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A MODEL PART-TIME BACHELOR'S DEGREE PROGRAM  
FOR ADULTS AT CALIFORNIA PUBLIC RESEARCH INSTITUTIONS

BY

Karen Jil Warn

A dissertation submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Education

University of San Diego

1994

Dissertation Committee

Mary Scherr, Ph.D., Director

Susan Zgliczynski, Ph.D.

Richard Madsen, Ph.D.

## ABSTRACT OF THE DISSERTATION

### A Model Part-Time Bachelor's Degree Program for Adults

#### At California Public Research Institutions

The purpose of this study was to assess the opportunities available to adults for continuing their education part-time to complete a Bachelor's degree and to assess a California research institution's perception of part-time study. Adult student enrollments in postsecondary education have increased 114 percent between 1970 and 1985. Part-time student enrollments rose nearly 87 percent during the same time frame and part-time students now comprise approximately 42 percent of the enrollment in postsecondary education. California research institutions are typically still providing services for the traditional day-time student. There is a persistent resistance to change by faculty. Changing the way the institution provides services to adults attending part-time and introducing new teaching methods requires campus and University of California systemwide approvals. These approvals are highly capital intensive and their procedures time consuming. Thus, responding to rapidly changing social and economic conditions is difficult.

A survey of part-time students at a research institution provided data for descriptive statistics. Interviews with part-time degree administrators and faculty at research institutions provided their viewpoints regarding part-time students. This qualitative study utilized the interpretive paradigm.

Data clearly indicated the need for development of part-time education at California public research institutions that would provide an opportunity for academic, personal and social growth. Working adults see themselves more as consumers of educational products than do most traditional college students. Their educational objectives are often more focused and they expect specific results from their educational investment (e.g., job advancement, career change). Public research institutions need to embrace two goals: First, change the current traditional approach by leaders of California public research institutions to create an educational environment responsive to the diverse characteristics, conditions and needs of adults. Second, increase access for the hundreds of adults seeking part-time study to obtain a Bachelor's degree at a California public research institution. An important component of leadership responsibility is to constantly re-evaluate assumptions based on routine practice, which are comfortable, and to strive to implement effective new ways of educating all students--youth, young adults and older adults. A model part-time degree program was developed to provide guidance for higher education administrators.

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## CHAPTER ONE

### Statement of the Issue

#### Introduction

The need to educate and reeducate individuals to cope with rapid economic, technological and societal change is critical. In contrast to today's environment, twenty years ago high school graduates (the "baby boomer" generation) could get a job and live moderately well. Today, however, high school graduates (the "baby buster" generation) are learning that a Bachelor's degree has become essential to find employment in a highly competitive work environment. Other workers are discovering they need a degree in order to keep their current jobs. Increasing numbers of adults, faced with loss of jobs and the lack of qualifications for new jobs, need further education as a basic necessity for their livelihood.

A recent survey conducted by the Gallup Organization for the Council for Advancement and Support of Education reported: "Americans increasingly think a college degree is the ticket to a better life. Seventy-three percent of those surveyed said it is very important to get a college degree, an increase of 15 percent over those surveyed five years ago" (The Chronicle of Higher Education, 1991, p. A-1). During the 1980s, earnings of college-educated men between the ages 24-34 rose ten percent; earnings of young men with only a high school diploma fell nine percent; and

earnings of those without a diploma dropped 12 percent (Stone, 1991). Not only do college graduates earn more, but their unemployment rate is about half that for workers with a high school diploma (Wilcox, 1994).

The Study Group on the Conditions of Excellence in American Higher Education found that one in three first- year students have delayed entry into college after high school; more than two in five undergraduates attend college part-time, and over half of the Bachelor degree recipients take more than the traditional four years to complete the degree (Lynton, 1986). In California, dropping out and coming back to college is much more acceptable and more of an established practice than other places in the country (Gordon, 1989). Lynton and Elman (1987) have also echoed the belief that the norm for young people may be a pattern of delayed, intermittent and part-time education.

A number of major research studies were conducted (Kuh & Wallman, 1986; Pace, 1979; Astin, 1977; Feldman & Newcomb, 1969; Trent & Medsker, 1968) to examine some of the overall effects of a college education. Some of the findings suggested that college graduates have better and higher paying jobs, are more appreciative of other cultures and philosophies, have enhanced written and spoken communication skills, have a more positive view of self, have more liberal, social and political views, and have developed critical thinking and analysis skills.

