of the curriculum, faculty, class sizes, advisement, career planning and placement, library, parking, snackbar, recreational facilities, bookstore, computer lab, writing center, and language lab. In addition, the Dean also hoped to utilize the report to identify successful marketing techniques for the program. In order to accomplish this, students were asked how they found out about the program. Students were asked what newspaper they read, what radio stations they listened to (and time of day), and what television stations they watched (and time of day). The conclusions drawn in the document were that students were satisfied with the academic aspects of the program and not so satisfied with many of the student services that were offered.

Summary for Research Question Four

Merriam (1988) recommended several steps to ensure that a high level of quality

was maintained in the document data. First, relevant documents from each of the

experts including catalogs, fact-sheets, a view-book, an advertising insert, course

materials, a policy statement, a flowchart, surveys, and a final report were secured.

Additional documents such as memos, background papers, planning documents, and

minutes from planning meetings were requested but the experts were not willing to

release such documents. These types of documents were considered to be very

confidential. Second, the authenticity of the documents was assessed by describing the

history of the documents production and use. Third, the documents selection was

determined to be biased to documents that were normally available to the general public.

Although biased, it was concluded that the documents provided by the experts were

useful as they did identify important criteria in the decision to establish curricular

priorities. Fourth, it was determined that the documents contents were not distorted or

falsified an any way.

Next, Merriam (1988) stated that the documents be coded and cataloged. The

documents were coded into categories of: promotional materials (catalogs, fact-sheets, a

view-book, an advertisement insert), course materials (faculty and student guides), policy

statement (advisory council goal, purposes, and broad responsibilities), flowchart

(curriculum review and development process), surveys (student opinion surveys), and

final report (a report to administration on a student satisfaction questionnaire). The

documents were cataloged by reviewing each document to identify the important criteria

in the decision to establish curricular priorities. Merriam's (1988) guidelines for qualitative content analysis were followed in that there was a sense for what criteria to expect from having analyzed the interview data. This inicated what to look for, but also to be surprised if the expected criteria were not found. The result of this type of analysis was the triangulation of the interview and document data. A careful eye was maintained for the discovery of new criteria.

The following criteria were identified in the analysis of the documents: student needs, faculty input, business and industry needs, integration of new knowledge, mission of the institution, accreditation requirements, relevancy of course content, financial considerations, delivery system, administrative input, and articulation considerations. There were some criteria were not found in the documents that were present in the interview data. The following criteria were not identified in the analysis of the documents: competition, marketing strategy, and lack of academic resources. It was believed that these criteria would have been present in documents such as memos, background papers, planning documents, and minutes from planning meetings which were requested but not secured. Such documents were not made available due to their being considered very confidential nature.

Research Question Five

What model emerged out of the identified criteria that impacted the decision making process of determining curricular priorities for adult baccalaureate degree completion programs?

In addition to identifying and ranking the important criteria in establishing

curricular priorities for adult baccalaureate degree completion programs, the experts also

spoke of processes they employed in relation to each of the criteria. These data were

helpful as the process model was formulated.

Processes Employed Related to Student Needs

Processes for Adding a Program. There were processes related to the needs and

input of students that were employed by the experts in the decision to add a program at

their school. There were instances of the experts receiving input from students that was

somewhat unsolicited. As students spoke with office staff concerning the program, the

staff learned of the need for new programs. In these situations, the experts had

processes in place with office staff for the purpose of identifying new program

opportunities that emerged from day to day conversations with students.

> The communications major is a four year degree program, and with that program
> we determined there was a need based on a number of inquires that we continued
> to see from students calling in and asking about the communications major . . . so
> a lot of inquires, number of requests, there was pretty substantial interest in the
> adult population for that major (Red, 12/20/95, p. 6).

> We would have some information here just from having talked with inquires that
> have said, no, that is not the major I want. This is the major I want. So this
> would be a good starting place. I am not sure how else we would try to get the
> information besides surveys, questionnaires, and things like that (Green, 1/4/96,
> p. 10).

> Existing students were involved in the process of market research. In this

instance students were asked to comment on new program opportunities that had been

identified for the purpose of meeting needs in the community. The experts believed that

since the students were involved in the marketplace they were in a good position to have

observed what curricular priorities were appropriate for the new program.

> Well, I guess the first thing we look at is whether there seems to be a market. We do not go out and really do a strong survey, but we always do some kind of market survey to get a feel of the market (Blue, 12/21/95, p. 3).

> I think it would be from there (discussions with business people about needs that exist that are not being met) to my student population with some alternatives or some choices, depending upon what I have heard (Gray, 12/21/95, p.17).

> Since we have had the PACE program we usually use PACE students (formarket research). Is this the kind of degree you would like to move into? Now we have a base of about 400 people in that program so it is a good place for us to look (Blue, 12/21/95, p. 4).

> We are thinking about adding a program, just random. How would I go about figuring out what program to add? I would probably survey my (existing) student population. Because our existing students are in the workforce all over everywhere (Gray, 12/21/95, p.17).

Processes for Modifying a Program. There were processes related to the needs

and input of students that were employed by the experts in the decision to modify

programs at their school. The experts solicited input from students by having them

complete surveys at the end of each course that they took. The experts stated that the

survey results impacted the decision to modify the program including aspects of textual

materials, assignments, and faculty.

> We survey the students at the end of every course concerning both the teaching and the content. That way it really influences what we do about what we are teaching (Blue, 12/21/95, p.14).

We took all the comments from every student survey we have done so far on every course, compiled that information, and looked for indications of strengths and weaknesses, complaints, or whatever. We looked at students' comments on the readings, on the assignments, and on the faculty (Yellow, 1/4/96, p. 22).

There was an instance of an expert presenting the needs of students to an

executive committee comprised of faculty and administration. This committee served as

the policy making body for the program. The expert was considered to be an advocate

for the adult students. The executive committee ultimately approved proposed

modifications for the program.

> . . . our student needs are also very important, and that is where "Purple" comes in because she is one of the advocates for the students in the meetings with the executive committee. She represents their needs, and they listen to her and I think they also know the student's needs (Maroon, 12/19/95, pp. 33-34).

The experts examined the needs of students to ensure that appropriate pre-

requisite coursework had been completed before moving into a new course of study.

They also sequenced courses to reflect an appropriate back and forth between applied

and theoretical/academic courses. The adults needed the theoretical foundation but also

required applicability to the real world.

> Since this was working with adults, we sequenced the courses so that we make sure that the students had all the preparation they needed for each course. But also that there was a back and forth between applied and academic courses so that students would not get in to a rut thinking that all were applied, then get to an academic one and stumble or get hit with too many academic courses in a row thinking, what is this got to do with my real life? So we tried to keep a nice blend of academic and applied courses (Yellow, 1/4/96, p. 23).

Processes for Terminating a Program. There were processes related to the needs and input of students employed by the experts in the decision to terminate programs at their school. Here again, the expert spoke of the office staff becoming aware of potential problems from their conversations with students. Problems such as a lack of student interest, course related concerns, and concerns with specific faculty members were mentioned by the expert.

> Well, it could come from two sources again. The first source would be that our interoffice, our office staff, would begin to know a lot about what is happening: lack of student interest, whether it is the courses, or we were receiving feedback from students, or I am having trouble with faculty, or whatever (Purple, 12/19/95, p. 27).

Processes Employed Related to Faculty
Availability and Support

Processes for Adding a Program. There were processes related to the input and availability of faculty employed by the experts in the decision to add a program at their school. The expert took recommendations for new program opportunities to a committee of the faculty for approval to initiate development efforts. This committee was comprised of regular full-time faculty, adjunct faculty, and students. There was an instance of presenting the new program to the Academic Affairs committee which involved the chief academic officer and any number of Deans.

> Well, it would have to involve faculty. We have an executive committee made up of faculty that "Purple" meets with probably every three months and they go over a lot of academics of the program. (Maroon, 12/19/95, p. 33).

Once we really come up with a program and request catalogs and see what kind of things other schools are doing, then we eventually go to what we call the Continuing Education Division Council. It is our governing committee of twelve people. We put an adjunct person on there and a student on there, but it is mostly comprised of the day school faculty. That is where our faculty would start to get involved (Gray, 12/21/95, p. 20).

At the same time (of presenting the new program to top level administration for approval) we will start the academic process, if it is an academic program, by taking it to Academic Affairs and usually to each division to let them know what we are doing. If it gets approved in Academic Affairs then it moves on to the whole faculty for their approval (Blue, 12/21/95, p. 7).

After approval was given to proceed, the expert approached the appropriate academic department, or created a committee of appropriate faculty to develop the new program. Particular attention was given to ensure that the new program was tailored to meet the needs of working adults.

We will start off saying, we just found a target group of adults who are looking for something. Then we approach the department or create a committee with the dean of the college to look at if we offered X, and we do not offer it traditionally here on campus, what would they be willing to provide, or what particular courses (Purple, 12/19/95, p. 6).

At that point we met with the department chair of that particular department, and his faculty started to develop a taskforce and started and started working on appropriate curriculum for adult courses. The major in the evening is different than our day school program. It is tailored more to the working adult (Red,12/20/95, p. 6).

Department chairs and day faculty will have a key role in really shaping what is happening. That is probably that most important group to start with and then involve as many constituents to help advise as much as possible (Red, 12/20/95, p. 19).

But with the actual degree requirements, I try to follow very closely what the day school if doing, it helps to maintain a quality level, and we are just not quite so isolated from day school. They have something they can relate to and hopefully, it meshes us in better with the regular program. So all of our degrees that we have fall under a department chair's guidelines. So our department chair approval is important to us. They take ownership pretty much (Gray, 12/21/95, p.21).

The expert worked through appropriate academic departments to identify faculty to teach in the program. There were instances of the regular full-time faculty teaching in the program. In the event adjunct faculty were needed, the regular faculty had a great deal of input in the selection process.

> I guess that is the other thing besides the faculty availability. If they (full-time faculty) cannot teach it, they want to have a lot of say on what the courses would be and who the other adjunct faculty would be (Purple, 12/19/95, p. 6).

> We have all the business faculty teach in the program also. They teach on an additional compensation basis. But we also have a lot of adjuncts in the community who teach courses as well; the farther we are from campus . . .then the more often we use adjuncts. So we have a good core of (regular full-time) business faculty. Let's put it this way: everyone of the courses are taught at some point by a business faculty from campus or a faculty member; so we do not have any out there that our folks do not teach. Probably, at this point and time, the majority are taught by campus faculty; as time goes on, it may change (Yellow, 1/4/96, p. 25).

> All faculty, even adjunct, are brought on campus and interviewed by a faculty committee. We use the same standards as for campus faculty members. They need at least a masters degree. We have the benefit of having the director of marketing of a company do a class for us. We have a commercial loan officer teaching accounting classes. So we have the benefit of the real world experience. All these folks have M.A.'s or M.B.A.'s or whatever (Yellow, 1/4/96, p. 25).

Processes for Modifying a Program.   There were processes related to the input and availability of faculty employed by the experts in the decision to modify a program at their school. The experts surveyed the faculty and held periodic faculty meetings to identify items in the curriculum that needed to be modified. The meetings involved the teaching faculty which allowed for input from adjuncts that were involved with the program.

So we looked at other curriculum options, comments from faculty, and comments from the research project advisors on what they see as the strengths and weaknesses and how we should change things in that way, all the faculty by participating in teaching. We surveyed them and got their comments back and recommendations on new readings, changes in curriculum, strengths, weaknesses and those kind of things (Yellow, 1/4/96, p. 22).

We hold our own faculty meeting every three months. We keep them informed as to kind of what we do. We want them to know what is going on. We want their feedback. How are things going? How are things working? Adult students are unique. They are unique individuals. A lot of faculty love working with them. They read their assignments. They do good work. They are not there because they have to be there. They are there because they have reason to be there and want to be there. So our faculty has a great input into our program by telling us what some of their needs are. They may know more than we actually do, because they spend so much time with them (Maroon, 12/20/95, p.33).

I guess another place where we get input for modification is our instructor himself. We use mainly adjuncts but we meet with them every four to six weeks. We discuss course content and to get feedback from them about how things are going and modifications from their viewpoint. That is another input that we use for modification and changes (Blue, 12/21/95, p. 27).

Modifications to the curriculum were described as ongoing processes largely

handled by the academic department that initially developed the program. The expert

worked closely with the respective departmental chairperson in the modification process.

For program modification, that is kind of ongoing, and not nearly as formalized as development of a program. Ongoing primarily by faculty and the department chair and within our administrative staff (Red, 12/20/95, p. 20).

But we meet and discuss our curriculum with the School of Business who knows what the curriculum should be. We meet with the Criminal Justice department to determine which core courses should be taught. I think that it is important that they know what we are doing, and that they kind of oversee it (Maroon, 12/19/95, p. 24).