Therefore, there are both practical and personal benefits to a Bachelor's degree. However, the difficulty in obtaining a degree is increased by the demands of rapid social change which include: Economic times, need to work, and parents who

are unable to support a child's college education. People today are experiencing contradictory forces--one must work to survive, but work time conflicts with the opportunity to earn the much needed traditional Bachelor's degree. To address this dilemma, some higher education institutions have opened their facilities to these nontraditional students to fulfill their social responsibility; others have not.

Lifelong Learning As has been stated, despite the evidence that a college education is an important part of an individual's social, professional and personal life, opportunities for gaining a college degree may sometimes be difficult for adults seeking education part-time.

Two issues at least partially account for the pressures adults face when seeking a college education. The first issue is a shift from conceptualizing education as a step-by-step linear approach to a cyclical conception of life-long learning. "Baby boomers" perceive that phases of life are linear and education is but one discrete step in a series of steps. "Baby busters" on the other hand recognize that there will likely be several career changes along the road of life and that further education is necessary.

The second issue is a shift from a relatively static world to one of rapid change due to new technologies. Rapid change causes knowledge to become obsolete. Consequently, what one learns during childhood and early adulthood must constantly be updated, revised and supplemented (Beder, 1989).

Social Change. It has become apparent that in a rapidly changing social environment linear learning in educational terms no longer meets the needs of the

environment linear learning in educational terms no longer meets the needs of the population. No longer is development equated only with physical growth nor learning equated only with childhood or youth. Kaplan (1988) suggested we take a much longer view and consider "the cumulative factors that affect people's lives from infancy through maturity" (p. xvii). Best and Stern (1976) pointed out that serious and persistent social problems stem from the ways in which education, work, and leisure are distributed throughout lifetimes. Cross (1981) maintained that a life pattern in which education is for the young, work is for the middle aged, and leisure is for the elderly no longer exists.

People's career expectations are transformed by the need to respond to rapid technological change and the need for new knowledge. Hudson noted in 1991 that "what seemed linear in the past seems cyclical today; what felt stable is turbulent; and the once permanent is transitory" (p. 18). According to Hudson, education is a lifelong process for reeducation, renewal, and redirection. Social change for the individual has been noted.

What impact has this new dynamic made on institutions of higher education? Knox (1991) pointed out that the range of individual differences widens during the life cycle, and because of this increasing diversity, "it is *especially important* to individualize program options and segment markets to attract and serve distinct categories of adult learners" (p. 235, emphasis added).

The impact of cyclical learning is a shift from a factory approach to education ("one size fits all" or "one best way") to a customized approach to education

recognizing individual differences in aptitude and learning styles (Long, 1991). For instance, interactive multimedia now provides tailored courses as a popular means to provide instruction to adults (Lemonick, 1992, Fall). Another example is self-directed learning or individualized instruction which includes independent study, learning at a distance and computer-based instruction (Hiemstra and Sisco, 1990).

Technological Change. The second issue affecting adults is the impact of new technology which creates new jobs and eliminates other jobs.

Nearly two thirds of the hundreds of workers in Missouri and Colorado surveyed by Jobs for the Future (1989 and 1990) indicated that technology had greatly affected their jobs. More than two-thirds said they would need additional education and training to get the jobs they really wanted (Stone, 1991). Seventy-six million "baby boomers" are dealing with unemployment, job obsolescence, job competition, plateauing at work, and the downsizing of companies due to emerging new technologies and the recession.

Cross (1981) contended that "Instead of parents passing what they learned to their children, children today must learn lessons never known by their parents" (p. 29). "Inundated as we will continue to be by information, our most crucial need will be to learn to sort, assimilate, and use [technology] effectively" (O'Keefe, 1983, p. 68). By the year 2000, young adults will be exposed to more information and knowledge than our grandparents experienced in their lifetimes (Cetron, 1988). Nasibitt and Aburdene (1990) maintained that new jobs today are managerial and technical and require college degrees; therefore, "the 120 million people in the U.S.

work force today must constantly upgrade their skills over the course of the 1990s" (p. 48).