We took the original course and we looked how this was done in conjunction with the business division. Our division of Adult Education actually operates, owns the Organizational Management curriculum, and they work closely with the business division and have worked consistently to maintain good relationships with the campus community because they have to keep them on board. That is a whole credibility issue for the campus community (Yellow, 1/4/96, p. 21).

I tend to use the Dean of Arts and Sciences first, and then faculty input would come perhaps from our Executive Committee, where I go when I have academic issues. If not the Executive Committee, the committee that devised the program would come together. An example would be Health Sciences. I had to include the School of Business and the School of Nursing. I included someone in the field of public administration, and we created that. So whatever group would be used, the Executive Committee or a steering committee would look at the issues to probably finalize and get approval one way or another (Purple, 12/19/95, p. 27).

The actual modifications were normally done by the full-time faculty who had

initially developed and taught the course. In some instances faculty who had not taught

in the program but who taught similar courses on campus were asked to make

modifications to courses. Faculty were paid for making either minor or major

modification, or for developing an entire new course. The modification process was

coordinated by the expert.

> For the most part, yes. They are full-time faculty of the University (who actually worked on the modifications). We have a couple of folks who are outside of that area (Yellow, 1/4/96, p.22).

> There were typos and all kinds of mistakes in it (the curriculum). That was our reason for majorly revising our curriculum which was a process that started in July. What we did at that point was we had two groups (student cohorts) go through the entire original curriculum and the instructors for those two groups, who were for the most part regular full-time faculty, who knew of ways to adjust the curriculum and ways to make it better (Green, 1/4/96, p. 14).

> . . . we identified instructors on campus who had taught the course actually in the program that needed changes, or taught similar courses on campus that needed to be added to the curriculum and we just started to revise the curriculum (Green, 1/4/96, p. 22).

> We had faculty who were experts in each one of these areas: economics, marketing or whatever, and had them look at the courses and actually redesign them. We had three categories: minor revision, major revision, or a new course.

It was for compensation. We contracted these faculty over the summer to make these curriculum changes and pay them commensurately for a minor, a major, or a new course. We had all those put together. They were coordinated through our office here, and this went back to the business division for their support and approval (Yellow, 1/4/96, p. 22).

They (faculty) looked at all the criteria used, and when it was all done they looked at what methods were being used, tried to look at the textbooks, and we were back to the things that should be taught here. When you taught leadership management you assumed that the person taught behavior and he did not so we would just compare notes and make sure that it all fit together (Yellow, 1/4/96, p. 23).

All this was coordinated by me and is done with various faculty who help me. We are now going into our first phase of that. Even now, as we teach these courses, the first time they are being taught they are taught by the person who designed the course; and so we are kind of field testing them. They are coming back and saying, that fourth week is really too much; we need to make this change, or whatever (Yellow, 1/4/96, p. 24).

Processes Employed Related to

Business and Industry Input

Processes for Adding a Program.   There were processes related to determining the needs of business and industry employed by the expert in the decision to add a program at their school. The experts looked to business and industry in order to identify needs that needed to met by the program. In order to do this, the experts went out and talked with individuals who represented the field of practice.

We look very closely at the marketplace (in order to position the program to be most accommodating to students). You know needs are employment opportunities, and not only opportunities but opportunities for advancement within a company (Red, 12/20/95, p.11).

"Red" and I at various times go out and talk to personnel people in different
industries around, in particular, ones that pay tuition for students. But I would
probably have a tendency to try to talk to some of the human resource people . . .
"Red" and I at various times would go to different communities' chamber
meetings where she can talk with some of the business people and find out if
there are some needs out there that we are not addressing, that we can address as
a liberal arts institution (Gray, 12/20/95, p.17).

Once the experts identified needs that could be addressed by adding a program at

their school, they formed an advisory committee comprised of appropriate individuals

from business and industry, faculty, students, and staff. One of the experts stated that

this committee structure provided for the involvement of the constituents of the

program. This was emphasized as very important. While in the process of adding a

program, the committee met on a very systematic basis over the course of approximately

one year.

> Once we got a feel on what might be needed out there the next thing would
> probably be to try to put together an advisory group from the community, ones
> that could hopefully spell out more clearly to us which things they need or what
> type of things need to be addressed (Gray, 12/20/95, p.18).

> Yes, not always, but frequently we do (involve people from the marketplace in
> the process of determining needs). Again, we had an advisory group for the legal
> assistant program, and that was made up largely of attorneys who work in the
> city, they were very helpful with that program. We put together a taskforce, in
> that case, myself along with a group of attorneys and one of our academic
> chairman to develop that program (Red, 12/20/95, p. 11).

> I think if I had to choose one key word it would be involvement. I think it is
> awfully important to involve as many of your constituents as possible, and I mean
> by that, if it is a program that you are developing that is going to serve a need
> within the community it is important to pull in expertise from the working
> community. It is important involve people on your full-time day faculty so they
> have some ownership of any programming that is going on in the evening
> division. It is important to involve academic advisors who have a lot of contact
> with students. When possible we try to involve a student just to get insights from
> them (Red, 12/20/95, p. 19).

> When we are developing a program, we (advisory group/taskforce) tend to meet on a very systematic basis over perhaps a year, you know a very defined time frame (Red, 12/20/95, p. 20).

<u>Processes for Modifying a Program</u>. There were processes related to the needs of business and industry employed by the experts in the decision to modify a program at their school. An expert stated that the advisory committee was a source for identifying the need to modify the curriculum. Members of the committee identified changes in the field of practice which pointed to the need to make changes in the program. The expert stated that the committee would meet on an ongoing basis four to five times per year.

> Well, for the most of our programs we have an advisory board, not for all but for most, and they are certainly one reason for modifying if we see a change or something different or bring in some information in to it (Blue, 12/21/95, p. 13).

> (The frequency of the advisory board meetings) Six to eight weeks; so probably four to five times a year (Blue, 12/21/95, p.14).

One of the other experts stated that input from business and industry was obtained somewhat indirectly through adjunct faculty who worked in the field of practice. There had not been an advisory committee established, but the expert acknowledged that this would be a good idea for the future.

> (Any input from business and industry?) Not directly. We have input from faculty many of whom are involved in the community and tell us from their viewpoint what we can do to improve it. We did not seek out; there was no community board to help us put this work together. That is not a bad idea, but we did not do that" (Yellow, 1/4/96, p. 26).

Processes Employed Related to the

 Integration of New Knowledge

Processes for Modifying a Program.   There were processes related to the
integration of new knowledge that were employed by the experts in the decision to
modify programs at their schools. There was an instance where the expert contracted
with faculty to make modifications to the overall curriculum. One of the primary reasons
for the modifications was to integrate current literature into the program. When faculty
submitted their revised materials, the expert had course materials entered on computer.
This allowed faculty to access the computer files to make micro-revisions on somewhat
of an ongoing basis. Having the curriculum on the computer was a positive process for
this school.

> We ended up taking away two or three classes; just deleting them altogether,
> adding several new classes, and completely revising all of the classes, the student
> guides, and the faculty guides. Our instructors here on campus did that based on
> their knowledge and expertise. So we did modify and it was simply because what
> we had was not up to par. We are still in that process which, to me will probably
> be a process that continues. Because if you are always wanting to use the most
> up to date materials, then there will always be changes which is another thing that
> the original curriculum really did not allow for. Now we have a system set up
> where the module may be taught one time and the instructor may decide, no, this
> needs to be done differently. Very easily we can change it (Green, 1/4/96, p.14).

> As far as changing the whole curriculum, we have pretty much set up the courses
> we are going to be teaching for a while. The process of micro-revisions is
> ongoing; because as our people are teaching it they can come back and say, I
> need to make this change here. Hopefully it is a smooth process. The natural
> process goes on, at least theoretical, in most colleges. There are stories about
> the guy teaching from his yellowed notes, but hopefully a good professor will
> keep things current (Yellow, 1/4/96, p. 26).

Processes Employed Related to the Mission Statement

There were processes related to the institutional mission statement that were

employed by the expert in the decision to add, modify, and terminate a program at their

school. The experts normally relied upon faculty to review programs to ensure that they

were representative of the institution's mission. This was one of the responsibilities of

the development taskforce in the decision to add a program. In instances of the school

acquiring curriculum materials that were produced by another institution, faulty modified

curriculum to make it representative of the mission statement. In some cases programs

were terminated due to their not being congruent with the mission statement.

> Well, we would typically start with a task force working on the development of it
> to make sure it is within our mission statement. We would not want to bring in a
> program in welding in a private liberal arts college, so there are some things we
> focus on (Red, 12/20/95, p. 10).

Processes Employed Related to the

Marketing Strategy

There were processes related to the marketing strategy that were employed by

the experts in the decision to add a program at their school. Once the sequence of

courses had been identified by faculty, the expert would contract to have the first one or

two courses developed. While these courses were being developed, the advertising

campaign was launched. Based on the response to the initial marking effort the decision

to continue with course development was made. A good response from prospective

students initiated continued development of course materials and the allocation of

additional resources for advertising and faculty contracts.

We will start developing maybe the first one or two courses in the sequence of courses that somebody is going to go through. At the same time we will start marketing, and the major marketing will be advertising of some sort. Based on that response, we determine whether to go on. We will say, here is X dollars for initial development and initial advertising. If things look good after the initial advertising then we move on. We will say okay, we are going to keep going and we will continue more development. We will set a date for the first class to start. We will start finding instructors and do whatever needs to be done to move it along. Then we will start putting more resources to it, such as books, and those kinds of things (Blue, 12/21/95, p. 9).

Processes Employed Related to Administrative Input

There were processes related to administrative input employed by the experts in the decision to add a program at their schools. The experts worked through the administrative chain of command in order to get approval for a new program. This involved various presentations to Deans, the Academic Affairs Committee, and the Presidents' Cabinet.

The Dean of Arts and Sciences is over the program. He is a very strong player in what we determine temporarily, permanently, short-term, long-term; and then of course, he goes to the Vice-President of Academic Affairs; and then she goes on into the President (Maroon, 12/19/95, p. 33).

First, I usually take it (the new program) to the President's Cabinet and present it there along with budget information and get approval to move on (Blue, 12/21/95, p. 7).

Processes Employed Related to Articulation Considerations

There were processes related to articulation concerns employed by the experts in the decision to modify a program at their schools. One of the experts spoke of working with the respective department chairperson in identifying related graduate programs

within the region that might be considered by graduates from their baccalaureate program. The faculty made modifications to the baccalaureate program in order to articulate with the identified graduate programs. These were very beneficial modifications for students who desired to go on to graduate school.

> Modification usually starts with our department chair from our day school. At this point in time we are looking at our psychology program to articulate better with SMSU's masters in psychology (Red, 12/20/95, p. 12).

A Process Model to Establish Curricular Priorities

A review of the literature revealed that no attempt had been made to develop a process model for establishing curricular priorities for adult baccalaureate degree completion programs in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. Therefore, administrators and program planners at private colleges and universities lacked an articulated model for establishing curricular priorities for adult baccalaureate degree completion programs. Consequently, there was a need for a model that would contribute to appropriate decision making and enable private colleges and universities to provide outreach services to their constituents. Without such a model, program decisions were not data-based and resulting programs lacked the objectives needed to ensure appropriateness and to maximize investment. The purpose of this research was to develop a process model to meet these needs. A graphical illustration of the model was presented followed by a discussion of each of its component parts (Figure 1).

Criteria for Adding a Program

Curriculum Defined
Curriculum is a plan for learning determined by the philosophical perspective and a knowledge of what the program ought to be. (Oakley, 1992)

Philosophical Foundations
-Nature of the Learner
-Role of the Teacher
-Truth in terms of curriculum content
-Purposes of Schooling

Characteristics of the Adult Learner
-Knowles' (1980,1984) Assumptions of Andragogy
-Vella's (1994) Principles for Effective Adult Learning
-Oosting's (1995) Approach to Adult Degree Completion Programs:
>Learner centered
>Expectation of employers
>Assumptions of degree completion students
>Facilitative learning
>Assumptions of degree completion instruction

Criteria for Adding a Program

Student Needs/Input
Solicit input to identify needs; and to react to new programming ideas. (surveys)

Business and Industry Input
Solicit input to identify needs (network with business leaders in community; form advisory committees)

Faculty Availability & Support
Involve regular full-time faculty in the process (surveys; and form a development committee)

Mission Statement
Is new program within mission? (faculty review)

Financial Considerations
Financial viability? (market analysis)

Offerings of Competitors
Competitive environment (survey of offerings)

Administrative Input
Solicit support and approval (communicate individually and in group settings)

Delivery System
Options for delivery of course work (classroom; independent study; incorporate technology)

Accreditation Requirements
Regional, state, and professional (accreditation standards)

Criteria for Modifying a Program

Student Needs/Input
Solicit input from existing students and adults in community (surveys)

Faculty Availability & Support
Solicit input on needed modifications (faculty meetings)

Integration of New Knowledge
Keep curriculum current & relevant (current literature)

Business and Industry Input
Solicit input on needed modification (advisory committee; interviews)

Accreditation Requirements
Regional, state, and professional (accreditation standards)

Mission Statement
Within mission? (faculty review)

Delivery System
Options for delivery of course work (classroom, independent study, incorporate technology)

Articulation Considerations
Seamless curricula articulate with associates and graduate programs

Offerings of Other Programs
Compare program offerings (document analysis)

Criteria for Terminating a Program

Lack of Student Need or Interest
Declining market? Classes not making? (fac/staff feedback)

Lack of Faculty Availability or Support
Faculty not willing to support or teach. (fac mtg--ind/group)

Mission Statement
Program not within mission (faculty review)

Offerings of Competitors
Increased competition. Unable to compete. (survey of competitive environment)

Irrelevancy of Curriculum Content
Program no longer representative of student needs or field of practice. (input from students and business/industry)

Financial Considerations
Program not financially viable (market analysis)

Marketing Strategy
Correct marketing strategy? (consult w/ marketing staff/ faculty)

Lack of Adequate Academic Resources
Faculty, library, and facilities. (faculty/staff input)

Administrative Input
Lack of support. Mandated termination.

CURRICULAR PRIORITIES
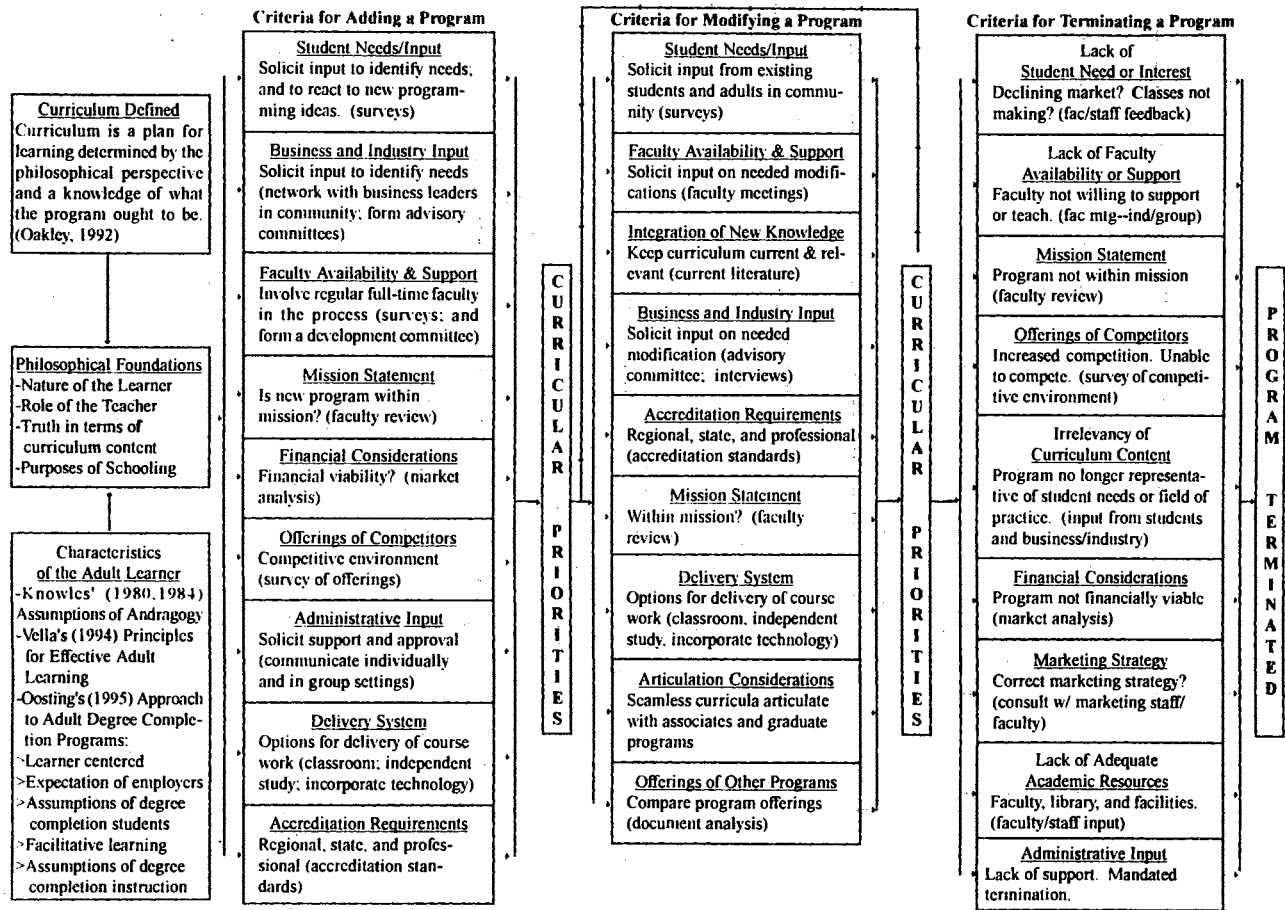
CURRICULAR PRIORITIES

PROGRAM TERMINATED

Figure 1. A Process Model in Determining Curricular Priorities for Adult Baccalaureate Degree Programs

158

The Decision to Add a Program

Student Needs. A criterion identified by the experts in the decision to add a

program was student needs. Students provided the experts with information which was

important in the decision making process. In one sense students were helpful in

identifying new programs for the degree completion program. In other instances

students were called upon to provide feedback on program ideas that had been identified

through other sources. The focus of this dialogue was to be sure that potential programs

would meet the needs of students.

The general feeling among the experts was that the adult student did not have to

attend the programs of the school. Therefore, careful attention was given to meeting the

needs of students in order to attract and retain additional students. The experts viewed

the adult student as the consumer of education. It was the belief of the experts that not

meeting the unique needs of adults would result in decreased enrollments.

The experts spoke of the students needing a degree program that would enable

them to be more marketable in the workplace. The experts stated that they desired to

provide programs to meet the needs that students identified in this regard. In fact, one

expert characterized "student needs" as employment opportunities. American College

Testing (ACT) was supportive of this position as well (Ferguson, 1995). ACT reported

the American worker to be deficient in the skills necessary to enable the American

society to compete in the emerging global society. In general, ACT encouraged

education to concentrate efforts on meeting workplace related needs of adult learners.

One way of doing this was for the educator to assess the adults current skill level with

respect to generic skills required in the workplace. ACT conducted research efforts and identified such generic skills, and produced assessment instruments to identify skill levels. ACT suggested that this process was one way educators could work with students and business and industry to better meet the workplace related needs of adult learners.

The experts stated that they desired to meet the needs of adults in the community because this was a way for their institution to expand and provide outreach in the community. Typically, the institutions pulled traditional aged students in from outside of the state. In these instances the institutions had not established a presence in their local communities. The development of such programs to meet the needs of adults in the community allowed the university to become better known in the community.

There were processes related to the needs and input of students that were employed by the experts in the decision to add a program at their school. There were instances of the experts receiving input from students that was somewhat unsolicited. As students spoke with office staff concerning the program the staff learned of the need for new programs. In these situations, the experts had processes in place with office staff for the purpose of identifying new program opportunities that emerged from day to day conversations with students.

Existing students were involved in the process of market research. In this instance students were asked to comment on new program opportunities that had been identified for the purpose of meeting needs in the community. The experts believed that since the students were involved in the marketplace they were in a good position to have observed what curricular priorities were appropriate for the new program. In these

instances the students were asked to respond to a survey. There was evidence of this strategy in the literature as well. The College Board (1994) wrote that adult learners who were already in the learning market gave the best description of what adult learners want and need.

In addition to surveying existing students, the College Board suggested that census bureau data be consulted to establish demographic characteristics of the adults in the community. This made it possible to track factors of age, number of years of college, etc. by census tracts in the community such that the school concentrated on the tracts with the most potential for adults to enroll at the school. The College Board recommended surveying adults in these areas of the community in an effort to identify needs.

This criterion draws attention to the importance of the needs of students in the decision to add a program. Several processes for identifying the needs of students were discussed. A knowledge of the needs of students resulted in the experts being able to develop curricular priorities to meet those needs.

Business and Industry Input. The needs of local business and industry was identified by the experts as a criterion in the decision to add programs. Providing adults with workplace related degree programs appeared to be at the core of why the adult degree completion program existed. The experts stated that their most successful programs were those that provided needed workplace related degree programs. The experts looked to business and industry in order to identify needs and then endeavored to add programs to meet those needs. In order to develop degree programs to meet the

needs of business and industry, the experts sought to involve people from business and industry in the process of establishing curricular priorities.

The experts identified and ranked business and industrial needs as a criterion in the decision to add a program because they believed business and industrial needs influenced, or to some extent determined, the needs of students. One expert stated that they involved people from business and industry in the process of determining curricular priorities because they (business and industry) were believed to be the customer. Overall, the experts stated that it was important for the educator to find out what needs existed in business and industry because the students look there as well.

There were processes related to determining the needs of business and industry employed by the expert in the decision to add a program at their school. This was accomplished by the experts networking with business and industrial leaders in the community. The experts were active in attending chamber of commerce and civic club meetings, in addition to making individual calls on business and industrial leaders.

Once the experts identified needs that could be addressed by adding a program at their school, they formed an advisory committee comprised of appropriate individuals drawing from business and industry, faculty, students, and staff. One of the experts stated that this committee structure provided for the involvement of the primary constituents of the program. This was emphasized as very important. While in the process of adding a program the committee met on a very systematic basis over the course of approximately one year.

The literature was supportive of education and business and industry working together in order to improve education for adult learners. ACT (Pennell, 1995)

suggested that educators and business and industry work together to identify needs in the workplace that are required for workers to be perform their jobs satisfactorily. ACT referred to this as job profiling. Job profiling was accomplished by utilizing task analysis techniques. The result of this effort was targets for instruction which was good information for the educator to utilize in the process of establishing curricular priorities.

Faculty Availability and Support. Input from regular full-time faculty was identified as a criterion in the decision to add a program. The experts spoke of the importance of working closely with regular full-time faculty in order to give direction to the decision of adding a new program. There was the concern of the availability and support of regular faculty for the program. Ultimately, faculty were in the position of approving the program to be added. The experts also spoke of the need to have available adjunct faculty for the program. There was a high percentage of adjunct faculty who taught in the degree completion program.

Faculty were involved in developing curriculum for the program. In some instances the curriculum was developed with only regular full-time faculty. In other instances regular faculty worked with a taskforce of appropriate individuals to develop the curriculum. In some occasions adjunct faculty were involved in the development effort.

Faculty input was an important criterion in the decision to add a program because the experts believed it critically important that they have both the expertise and support of the faculty. The experts stated that they must have the support of the faculty in order for the program to be successful in the long run. In one instance, the expert was concentrating on ways to increase the support of faculty for the program. This was

being done because without faculty support it was becoming increasingly difficult to get new programs approved or cooperation from faculty in general.

The College Board (1994) recommended a process of surveying the faculty in order to determine their capabilities and their willingness to make adjustments to meet the needs of the adult learner. The result of this analysis was the faculty's opinions about how to serve the adult learner at the school. This was a good way to get the faculty involved in the decision making process which resulted in giving them some buy-in into decision making.

There were additional processes related to the input and availability of faculty employed by the experts in the decision to add a program at their school. The expert took recommendations for new program opportunities to a committee of the faculty for approval to initiate development efforts. This committee was comprised of regular full-time faculty, adjunct faculty, and students. There was also an instance of presenting the new program to the Academic Affairs committee which involved the chief academic officer and a number of Deans.

After approval was given to proceed, the expert approached the appropriate academic department, or created a committee of appropriate faculty to develop the new program. Particular attention was given to ensure that the new program was tailored to meet the needs of working adults. The expert worked through appropriate academic departments to identify faculty to teach in the program. There were instances of the regular full-time faculty teaching in the program. In the event adjunct faculty were needed, the regular faculty had a great deal of input in the selection process.

The input and support of the faculty resulted in the program being embraced by the institutional community. This not only enhanced the academic integrity of the program but provided legitimacy and credibility for the program.

Mission Statement. The mission of the institution was identified as a criterion in the decision to add a program. The adult degree completion program typically maintained more of an entrepreneurial stance with respect to the type and kind of programs offered, especially as compared to their traditional day programs. While remaining entrepreneurial, the experts expressed concern that they remain true to their institutional mission statement.

In some instances, the decision to add adult degree completion programs was the result of the institution expanding on its organizational mission statement. Historically, the institutions offered programs which accommodated the eighteen to twenty four year old in a traditional day school residential setting. New constituents were reached by designing programs to reach out to adults in the community.

The mission statement was an important criterion because it provided direction for decisions that were ultimately made with respect to the programs that would be offered by the institution. There were instances of the mission statement being consulted as new programming ideas were considered for additions to the curriculum. Programs that were deemed to be within the institution's mission were added.

In one case it was determined that programs for working adults allowed the institution to emphasize aspects of the institutions mission that had not been emphasized for a period of time. One expert described the institution's rich heritage of providing

practical training. Over the years the institution had not emphasized some of the practical aspects of the curriculum thus evolving into more of a traditional liberal arts college. The addition of programs specifically designed for working adults allowed the institution to once again emphasize practical educational programs that served adults in the local community.

There were processes related to the institutional mission statement that were employed by the experts in the decision to add a program at their school. The experts stated that one of the responsibilities of the development committee was to make sure the new program was within the institution's mission. Logically, this would be done very early in the approval phase of the development process. The result of this activity was new programs that were within the scope of the institutions mission.

Financial Considerations. Financial considerations were identified as a criterion in the decision to add a program. The degree completion programs, for the most part, were designed to operate as auxiliary entities. Apart from start up expenses, the programs were held accountable financially. In consideration of this, the experts considered the financial aspects of adding a new program carefully. If the program was not financially viable, then the new program was not added.

Financial considerations were deemed to be important because, if the program was financially viable, other concerns could be alleviated. The aspect of financial viability opened the door to new program development. In order to assess the financial viability of the new program, the experts conducted a market analysis which included student input, the presence of competition, and the cost to develop and deliver. Careful

analysis of the financial aspects of the new program gave the expert good indications of the eventual financial success or failure of the program.

Offerings of Competitors. Competition, or the lack of it, was identified as a criterion in the decision to add a program. The experts were sensitive to what other colleges or universities were offering in the community. If a competitor was offering something similar to the proposed new program, normally the experts decided not to proceed out of their concern to not duplicate offerings, and that there would not be sufficient interest in the new program to make it financially viable. There were also instances when the lack of competition served as the primary reason for the addition of the new program.

The experts identified and ranked competition as a criterion in the decisions to add a program because of the impact of the competition factor upon their program. In most cases, the experts were competing with public institutions offering lower tuition rates which resulted in their not being able to compete. The literature also encouraged a survey of the offerings of competitors as they represented the competitive environment. The College Board (1994) wrote that the offerings of other schools resulted from their own efforts to establish appropriate curricular priorities and were good indications of the types of adults that would attend various types of programs. Two strategies were suggested by the College Board for the expert to consider: duplicate offerings in order to tap unmet need within the community; or design new offerings to meet unique needs in the community. A knowledge of the competitive environment resulted in the experts

being in a position to determine if the new program would be able to compete in the community.

Administrative Input.   Administrative considerations were identified by the experts as a criterion in the decision to add a program. The experts discussed instances where top level administrators mandated the addition of a new program. Administrative input in the approval phase of the decision to add a new program was also discussed. This involved top level administrators from the business side of the institution (President's Cabinet) and from the academic side (Academic Affairs Committee). The President's Cabinet focused on issues of financial viability and congruence with the organization mission. The Academic Affairs Committee looked at congruence with organization mission as well, but really focused on academic integrity issues. Along side of the previously mentioned faculty considerations, there were also administrative considerations in terms of having adequate staff to oversee and support the addition of the new program.

The experts identified and ranked administrative input as a criterion in the decision to add programs because of the need to have top level administrative approval in order to operate programs. The expert acknowledged that the staffing issue was a minor concern likening it to a numbers question. This was nothing more than making sure there was an appropriate number of staff to support the new program. This was important because it was necessary to have an appropriate number of staff to handle the logistics of the program. Without the staffing it would not have been possible to

maintain the level of customer support that the experts deemed important in serving adult learners.

The College Board (1994) recommended that the administration be surveyed in order to determine their capabilities and their willingness to make adjustments to meet the needs of the adult learner. The result of this survey was the administration's opinions about how to serve the adult learner at the school. This served as a good way for the expert to solicit administrative input which resulted in giving them buy-in early in the decision making process. Additionally, there were processes related to administrative input employed by the experts in the decision to add a program at their schools. The experts worked through the administrative chain of command in order to get approval for a new program. This involved various presentations to Deans, the Academic Affairs Committee, and the Presidents' Cabinet. New programs that were developed in this manner enjoyed the support and approval of the administration.

Delivery System. The manner in which instruction would ultimately be delivered to adults was identified as a criterion in the decision to add a program. After the courses had been identified, attention was given to determining various delivery options for the coursework. In the end, the experts endeavored to provide a good mix of delivery options inclusive of traditional classroom instruction and independent study. The experts indicated a desire to incorporate technology into the delivery of independent study options.

The experts identified and ranked the delivery system as a criterion in the decision to add programs because of their concern to be as accommodating to the adult

learner as possible. The overriding reason for focusing attention on the delivery system was to maximize flexibility for the student and to ensure that an appropriate delivery system was in place based on the type and kind of content being presented to students.

In order to determine the delivery options for the program the experts consulted with faculty as new programs were developed. The result of doing so was a good mix of appropriate delivery options to accommodate the needs of adult learners.

Accreditation Requirements. Accreditation requirements were not identified by the experts as a criterion in the decision to add a program at their school, but were identified in the decision to modify programs. Logically, accreditation requirements should also be considered in the decision to add programs due to the presence of various requirements of regional and professional accreditors. This would be important because ignoring such requirements would jeopardize the credibility of the program. The experts would need to carefully consider the implications of the respective requirements in the decision to add the new program. Such requirements would normally pertain to finances, faculty, curriculum, facilities, and library resources. The expert would need to obtain relevant information from the accreditors and develop the new program accordingly. Developing a program to meet accreditation requirements would result in the program being more credible.

The Decision to Modify a Program

Student Needs. A criterion in the decision to modify a program was identified as student needs. The experts discussed that they solicited input from existing students in

order to identify items of concern that need to be considered for modification. In this instance, the experts indicated that the decision to modify curriculum was for the purpose of better meeting the needs of students. The College Board (1994) was supportive of the practice of soliciting input from currently enrolled students as this allowed students to voice their opinions and identified strengths and weaknesses of the program.

The College Board (1994) reported that it was profitable to conduct telephone surveys with individual adults in the community. The College Board suggested the use of census data in order to identify the tracts in the community that contained the adults that would most likely be interested in programs offered by the school. The College Board reported that the input from such adults resulted in a template of adult preferences that was used to compare to current programming and for future decision making.

The experts stated that students were good to give prompt feedback to them in the event that faculty were not addressing their needs. In these instances the concern may have been a problem in the course content, in the instructional strategy that was being used in the classroom or the problem may have been the faculty person. In any event, the experts were interested in any feedback that the students provided because of the emphasis placed on viewing the student as the consumer. This was especially relevant when working with adults because the experts believed that anything done in the classroom must have been applicable to or practical for the adults. That was not to say that theory was not addressed in the classroom, but the experts were sensitive to the need to have a good balance between the theoretical and the practical aspects of the curriculum.

The experts were also interested in the contribution that the adult students were able to make in the classroom due to their experience in the work place. The experts mentioned that faculty should be willing to allow the students to make meaningful contributions to the classroom and in some cases be willing to learn from the students. In some cases the student was in a better position to make contributions as it may have been some time since the faculty had been in the work place.

The literature was supportive of these concepts. Faculty taking on the role of facilitator reflects the role of the teacher from a pragmatic philosophical position (Miller, 1985). The applicability and practicality of study and allowing adults to make meaningful contributions in the classroom was supported by Knowles' (1984) theory of andragogy.

The experts acknowledged that while the emphasis on student needs was important, there was an appropriate limit as to how much this was emphasized. While it was arguable that the student was the consumer, or customer as one expert put it, faculty also played a very important role in constructing the knowledge base and formulating the instructional strategy. The point was made that most likely adults would normally welcome, even expect, direction from faculty in these areas. Without such input from faculty the student would be left to wander somewhat aimlessly through the process potentially missing appropriate pieces of information and loosing valuable time.

The experts and the literature suggested that surveys be used in order to solicit input for the modification decision. After identifying the needs of students, the expert presented these needs to an executive committee comprised of faculty and

administration. This committee served as the policy making body for the program. The executive committee ultimately approved proposed modifications for the program.

The experts also examined the needs of students to ensure that appropriate pre-requisite coursework had been completed before moving into a new course of study. They sequenced courses to reflect an appropriate back and forth between applied and theoretical/academic courses. The adults needed the theoretical foundation but also required applicability to the real world. Soliciting the input of students and adults in the community resulted in information that was utilized in order to be sure that the program continued to meet the needs of students.

Faculty Availability and Support. Input from faculty was identified as a criterion in the decision to modify a program. The experts stated that the modification process was heavily influenced by the input of regular full-time faculty. In some instances adjunct faculty were involved in the process. The experts employed several methods to get the input of faculty. In some instances the experts conducted periodic faculty meetings for the purpose of discussing issues related to the modification of the curriculum. In other instances faculty were given evaluation forms for the purpose of providing feedback on the curriculum. There were also unsolicited discussions that were initiated by faculty concerning the need for modification. There were instances of modifications in curriculum that necessitated a change in the faculty person teaching a particular course.

Faculty input was sought out because they were in the position of being the primary content experts for the program. Faculty made the ultimate decision on

modifications to the curriculum in terms of adding new courses or modifying existing courses in the curriculum. The faculty also made the decision to change textbooks, and delivery options. The faculty were one of the closest links between the experts and the student and thereby in the optimal position to monitor student needs.

Modifications to the curriculum were described as ongoing processes largely handled by the academic department that initially developed the program. The expert worked closely with the respective departmental chairperson in the modification process. The actual modifications were normally done by the full-time faculty member who had initially developed and taught the course. In some instances, faculty who had not taught in the program but who taught similar courses on campus were asked to make modifications to courses. Faculty were paid for making either minor or major modifications, or for developing an entire new course. The modification process was coordinated by the expert. Input from the faculty in the modification decision resulted in a program of high academic integrity which enjoyed continued support and approval by the faculty.

Integration of New Knowledge. Changes in the knowledge base was identified as a criterion in the decision to modify a program. As such changes occurred the curriculum was modified in order to keep the program current. It was noted by the experts that keeping the curriculum current was a real concern. Modifying the curriculum was also discussed in terms of keeping the curriculum relevant.

The experts identified and ranked the integration of new knowledge as a criterion in the decision to modify a program because of their concern that the curriculum

continue to be appropriate for students and relevant to the real world. By having taken this position, the experts acknowledged the phenomenon of change in society and its impacts on the curriculum. The experts described the process of integrating new knowledge into the curriculum to be an ongoing process.

The process related to the integration of new knowledge that was employed by an expert in the decision to modify programs at the school involved the expert contracting with faculty to make such modifications to the overall curriculum. One of the primary reasons for the modifications was to integrate current literature into the program. In most instances the faculty were the best content experts available. Integrating new knowledge into the curriculum resulted in making the program more attractive to students and employers.

Business and Industry Input. Input from business and industry was identified as a criterion in the decision to modify a program. The experts discussed occasions where representatives from the workplace made them aware of the need to modify the curriculum. The experts solicited regular input from business and industry by establishing an advisory board consisting of faculty, staff, students, and representatives from the workplace. Members of the committee identified changes in the field of practice which pointed to the need to make changes in the program. The expert stated that the committee would meet on an ongoing basis four to five times per year.

There were also instances of input from business and industry that was obtained somewhat indirectly through adjunct faculty who worked in the field of practice. In this

case there had not been an advisory committee established, but the expert acknowledged that this would be a good idea for the future.

The literature pointed to additional opportunities for the experts related to the needs of business and industry. The College Board (1994) suggested that interviews be conducted with organizations in the community in an effort to yield learning contracts with organizations for the school to provide credit or noncredit instruction for the organization. This activity was not specifically intended to be degree related, but the resulting activity likely fostered positive effects that benefitted the degree completion program in the long run. Financially, the resulting learning contracts with organizations were worth while efforts. In addition, this activity provided additional opportunities for introducing new students and business leaders to the school.

Accreditation Requirements. Accreditation requirements were identified as one of the criteria in the decision to modify a program. The expert spoke of State accreditation requirements, but this would also include regional and professional accreditation requirements. Meeting such requirements was required for certification of the graduates and continued accreditation. Teacher training programs were mentioned specifically but the discussion was inclusive of all programs being modified from time to time to meet such requirements. Not meeting certification requirements or loosing accreditation would result in the institution loosing credibility with the public and likely having to terminate the program.

Mission Statement. The mission of the institution was identified as a criterion in the decision to modify a program. Here the expert stressed keeping the institutional

mission in mind while considering modifications for the curriculum. One expert referenced an instance where curricular materials were purchased by the institution for use in the program. In this case there was the need to modify the curriculum to make it more representative of the institution's values and interests. The expert relied upon faculty to make the modifications to the curriculum. Attention to the mission statement in the modification decision resulted in continued assurance that the program was congruent with the mission of the institution.

Delivery System. The manner in which instruction would be delivered to students was identified as a criterion in the decision to modify a program. Due to changes in course content, the expert and faculty made the decision to make various courses available to students only through traditional classroom delivery that were previously available through independent study. It was believed that the modified content required direct and sustained contact with faculty in order for students to achieve the objectives of the course. The expert discussed the opposite scenario as well. The faculty member may have taught the modified course for several cycles in the traditional classroom setting and was now comfortable offering the course through independent study. The implication here was that after content modifications were made to the curriculum, the faculty preferred direct contact with students in the classroom in order to field test the modified curriculum. After successfully testing the modifications in the classroom, the course may have been offered through independent study. Again, the overriding reason for focusing attention on the delivery system was to maximize

flexibility for the student and to ensure that an appropriate delivery system was in place based on the type of content being presented to students.

Articulation Considerations. Modification of the program in order to articulate with programs offered at other schools was identified as a criterion in the decision to modify a program. The experts expressed a desire to modify their baccalaureate programs such that their students were prepared to enter graduate programs which were available in the community. In this particular instance, there had not been a graduate program offered in the community that working adults could access. In light of this, the adult degree completion program had been operating for several years with no graduate program to articulate with. Recently, an institution began making a graduate program available. The expert was now making efforts to be certain that appropriate articulation occurred.

Articulating with programs offered by other schools increased the attractiveness of the program. In a sense, articulating with a graduate program increased the value of the program for the school. This was true because, in addition to the program being a fine baccalaureate degree, in and of itself, articulation allowed the experts to create a path to graduate school. Logically, it would be wise for the experts to have articulated with local community colleges as well. The community college would serve as a feeder into the baccalaureate program. Articulation with other programs in the region was also supported by the literature. The College Board (1994) suggested that schools coordinate offerings with other institutions by articulating upper and lower division courses.

In addition to articulation benefits for the school there was also the element of articulation benefitting the student. It was a tremendous benefit to the student to have articulated programs available. This was important in that there was not as much unnecessary duplication in the curricula. This was also a time saver in that students would have met all pre-requisite requirements for each program.

Processes related to articulation concerns involved the experts in working with the respective department chairperson in identifying related graduate programs within the region that might be appropriate for graduates of the program. The faculty made modifications to the baccalaureate program in order to articulate with the identified associate and graduate programs. Logically, faculty from the other programs would have been consulted for their input in the modification decisions.

Offerings of Other Programs. The offerings of other institutions were identified as a criterion in the decision to modify a program. In this instance, the existing program was compared to similar offerings of other schools as a way to gather information for the decision to modify. The expert had already received input from faculty and individuals from the field of practice. The offerings of other schools were looked at as additional inputs into the decision.

In order to gather the information, the experts surveyed offerings inside and outside of their geographical region. The result of this effort was that the expert considered incorporating aspects of other programs, or made modifications to bring in something unique that was not present in the offerings of competitors.

The Decision to Terminate a Program

Lack of Student Need. A lack of student interest was identified as a criterion in the decision to terminate a program. One of the experts discussed the concern for the drying up of the degree completion market in general. This had been a topic of conversation among the faculty concerning the long term viability of the program. The expert stated that there was no sign of this being a problem in the future. Other experts discussed experiences of having trouble getting classes to make which ultimately ended up in the termination of a program. The experts spoke of the importance of getting regular input from students to be sure the program is in fact meeting their needs. The reason for this effort seemed to be based on the belief that not modifying programs to meet student needs ultimately resulted in the termination of programs.

There were processes related to the needs and input of students that were employed by the experts in the decision to terminate programs at their school. Here again, the expert spoke of the office staff becoming aware of potential problems from their conversations with students. Problems such as a lack of student interest, course related concerns, and concerns with specific faculty members were mentioned by the expert. Logically, the expert would have discussed such concerns with faculty and administrative staff in the process of making the decision to terminate a program.

Lack of Faculty Availability and Support. A lack of support from faculty was identified as a criterion in the decision to terminate a program. The experts discussed instances of terminating programs due to faculty not being comfortable with what was being done in the program. In these instances the expert monitored the support and

availability of faculty by maintaining regular contact with the faculty and department heads. The fact that these programs were terminated based on faculty concern is evidence of the importance that the experts place on the input of faculty.

When confronted with the termination decision, the experts discussed strategies that would have already been initiated to try to increase faculty support of the programs. The experts generally tried to involve as many full-time faculty as possible in the development of the program. Also, the more a faculty member taught in the program the more support they generally showed for the program. One expert discussed that they were in the process of forming a committee of the faculty to determine better ways of communicating with faculty on issues related to the adult degree completion program.

Mission Statement. The mission of the institution was identified as a criterion in the decision to terminate a program. The experts spoke of terminating programs if they were not representative of the institution's mission. In this instance, the mission statement provided direction for decisions that were ultimately made with respect to the programs that would be offered by the institution. A specific example was cited in which the private college terminated programs which fell more in line with a local community colleges mission than with their own. In this respect, the institutional mission statement was used as a filter to determine which programs belonged at each institution. In the instances where it was determined that the institution had been offering programs that were not within the scope of the mission statement, the programs were terminated. The experts normally relied upon faculty and administration to review programs to ensure that they were representative of the institutions mission.

Offerings of Competitors. The offerings of competitors were identified as a criterion in the decision to terminate programs. The offerings of competitors forced the termination decision for some of the experts. The presence of competitors impacted the numbers of students attending the program which put a strain on the program financially. In most cases, the experts were competing with public institutions offering lower tuition rates which resulted in them not being able to compete.

Irrelevancy of Curriculum Content. The curriculum itself was identified as a criterion in the decision to terminate a program. That is to say, if the content became irrelevant, the termination decision was seriously considered. This was important because of the necessity to be sure that the program remained representative of the needs of adult learners and the field of practice. There were instances when the expert identified courses within a program that were not applicable to the students and the field of practice. In these instances, courses were terminated and replaced with courses that were more relevant. Here the expert worked with faculty to identify instances where it was appropriate to terminate a course in order to tailor the program for adults. Logically, the experts would become aware of this out of ongoing discussions with individuals from business and industry.

Financial Considerations. Financial considerations were identified as a criterion in the decision to terminate a program. Again, the degree completion programs were

considered to be auxiliary, meaning that they must be self-supporting. In light of this, the financial viability of the program was monitored closely. The financial viability of the program was monitored by the expert through the budgetary process of monitoring income and expenses. After careful examination, if the program was deemed to not be financially viable, then the program was terminated. Financial considerations were considered to be important because if the program was financially viable other, concerns could be alleviated.

Marketing Strategy. Marketing strategy was identified as a criterion in the decision to terminate a program. The expert stated that each program may require a unique marketing strategy. The expert pointed out that when confronted with the decision to terminate a program, one should be sure that the lack of success for the program was not attributed to poor marketing strategy.

The marketing strategy may have not received adequate attention as a possible cause for the problems that the program was experiencing. If the program was not marketed correctly there may have appeared to be a lack of interest or that the program was not going to be able to compete successfully. When in actuality, if the marketing problem was solved the program would have been successful. The expert pointed out that there was more than one good way to market programs. The type and kind of program dictated the type of marketing that was done. Logically, the expert would solicit input from marketing specialists who were on staff or faculty in order to make decisions related to the marketing strategy.

Lack of Adequate Academic Resources.   The lack of adequate academic resources was identified as a criterion in the decision to terminate a program. This was inclusive of faculty resources, but also included library resources. Logically, adequate and appropriate space within existing buildings would also be a consideration. This was identified as a criterion because of the potential for the degree completion programs to place a drain on shared academic resources and have a significant negative impact on the traditional programs. In these instances, the expert monitored the situation by maintaining regular contact with officials who shared the use of the resources. Again, these programs were designed to be auxiliary to the traditional campus programs. Consequently, there was an overall concern for safeguarding the traditional campus programs. In this instance, if the auxiliary program was not financially viable enough to acquire its own academic resources, the program was terminated.

Administrative Input.   Administrative mandate was identified as a criterion in the decision to terminate a program. Here the expert was drawing attention to the possibility of the termination decision being decided by upper level administration.

Support from top level administration was required in order to operate programs. There were instances of the Presidents' immediate staff being involved in considering financial and mission statement issues out of a concern to ensure the financial viability of the program and goodness of fit with the institutional mission. The academic affairs structure considered academic issues out of a concern for safeguarding the integrity of the program. A lack of financial viability, congruence with institutional mission, or

academic integrity would result in the administration mandating the termination of the program.

Closing Remarks Concerning the Model

Advocates of adult baccalaureate degree completion programs certainly did not believe that such programs solved all the problems that adults faced in the community or the complex matters that arose in our nation as a result of challenging societal trends. Adult degree completion programs did however make a positive difference in the lives of adult learners as they realized their need to return for continued education.

As more adults have continued to turn to higher education for help, there has been a need to give careful consideration to the design of the programs to meet their needs. The value of the degree completion program was its potential for providing an excellent vehicle for meeting the unique needs of adult learners. This issue has contributed to the need to seriously consider the matter of establishing curricular priorities. Stated another way, as programs are specifically designed to meet the needs of adults, what to teach and how to teach must be clearly articulated. A system for verifying what "ought to be" must also be designed.

The process model was not intended to provide all the answers in the process of establishing curricular priorities. It was intended to be a guide to address important criteria and related processes. Hopefully, it will promote new ideas and result in more meaningful and relevant programs for adult learners.

Summary

Data were collected for the study by conducting face-to-face interviews with eight program planning experts at private colleges and universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. The experts were responsible for successful adult baccalaureate degree completion programs. Verbatim transcripts were created and utilized extensively in the presentation of the findings. Documents were also collected from each of the experts for the purpose of conducting a document analysis.

The study's five research questions gave structure to the presentation of the findings. The first question dealt with the identification of the most important criteria in the decision to establish curricular priorities for adult degree completion programs at private colleges and universities in the four state region. The interview transcripts were utilized extensively to identify and describe the criteria that were identified by the experts. The second question dealt with the relative rank that experts attributed to each of the criteria. Utilizing descriptive statistics, the rank order of the criteria in each of the decisions to add, modify, or terminate programs were described.

The third question dealt with the question of why the experts identified and ranked the criteria as they did. The question of why the experts identified and ranked the criteria as they did was described by detailing the experts commentary from the interview transcripts. The fourth question sought to determine the important criteria identified by various documents at private colleges and universities in this study. In order to answer this question, document analysis techniques were employed for the purpose of identifying the important criteria. The criteria found in the documents were listed and discussed.

The fifth question asked what model emerged out of the identified criteria that impacted the decision making process for determining curricular priorities. In order to answer this question, the processes that were identified by the experts that were related to the identified criteria were first discussed. Then, the process model was presented and discussed in detail. A graphical illustration of the model was presented.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

Introduction

The purpose of the study was to develop a process model for determining curricular priorities for adult baccalaureate degree completion programs at private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. This model was developed to provide program planners a basis for decision making when developing degree completion programs for adults. In order to develop the model, literature was reviewed and feedback from program planning experts was solicited through face-to face semi-structured interviews and by collecting documents from each of them. Since the model was not field tested, results from the application of the model were not available.

Summary

Five research questions were addressed to provide direction to this study. (1) What were the most important criteria identified by program planning experts, at private colleges and universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs? (2) According to these

experts, what relative rank did each of these important criteria have? (3) Why did the program planning experts, from the colleges and universities in this study, identify and rank the criteria as they did? (4) What were the most important criteria identified by various documents, at private colleges and universities in this study, in the decision to determine curricular priorities for adult baccalaureate degree completion programs? (5) What model emerged out of the identified criteria that impacted the decision making process of determining curricular priorities for adult baccalaureate degree completion programs?

The following summary of results were obtained upon completion of the analysis of the data:

1. The experts identified 26 criteria in the decisions to add, modify, and terminate programs at their schools. There were eight criteria for adding programs, nine for modifying programs, and nine for terminating programs.

2. The experts described the relative rank order of the criteria in the decisions to add, modify, and terminate programs at their school. The rankings were as follows: For adding a program: (1) student needs; (2) business and industrial needs; (3) faculty availability and input; (4) mission of college/university; (5) financial considerations; (6) offerings of competitors; (7) administrative input/mandate; and (8) delivery system. For modifying a program: (1) student needs/input; (2) faculty availability/input; (3) integration of new knowledge; (4) business and industry needs; (5) accreditation requirements; (6) mission of college/university; (7) delivery system; (8) articulation with other schools; and (9) offerings of other similar schools. For Terminating programs:

(1) lack of student need/interest; (2) lack of faculty availability/support; (3) mission of college/university; (4) offerings of competitors; (5) content of curriculum no longer relevant; (6) financial considerations; (7) marketing strategy; (8) lack of adequate academic resources; and (9) administrative input/mandate.

3. The experts were asked why they identified and ranked the important criteria as they did in an effort to gain a better understanding of the criteria. Student needs were important because the adult learner was viewed as the consumer of education having unique needs that should be met. Adult students were believed to know what their needs were, and also when those needs were not being met. Faculty input was important because support from the faculty resulted in academic legitimacy and credibility for the program. Business and industry needs were important because the experts believed that the needs of business and industry influenced, or in some instances determined the needs of students. The integration of new knowledge into the curriculum was important because it was critical that the program of study remain current and thereby continue to be appropriate for students and relevant to the field of practice. The mission of the institution was important because it provided direction for the development of programs that were congruent with the mission of the school. Meeting accreditation requirements gave the program credibility and legitimacy. The relevancy of the curriculum content was important because of the necessity to be sure that the program remained representative of the needs of adult learners and the field of practice. Financial considerations were important because if the program was not financially viable it was not developed, or in the event of an existing program, it was terminated. Competition was important because the presence or lack of competition impacted the success of the

program. Marketing strategy was important because poor strategies were problematic

for the programs. The delivery system was important because the experts desired to

provide access to the program through various means in order to be accommodating to

the needs of adult learners. Administrative input was important because of the need to

have administrative support and approval in order to operate effectively. Articulation

considerations were important because to be articulated with other programs made the

program more meaningful to the adults in the program. Academic resources were

important because of the potential for the program to place a drain on existing academic

resources.

4. Documents that were collected from the experts for the purpose of assessing

the quality of the interview data were analyzed. Merriam's (1988) guidelines for

qualitative content analysis were followed in the document analysis. Documents that

were analyzed consisted of promotional materials, course materials, a policy statement, a

flowchart, student opinion surveys, and a final report. The following criteria were

presented in the documents: (1) student needs, (2) faculty input, (3) business and

industry needs, (4) integration of new knowledge, (5) mission of the institution,

(6) accreditation requirements, (7) relevancy of course content, (8) financial

considerations, and (9) delivery system. The following criteria that were present in the

interview data were not identified in the documents: (1) competition, (2) marketing

strategy, and (3) lack of academic resources.

5. A process model was synthesized as a result of analyzing data from the

literature, face-to-face interviews, and document data. A graphical illustration of the

model was presented along with a summary of each component of the model.

Conclusions

The following conclusions were drawn based upon the interpretation of the findings of this study:

1. The model developed in this study was representative of the literature related to models and their development as presented by Grove (1981), Jeffers (1984), and Clifford (1988). The model designed in this study reflected aspects of similar models found in the literature that were designed by American College Testing and The College Board as presented by Ferguson (1995), Pennell (1995), and The College Board (1994).

2. The model developed in this study was representative of the field of practice. Practicing administrators at private colleges and universities, who were responsible for successful adult baccalaureate degree completion programs, participated in the development of the model. The criteria for each of the decisions to add, modify, or terminate programs within the model were identified and described by the administrators.

3. Based on the findings of the research, it was concluded that a process model for establishing curricular priorities should include processes related to the criteria of students, the field of practice, faculty, and organizational mission statement, financial considerations, the competitive environment, administration, delivery system, accreditation, the knowledge base, marketing strategy, and academic resources.

Discussion of Conclusions

1. It was concluded that the literature review related to qualitative research methodology established a sound theoretical foundation for the study. The population for

this study was selected following guidelines presented by Merriam (1988) and

McCracken (1988). Data collection techniques of semi-structured face-to-face research

interviewing and document analysis were employed. Research interviewing literature

was presented by Siedman (1991), Epstein (1985), Hodgson (1987), Rossett (1987),

Fowler and Mangione (1990), Fear (1978), Anderson (1991), Loretto (1986), Merriam

(1988), McCracken (1988), Donaghy (1990), and Burlingame (1995). Document

analysis techniques were presented by Merriam (1988), and Stake (1995). Techniques

for analyzing the data were also taken from this same literature.

2. Further, the design of the study addressed issues of reliability and validity

pertaining to qualitative research. According to Merriam (1988), threats to internal

validity in qualitative research were controlled by: the use of multiple data sources

(triangulation), having other researchers participate in the study, using peers to comment

on the findings, and by presenting the findings to the interviewees for their input.

Multiple data sources in the form of interview and document data were utilized.

In addition, two interviewees from each college or university were utilized to further

assess the quality of the interview data. Other researchers participated in the study in

that the dissertation advisor was a principle researcher for the study and was consulted in

all phases of the research. Peers were involved in commenting on the findings as three

other members of the Oklahoma State University graduate faculty reviewed and

commented on the findings.

Lastly, the findings were presented to the interviewees for their input. An

introductory letter and graphical illustration of the model was faxed to the experts. A

two page Participant Reaction Questionnaire was included with the fax. Listed below are the questions that were on the questionnaire:

1. What were the strengths of the process model?

2. What were the weaknesses of the process model?

3. What were the barriers in using this model?

4. How could you eliminate these barriers or weaknesses?

5. How would you modify or improve the model?

6. Would you use the model?

7. How would you use the model?

8. Additional comments?

A summary of the experts reaction to the process model according to the questionnaire follows.

1. What were the strengths of the process model?

The model:

involved an appropriate and broad constituency in the planning process.

exhibited sound financial considerations.

provided attention to the college or universities image and internal support.

considered the competitive environment and needs of the local community.

was very easy to follow and understand.

was a logical linear model. It identified broad areas which impact all curriculum development, not just degree completion programs.

2. What were the weaknesses of the process model?

No weaknesses identified, current programs at the participating institutions follow similar processes.

Other institutions may have found the process of incorporating the consideration of mission and faculty approval stifling to program growth.

Give consideration to making the criterion of marketing strategy a factor in the decision to modify in addition to the decision to terminate.

3. What were the barriers in using the model?

No barriers in using the model from their perspective, however, other institutions may have found that the model had too much input from varied constituencies, especially in program development, and would have made the process too slow.

Give consideration to weighting the criteria, some are essential while others are peripheral.

4. How could you eliminate these barriers or weaknesses?

Barriers or weaknesses may have been eliminated by involving fewer people in the process. This would have decreased the amount of time required for development.

5. How would you modify or improve the model?

The model appeared excellent as presented.

6. Would you use the model?

The experts stated that they would use the model.

7. How would you use the model?

The model would be used for program development, modification, and the deletion of programs.

8. Additional comments?

The model accurately represented the processes in place at the participating colleges and universities.

The model should work very well at private colleges or universities.

Give consideration to utilizing this model for any academic program, not just degree completion programs.

Issues of external validity were not a concern with this study because generalizability was not its intent (Merriam, 1988). According to McCracken (1988), the intent of the qualitative researcher was not one of generalization but one of access. The question of how many people identified a certain type of criteria was not the concern of this study. The goal was to gain access to the criteria according to which program planning experts at private colleges and universities construed their world. In this sense, the study did not survey the terrain, it mined it (McCracken, 1988). This significantly impacted the issue of how many respondents were required to participate in the study. McCracken's (1988) principle of "less is more" applied here. McCracken stated that it was better for the qualitative researcher to go into depth with a few interviewees than to be superficial with many. Based on this logic, McCracken stated that eight respondents were enough for most qualitative studies.

Merriam (1988) stated that the issue of reliability in qualitative research was controlled by leaving an audit trail, writing a detailed description of what was done, and by triangulating data sources. It was concluded that the thorough descriptions of the study's methodology and findings in Chapters III and IV, and the utilization of multiple data sources, in the form of face-to-face interviews, document data, and the experts reaction to the model, met the requirements described by Merriam.

Ultimately, the validity of the qualitative study was determined by the truth and value of the research (Merriam, 1988). It was concluded that the research was truthful as documented by the audio tape recordings of the interviews and the resulting verbatim transcripts, and the documents that were collected by the researcher. It was concluded that the research was valuable due to the need for a formalized planning approach in the process of establishing curricular priorities for adult baccalaureate degree completion programs at private colleges and universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas.

Lastly, Merriam (1988) stated that the reliability of the qualitative study was ultimately determined by the thoroughness and consistency of the research. It was concluded that the thoroughness of the study was best maintained by designing the study in accordance with current literature related to qualitative research methodology. In addition, it was concluded that the study, and resulting model, was consistent with the literature as referenced in Chapter II.

3. In order to lay a foundation for decision making, a pragmatic philosophy of education was presented from the literature. The model developed in this study was representative of this pragmatic educational philosophy. The model placed emphasis on the needs and experiences of the student. The role of the teacher was described to be one of a facilitator and guide to learning. The nature of the criteria present in each of the decisions to add, modify, and terminate programs indicated that the model placed value on soliciting input from various aspects of society. This demonstrated the commitment to develop programs to serve society. Lastly, the model was created because truth, in terms of curriculum content, was believed to be temporary and tentative in character. As

the needs of society changed there was the need for a model to guide the process of establishing curricular priorities that ensured the continued appropriateness of the curriculum.

4. Serving as additional foundational support for the model was sound learning theory that was grounded in the characteristics of the adult learner. Concepts from the literature according to Knowles (1980) (1984), Oosting (1995), and Vella (1994) were incorporated into the model.

5. The model reflected the importance of developing and maintaining effective planning methods as described in the literature by Pfeiffer (1991), Petrello (1986), Elgart and Schanfield (1984), and Farmer (1988). The model developed in this study was intended to be an important step in the overall planning process.

6. The model was representative of the literature related to evaluation in higher education as described by Kells (1992), and the North Central Association of Colleges and Schools (1994). The model would provide movement in the right direction, provide the basis upon which choices could be made, and yield sustainable improvement. In addition, the model addressed the issues of: keeping programs consistent with the institution's mission; effective organization of human, financial and physical resources; tracking the school's progress related to accomplishing its educational and other purposes; planning for continued accomplishment of the schools purposes and the strengthening of it's educational effectiveness; and facilitating integrity in the schools practices and relationships.

Recommendations

Based upon the findings of this study, the following recommendations were made:

1. The process model which emerged from the findings of this research should be used by faculty and administrators to establish curricular priorities for adult baccalaureate degree programs.

2. Two comments were made by the experts on the Participant Reaction Questionnaire referring to possible weaknesses or barriers of the process model. These were that the model may have stifled program development due to consideration being given to varied constituents. The criteria of faculty availability and support and the institution's mission statement were specifically mentioned. It was believed that the solicitation of input from varied constituents was a strength of the process model. Users of the model are cautioned against excluding any of the identified criteria from the decision making process. Especially the criteria of faculty availability and support and the mission statement. It is agreed that the amount of time invested into planning must be reasonable. It is suggested that purposeful time invested in planning that gives consideration to the identified criteria of this model will have been time well spent.

3. The model should be pilot tested in a variety of private colleges and universities so as to further refine the model. Only time will tell if the model in fact improves the decision making process.

4. A the model is pilot tested, the administrator should give consideration to several items. A planning team should be assembled for the purpose of making decisions. The overall goals, objectives, and vision of the adult baccalaureate degree completion program should be determined. Persons should be identified who will be responsible for collecting and storing the data. Lastly, a time frame should be articulated to allow sufficient time for the collection and analysis of data, and for the creation of reports.

5. Various instruments and procedures for use with the model should be developed. At a minimum, such instruments would measure the interest of students, faculty, and the business and industrial community; and the satisfaction of students, alumni, faculty, and employers. Procedures for surveying the offerings of similar programs should also be created.

6. Although not identified by the experts in the face-to-face interviews, the criteria of marketing strategy, academic resources, and administrative input might also be included in the decisions to modify and add programs. This was indicated by one of the experts on the Participant Reaction Questionnaire.

7. The search for additional criteria and data sources by the school should continue in order to enhance the model's usefulness.

8. Additional research should be done to explore the idea of weighting the criteria of the model. It was suggested by one of the experts that some of the criteria were essential and others peripheral.

9. Additional research should be done to determine the applicability of this model for programs other than baccalaureate degree completion programs. One of the experts suggested that the model would be applicable to any academic program.

10. Additional research should be done to determine if the criteria identified by the experts from Oklahoma, Kansas, Missouri, and Arkansas are representative of other regions of the United States. This follow-up study would necessarily follow a quantitative design. This type of sequential research, a qualitative study to identify criteria followed by a quantitative study to determine how many people identify the same criteria, was recommended by Burlingame (1995).

Program planning is an ongoing and time consuming activity at each and every school. This activity should be approached objectively and formalized so that it results in data-based information which may be utilized by program administrators and faculty in the decision making process. In order formalize the planning process, a model was needed to provide schools with this type of information. This model was designed to improve the decisions that were made by administrators and faculty in regard to establishing curricular priorities for adult baccalaureate degree completion programs. It was believed that the model represented a process which would provide data-based support for the decisions that are made.

BIBLIOGRAPHY

Anderson, W. (1991). The art of interviewing. The Writer, pp. 18-20.

Baldridge, J. V. (1971). Power and conflict in the university. New York, NY: J. Wiley.

Bard, R. (1984). "Foreward." In M.S. Knowles and associates (eds.), Andragogy in action. San Francisco, CA: Jossey-Bass.

Bourgeois, E. & Nizet, J. (1993). Influences in academic decision-making: Towards a typology of strategies. Higher Education, 26, 387-409.

Bracker, J. (1980). The historical development of the strategic management concept. Academy of Management Review, 5, 219-224.

Brookfield, S. (1986). Understanding and facilitating adult learning. San Francisco, CA: Jossey-Bass.

Burlingame, M. (1995). The cycle game. Stillwater, OK: Oklahoma State University, College of Education.

Casti, J. L. (1989). Alternate realities: Mathematical models of nature and man. Institute for econometrics, Technical University of Vienna, Austria. New York, NY: J. Wiley & Sons, Inc.

Clifford, S. B. (1988). A study to develop a curriculum planning and revision model for a community college vocational education program. Unpublished doctoral dissertation, Pepperdine University.

College Entrance Examination Board. (1994). Community assessment program. New York, NY: Author.

Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. (1994). Handbook of Accreditation. Chicago, IL: Author.

202

Corwin, R. G., Lane, W. R., & Monahan, W. G. (1975). Theoretical dimensions of educational administration. New York, NY: MacMillan Publishing Company, Inc.

Donaghy, W. C. (1990). The interview: Skills and applications. Salem, WI: Shefield Publishing.

Davenport, J., & Davenport, J. (1985). A chronology and analysis of the andragogy debate. Adult Education Quarterly, 35 (3), 152-159.

Elias, J., & Merriam, S. (1980). Philosophical foundations of adult education. Malabar, FL: Kriege Publishing.

Elgart, L. D., & Schanfield, L. (1984). Private colleges in the 1980's. Educational Forum, 48 (4), 449-57.

Epstein, L. (1985). Talking and listening. St. Louis, MO: Times Mirror/ Mosby College Publishing.

Fear, R. A. (1978). The evaluation interview. New York, NY: McGraw-Hill Book Company.

Ferguson, R. (1995, Summer). Lifelong learning in a competitive global economy, it's more important than ever. Activity, 33(3), 1, 6-7.

Finch, C. R., & Crunkilton, J. R. (1989). Curriculum Development inVocational and Technical Education. New York, NY: Allyn and Bacon Inc.

Fowler, F. J., Jr., & Magione, T. W. (1990). Standardized survey interviewing - minimizing interviewer-related error. Newbury Park, CA: Sage Publications, Inc.

Grove, P. (1981). Webster's third new international dictionary of the english language unabridged. Springfield, MA: Merriam-Webster Inc.

Hand, D., & Ogle, J. (1993). Interview questioning: A training needs assessment skill. Unpublished manuscript. Tulsa, OK: Author.

Hart, B. H. L. (1968). Strategy. (2nd rev. ed.). New York, NY: Praeger.

Hartree, A. (1984). Malcolm Knowles' theory of andragogy: A critique. International Journal of Lifelong Education, 3(3), 203-210.

Hodgson, P. (1987). A practical guide to successful interviewing. London: McGraw-Hill Book Company (UK).

Hullinger, H. (1992, November). Philosophy of workplace education. Paper presented at Oklahoma State University in OAED 6103, Philosophy of Occupational and Adult Education, Stillwater, Oklahoma.

Jeffers, J. N. R. (1984). The development of models in urban and regional planning. In J. G. Richardson (Ed.), Models of reality: Shaping thought and action (pp.87-99). Mt. Airy, MD: Lomond.

Keller, G. (1983). Academic strategy, the management revolution in American higher education. Baltimore, MD: John Hopkins University Press.

Kells, H. R. (1992). Purposes and means in higher education evaluation. Higher Education Management, 4(1), 91-92.

Khan, R. N. (1984). Uses and limitations of models in policy planning and evaluation. In J.G. Richardson (Ed.), Models of reality: Shaping thought and action, (pp. 231-245). Mt.Airy, MD: Lomond.

Kings College. (1988). Enhancing student learning: Emphasizing essential competencies in academic programs. [Brochure]. Farmer, DW: Author.

Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. (2nd ed.) New York, NY: Cambridge Books.

Knowles, M. S. (1984). The adult learner: A neglected species. (3rd ed.) Houston, TX: Gulf.

Loretto, V. (1986, December). Effective interviewing is based on more than intuition. Personnel Journal. 101-107.

McCracken, G. (1988). The long interview. Newbury Park, CA: Sage Publication.

Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Caffarella, R. S. (1991). Learning in adulthood. San Francisco, CA: Jossey-Bass.

Miller, M. D. (1985). Principles and a philosophy for vocational education. Columbus, OH: The National Center for Research in Vocational Education.

Morris, V. (1961). Philosophy and the american school. Boston, MA: Houghton Mifflin.

Morris, V., & Pai, Y. (1976). Philosophy and the american school. Boston, MA: Houghton Mifflin.

Norris, D. (1984). A guide for a new planner. Ann Arbor, MI: The Society for College and University Planning.

Norton, R. E., Ross, K. L., Garcia, G., & Hobart, B. (1985). Develop local plans for vocational education, parts I and II. Columbus, OH: The Ohio State University, National Center for Research in Vocational Education.

Oakley, G. (1992). [Class notes from OAED 5153, Curriculum Planning in Occupational and Adult Education, School of Occupational and Adult Education, Oklahoma State University, Stillwater, Oklahoma]. Unpublished raw data.

Oosting & Associates, Inc. (1995). "Discover the difference" An innovative approach to serving nontraditional students. Brentwood, TN: Author.

Pennell, K. L., & Melton, R. (1995). Work keys: A brief introduction. Austin, TX: The American College Testing Southwest Regional Office.

Petrello, G. J. (1986). An analysis of formal long-range and strategic planning as a guide for effective leadership. Paper presented at the annual meeting of the Society of Educators and Scholars, Louisville, KY.

Pfeiffer, J. (1981). Power in organizations. Marshfield, MA: Pitman.

Pfeiffer, W. J. (1991). Strategic planning: Selected readings. San Diego, CA: Pfeiffer and Company.

Rosen, R. (1985). Anticipatory systems. Oxford, England: Pergamon Press.

Rossett, A. (1987). Training needs assessment. Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Shumaker, C. (1993). A decision making model for adding, modifying, or terminating vocational education programs in Oklahoma. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.

Siedman, I. E. (1991). Interviewing as qualitative research - a guide for researchers in education and the social sciences. New York, NY: Teachers College Press.

Siegel, S. (1956). Nonparametric statistics for the behavioral sciences. New York, NY: McGraw-Hill.

Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA: Sage Publications.

The American College Testing Program. (1995). Characteristics of the work keys assessments. Iowa City, IA: Author.

APPENDIXES

APPENDIX A

STATEMENT OF ORAL SOLICITATION

Telephone call to the program administrator

Hello, my name is Jeff Ogle. I am the Acting Dean of the School of LifeLong Education at Oral Roberts University in Tulsa, Oklahoma. I am also a graduate student at Oklahoma State University. I am pursuing the Doctor of Education degree through the School of Occupational and Adult Education with a concentration in Adult and Continuing Education. I am currently working on my dissertation.

The title of my dissertation is <u>A Decision Making Model for Determining Curricular Priorities for Adult Baccalaureate Degree Completion Programs in the Four State Region of Oklahoma, Kansas, Missouri, and Arkansas</u>. I am endeavoring to present a model that would contribute to appropriate decision making and enable private universities to provide meaningful degree completion outreach services to their constituents. I will be collecting data for the project by conducting face to face interviews and collecting documents for analysis. In order to collect the data I will need to visit one private university in Oklahoma, Kansas, Missouri, and Arkansas who have successful adult baccalaureate degree completion programs. I will need to interview two practicing administrators who are responsible for successful adult baccalaureate degree completion programs. The interviews will take about an hour each. Each administrator will be asked to provide me with documents related to the program itself.

(administrator), I understand that you have a successful program at your university. Would you be willing to have your program included in the study?

(If yes) Thank you for your willingness to have your program included in the study. While visiting your university I will need to interview and collect relevant documents from two practicing administrators responsible for successful adult baccalaureate degree completion programs at your university. Who would you recommend for participation in the study? I will contact these individuals to see if they would be willing to participate. Thank you again for your help. Good-bye.

(If no) Thank you for your time and consideration. Good-bye.

1

Telephone call to recommended subjects

Hello, my name is Jeff Ogle. I am the Acting Dean of the School of LifeLong Education at Oral Roberts University in Tulsa, Oklahoma. I am also a graduate student at Oklahoma State University. I am pursuing the Doctor of Education degree through the School of Occupational and Adult Education with a concentration in Adult and Continuing Education. I am currently working on my dissertation.

The title of my dissertation is <u>A Decision Making Model for Determining Curricular Priorities for Adult Baccalaureate Degree Completion Programs in the Four State Region of Oklahoma, Kansas, Missouri, and Arkansas</u>. I am endeavoring to present a model that would contribute to appropriate decision making and enable private universities to provide meaningful degree completion outreach services to their constituents. I will be collecting data for the project by conducting face to face interviews and collecting documents for analysis. In order to collect the data I will need to visit one private university in Oklahoma, Kansas, Missouri, and Arkansas who have successful adult baccalaureate degree completion programs. At each university I will need to interview two practicing administrators who are responsible for successful programs. Each interview will take about one hour. Also, each administrator will be asked to provide the researcher with documents related to the degree completion program for analysis.

(Subject), I understand that you are responsible for a successful adult degree completion program. Would you be willing to participate in the study?

(If yes) Thank you for your willingness to participate. I would like to move ahead and schedule the interview. What date would work best for you? Also, be thinking about what documents related to the degree completion program that you would make available to me. I will need to collect the documents when we are finished with the interview. I will follow up by sending a letter to confirm our conversation and will include the consent form that all interviewees are required to sign. Thank you again for your help. Good-bye.

(If no) Thank you for your time and consideration. Good-bye.

APPENDIX B

LETTER TO SUBJECTS

(Date)

(Subject Name)
(Address)

Dear (Subject):

Thank-you for your willingness to participate in my doctoral dissertation project. The title of my dissertation is A Decision Making Model for Determining Curricular Priorities for Adult Baccalaureate Degree Completion Programs in the Four State Region of Oklahoma, Kansas, Missouri, and Arkansas. I am endeavoring to present a model that would contribute to appropriate decision making and enable private universities to provide meaningful degree completion outreach services to their constituents. I am collecting data for the project by conducting interviews and collecting documents for analysis. I will be visiting one private college or university in Oklahoma, Kansas, Missouri, and Arkansas who have successful degree completion programs.

I am scheduled to visit with you on (Day), (Date) at (Time). I do not believe the interview will take more than an hour. I am particularly interested in discussing the most important criteria in the decision to add, modify, or terminate adult degree completion programs at your university. I am required to have all interviewees sign the enclosed Research Interview Consent Form. I will have original copies when I arrive for the interviews.

(Subject), would you also collect and make available to me documents that you feel would be relevant to my study. Documents related to the degree completion program such as memos, background papers, advertising materials, catalogs, reports, and planning documents would be of interest.

If you need to contact me the telephone number is 800 678-8876, select the School of LifeLong Education on the electronic menu, or dial me direct at 918 495-6239. My fax number is 918 495-6033. I am looking forward to visiting with you.

Sincerely,

Jeff L. Ogle

Enclosure

APPENDIX C

RESEARCH INTERVIEW CONSENT FORM

General Information

You have been asked by Jeff Ogle, a graduate student of Oklahoma State University working on a dissertation, to be interviewed about your role as an educator who works closely with adult baccalaureate degree completion programs. The interview serves two purposes.

(1) Information collected in the interview will be used by Mr. Ogle to prepare a dissertation about the process of establishing curricular priorities for adult baccalaureate degree completion programs.

(2) Information collected by Mr. Ogle may be used in scholarly publications of his own and/or the dissertation advisor.

The interview should last approximately one hour and will be recorded. The questions asked will be developed by Mr. Ogle. All subjects will be asked the same general questions and their interviews tape recorded. Verbatim transcripts will be produced for each interview for analysis. The dissertation advisor may review these transcripts. All tapes and transcripts are treated as confidential materials.

Mr. Ogle will assign pseudonyms for each person interviewed. These pseudonyms will be used in all discussions and in all written materials dealing with interviews.

Lastly, no interview will be accepted or used by Mr. Ogle unless this consent form has been signed by all parties. The form will be filed and retained for at least two years by the dissertation advisor.

1

Subject Understanding

I understand that participation in this interview is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the dissertation advisor.

I understand that the interview will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand that the interview will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

I may contact the dissertation advisor, Dr. Jim Gregson, School of Occupational and Adult Education, College of Education, Oklahoma State University, Stillwater, OK 74078, (405) 744-6275, should I wish further information about the research. I also may contact Jennifer Moore, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; Telephone: (405) 744-5700.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE:_____ TIME:_____ (A.M./P.M.)

SIGNED:_____
                    (Signature of Subject)

2

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it and provided the subject with a copy of this form.

DATE:_____ TIME:_____(A.M./P.M.)

SIGNED:_____
                (Signature of Student)

I agree to abide by the language and the intent of this consent form.

DATE:_____

SIGNED:_____
                (Signature of Dissertation Advisor)

3

APPENDIX D

SEMISTRUCTURED INTERVIEW GUIDE

Interview #_____ Date:_____

Subject:_____

Place of Interview:_____

Time: Start_____a.m./p.m. End_____a.m./p.m.

Assessment of Rapport: Lo 1 2 3 4 5 Hi (circle one)

Tape #_____ Begin:_____ End:_____

Transcribed by:_____

Transcription Date:_____

Criteria for Establishing
Curricular Priorities

<u>Criteria for adding</u>   <u>Rank</u>
<u>a program for adults</u>
<u>in your school</u>:   _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

                          _____   ____

<u>Why these criteria</u>
<u>and ranking</u>?

2

<u>Criteria for modifying</u>
<u>a program for adults</u>
<u>in your school</u>:   <u>Rank</u>

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

<u>Why these criteria</u>
<u>and ranking</u>?

<u>Criteria for terminating</u>
<u>a program for adults</u>
<u>in your school</u>:   <u>Rank</u>

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

_____   ____

<u>Why these criteria</u>
<u>and ranking</u>?

4

<u>Process for using identified criteria</u>?

APPENDIX E

PARTICIPANT REACTION LETTER

(Date)

(Participant Name)
(Address)

Dear (Participant):

Thanks again for your willingness to participate in my doctoral dissertation project. I appreciate the time you made available to me when I visited your campus on December 19, 1995. I am now in the final stages of the research.

The title of my dissertation is <u>A Process Model for Determining Curricular Priorities for Adult Baccalaureate Degree Completion Programs in the Four State Region of Oklahoma, Kansas, Missouri, and Arkansas</u>. I am attempting to present a process model that would contribute to appropriate decision making and enable private colleges and universities to provide meaningful degree completion outreach services to their constituents. You will recall that I collected data for the project by conducting interviews and collecting documents for analysis. I visited one private college or university in each of the four states.

The final phase of the research is for you, as one of the participants in the study, to review the process model that emerged from the data and provide me with some feedback. I have enclosed information for you to review which includes a questionnaire that I need you to complete and fax back to me.

I really struggled with how much information to send you. I have produced a graphical illustration and a narrative description of the model. The narrative description of the model turned out to be quite lengthy. Out of concern for your time, and frankly the prompt return of the questionnaire, my dissertation advisor suggested that I forward only the graphical illustration of the model. We felt that having you review only the illustration would not only be a time saver but would likely result in less biased responses on the questionnaire. However, the lack of a narrative description may result in your having questions about the model that need to be answered. I am personally available to answer your questions by telephone. In order to save you the expense of the call, I will call you early next week to answer any questions that you might have. Otherwise, you can reach me at 918 495-6239.

Please complete the questionnaire and fax it back to me by Friday, March 29. This will allow time for me to integrate your feedback into the final draft of the model. Once this is accomplished, done I will be ready to defend the dissertation and graduate. My oral defense has been tentatively scheduled for the second week of April. As promised, I will send you the final draft of the model with the narrative description. My fax number is 918 495-6033.
          Sincerely

APPENDIX F

PARTICIPANT REACTION QUESTIONNAIRE

Please respond to the following questions. Feel free to write on the back or add pages if additional space is required.

1. What were the strengths of the decision-making model?

2. What were the weaknesses of the decision-making model?

3. What were the barriers in using this model?

4. How could you eliminate these barriers or weaknesses?

5. How would you modify or improve the model?

6. Would you use the model?

7. How would you use the model?

8. Additional comments?

Please return questionnaire by FAX to (918) 495-6033.

APPENDIX G

APPLICATION FOR REVIEW OF

HUMAN SUBJECTS RESEARCH

IRB# _____

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH
(PURSUANT TO 45 CFR 46)
OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD

Title of project (please type): A DECISION MAKING MODEL FOR
DETERMINING CURRICULAR PRIORITIES FOR ADULT BACCALAUREATE DEGREE
COMPLETION PROGRAMS IN THE FOUR STATE REGION OF OKLAHOMA, KANSAS,
MISSOURI, AND ARKANSAS

Please attach copy of project thesis or dissertation proposal.

I agree to provide the proper surveillance of this project to
ensure that the rights and welfare of the human subjects are
properly protected.   Additions to or changes in procedures
affecting the subjects after the project has been approved will be
submitted to the committee for review.

PRINCIPAL INVESTIGATOR(S):   Dr. Jim Gregson   _____
(if student, list advisor's   Typed Name   Signature
name first)

                                Jeff Ogle   _____
                                Typed Name   Signature

                                _____   _____
                                Typed Name   Signature

Occupational and Adult Education   College of Education
Department   College

Classroom Building 406   744-6275
Faculty Member's Campus Address   Campus Phone Number

Rt. 3 Box 41 Mannford, Ok 74044   918 495-6239
Student's Address   Phone Number

TYPE OF REVIEW REQUESTED:

     [xx] EXEMPT   [ ] EXPEDITED   [ ] FULL BOARD

1.   Briefly describe the background and purpose of the research.

The problem is that administrators, program planners, and advisory committees at private universities lack a model for decision-making to determine curricular priorities for adult baccalaureate degree completion programs in the four state region of Oklahoma, Kansas, Missouri, and Arkansas. Consequently, there is a need for a model that would contribute to appropriate decision making and enable private universities to provide outreach services to their constituents.

The purpose of this research is to develop a decision making model for determining curricular priorities for adult baccalaureate degree completion programs at private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas.

2.   Who will be the subjects in this study and how will they be solicited or contacted?

Subjects must be informed about the nature of what is involved as a participant, including particularly a description of anything they might consider to be unpleasant or a risk. Please provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of the written solicitation and/or statement of the oral solicitation.

The subjects in this study will be practicing administrators, responsible for successful baccalaureate adult degree completion programs at private universities in the states of Oklahoma, Kansas, Missouri, and Arkansas. Two subjects from each university will participate.

Private universities in each of the states of Oklahoma, Kansas, Missouri, and Arkansas will be examined to determine which have successful baccalaureate adult degree completion programs. Telephone calls will be made to the administrator of each program to determine if there is interest in participating in the study. If there is interest, the administrator will be asked to identify two subjects for the study. The recommended subjects will be contacted via telephone to determine their willingness to participate. Interview dates will also be established via telephone calls. A statement of oral solicitation is attached.

A letter will be sent to each subject providing a brief summary of the study, conformation of the interview dates, the need for them to sign a consent form (a copy of the consent form will be sent with each letter), and a request that they collect and make available to the researcher any documents that they feel would be relevant to the study. A copy of the letter is attached.

2

3. Briefly describe each condition or manipulation to be included with in the study.

   There are no conditions or manipulations included in this study.

4. What measures or observations will be taken in the study? Copies of any questionnaires, tests, or other written instruments that will be used must be included.

   Face to face semistructured interviews will be conducted with each subject. A copy of the semistructured interview guide is attached. In addition, documents supplied by the subjects will be analyzed. The researcher will synthesize a decision making model from the literature, interview data, and document data. The researcher will mail each subject a brief report presenting the decision making model and a questionnaire soliciting feedback on the model. A copy of the subject reaction questionnaire is attached.

5. Will the subjects encounter the possibility of stress or psychological, social, physical, or legal risks which are greater, in probability or magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests?
   Yes [ ] No [xx]

   If yes, please describe.

6. Will medical clearance be necessary before subjects can participate due to tissue or blood sampling, or administration of substances such as food or drugs, or physical exercise conditioning?
   Yes [ ] No [xx]

   If yes, please describe.

7. Will the subjects be deceived or misled in any way?
   Yes [ ] No [xx]

   If yes, please describe.

8. Will there be a request for information which subjects might consider to be personal or sensitive?
   Yes [ ] No [xx]

   If yes, please describe.

9. Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading?
    Yes [ ] No [xx]

    If yes, please describe.

10. Will any inducements be offered to the subjects for their participation?
    Yes [ ] No [xx]

    If yes, please describe.

    If extra course credit is offered, what alternative means of obtaining additional credit are available?

11. Will a written consent form be used?
    Yes [xx] No [ ]

    If yes, please include the form, and if not, please indicate why not and how voluntary participation will be secured.

    Note: The attached Consent Form Guideline illustrates elements which must be considered in preparing a written consent form. Conditions under which the IRB may waive the requirements for informed consent are to be found in 45 CFR 46.117(c), (1) and (2). Examples of approved informed consent forms are on file in the IRB office, in 005LSE.

12. Will any aspect of the data be made a part of any record that can be identified with the subject?
    Yes [ ] No [xx]

    If yes, please explain.

13. Please describe, in detail, the steps to be taken to ensure the confidentiality of the collected data.

    The researcher will assign pseudonyms for each subject interviewed and for each university represented. These pseudonyms will be used in all discussions and in all written materials dealing with the research data. Audio cassette tapes, transcripts, and documents will be kept in a locked filing cabinet in the researcher's office.

14. Will the fact that a subject did or did not participate in a specific experiment or study be made a part of any record available to supervisor, teacher, or employer?
    Yes [ ] No [xx]

4

15. Describe the benefits that might accrue to either the subjects or society. (See 45 CFR 46, Section 46.111 (a)(2))

Private universities in the four state region of Oklahoma, Kansas, Missouri, and Arkansas need reliable information as a basis for decision making related to program planning. A decision making model for determining curricular priorities will position private universities to better provide outreach services to their constituents. Without such a model, program decisions are not data-based and resulting programs lack the objectives needed to ensure appropriateness and to maximize investment.

_____   _____
Signature of Head or Chairperson   Date

_____
Department or Administrative Unit

_____   _____
Signature of College/Division   Date
Research Director

5

APPENDIX H

OKLAHOMA STATE UNIVERSITY INSTITUTIONAL

REVIEW BOARD HUMAN SUBJECTS REVIEW

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-10-96   **IRB#:** ED-96-061

Proposal Title: A DECISION MAKING MODEL FOR DETERMINING
CURRICULAR PRIORITIES FOR ADULT BACCALAUREATE DEGREE
COMPLETION PROGRAMS IN THE FOUR STATE REGION OF OKLAHOMA,
KANSAS, MISSOURI, AND ARKANSAS

Principal Investigator(s): Jim Gregson, Jeff Ogle

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature: Date: January 11, 1996

Chair of Institutional Review Board

VITA

Jeff L. Ogle

Candidate for the Degree of

Doctor of Education

Thesis: A PROCESS MODEL IN DETERMINING CURRICULAR PRIORITIES FOR
ADULT BACCALAUREATE DEGREE PROGRAMS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Miami, Oklahoma on July 14, 1963, the son of Lloyd and
Joan Ogle of Miami, Oklahoma. Married to Tracy Casey of Mannford,
Oklahoma on June 1, 1985; father of four children: Jared Lee, Jaclyn
Lanae, Jonnah Lanelle, and Jacob Loren.

Education: Graduated from Miami High School in 1981; received the Associate of
Arts degree in 1983 at Northeastern Oklahoma A&M College, Miami,
Oklahoma; received the Bachelor of Arts degree in 1985 and the Master of
Arts degree in 1991 at Oral Roberts University, Tulsa, Oklahoma;
completed requirements for the Doctor of Education degree at Oklahoma
State University, Stillwater, Oklahoma in May, 1996.

Professional Experience: Director of Financial Aid, Oral Roberts University, Tulsa,
Oklahoma, 1988-1990; Acting Dean, School of Lifelong Education, Oral
Roberts University, Tulsa, Oklahoma, 1990 to present.