A New Model for Adult Education. If it is true that "baby busters" are choosing to delay their education, drop in and out of college, and attend part-time; and, if it is true that "baby boomers" are returning to school to avoid obsolescence, then educational administrators must address these issues. There is a need to offer more continuing education courses; more evening and part-time degree programs; more in-service courses at the workplace; and to provide more vocational school offerings. Colleges and universities which are currently offering traditional four-year, day-time degrees for the full-time student should reconsider their educational missions and include part-time study. "Education for life is, then, both the cause and the effect of needed institutional changes in our society" (Bellah, et al., 1991, p. 150).

The National Commission on Excellence in Education in 1983 (A Nation at Risk: The Imperative for Educational Reform) envisioned a learning society where all members would be given the opportunity to stretch their minds to full capacity, from early childhood throughout adulthood, in order to learn more as the world changes. Knowles (1989) saw a need for an educational system that helps individuals become competent people--continuous, self-directed, lifelong learners.

The educated person must have the ability to continuously anticipate new conditions and to change in ways that enable him/her to avoid becoming obsolete. Colleges and universities should not limit educational opportunities to young people immediately out of high school. Today, society expects colleges and universities to

include older and part-time students while offering both credit and noncredit curricula (Apps, 1988).

A new model for adult education, therefore, will be based on these changing demographics. To accommodate this trend, colleges must offer part-time study for mid-career students, displaced workers, the unemployed and those who lack skills to compete in tomorrow's labor market (Memorandum to the 41st President of the United States of the Commission on National Challenges in Higher Education, 1988). The California Assembly in 1991 stated that the University of California system, the California State Universities and the California Community Colleges should respond to the needs of the changing California economy and the changing California population by offering more evening and weekend courses; by admitting more non-traditional students; and, by finding ways to meet the needs of adults who work outside the home and raise a family. The United States is becoming a nation of adults (Cross, 1981) and by the year 2000 adult part-time students are expected to become the new majority (Millard, 1991; Frances, 1989; Hauptman and Anderson, 1988; and Hodgkinson, 1986).

It should be noted, however, that public research institutions in California offer very few opportunities for adults working full-time to return to college for a Bachelor's degree part-time. The purpose of this research project is to provide guidance for higher education administrators in responding to the evolving educational needs of the adult population.

### Statement of the Problem

Adults are increasingly becoming aware of the need to further their education and become life-long learners. For the first time in five years, employers plan to increase the number of college students they hire in 1994 according to an annual survey by the Collegiate Employment Research Institute at Michigan State University. While some employers are looking for specific skills, small firms want good thinkers-the ability to digest and interpret information (Wilcox, 1994). However, the University of California campuses discourage part-time attendance while individuals are pursuing an undergraduate degree with the exception of the University of California, Santa Barbara.

Adults 25 to 34 years old are the largest consumer of adult education and adults 35 to 44 are the second largest consumer of adult education. "The effects of this population bulge on colleges and universities are already being felt, and the flush times of the seventies, when traditional students were plentiful, have come to an end" (Merriam and Cunningham, 1989, p. 5). Adult education is becoming a work-related phenomenon. Retraining the work force in declining industries is critical.

Full-time attendance at California research institutions may in large part be due to the priorities within the mission of the university system. For example, Rockhill (1983) found that the popular mission of the university, especially the University of California system, has been to provide academic excellence for the traditional full-time student. This mission conflicts with providing academic excellence for all people irrespective of their part-time or full-time status. Millard (1991) responded to



this mission conflict by stating that universities need to reassess not only who their students are but whether their structures and services are designed to serve both current and future students.

To further complicate the university's mission, research universities currently reward faculty with promotion and tenure for those who concentrate their efforts on research-oriented tasks. This focus on research leads to a loss of enthusiasm for undergraduate education (National Governors' Association Task Force on College Quality, 1986).

The Carnegie Foundation for the Advancement of Teaching (1991) listed 67 research universities in the United States which give a high priority to research and receive federal research money. No part-time degrees were offered at 18 (27 percent) of the institutions; part-time degrees were offered during the day and in the summer at 18 (27 percent) of the institutions; and part-time degrees were offered during the day, evening, summer and some during the weekend at 31 (46 percent) of the institutions (see Appendix A). It is apparent that many research institutions throughout the United States are responding to the returning adult. Over 20 years ago, two research institutions reviewed their mission statements recognizing that demographics were changing.

Two Reviews of University Missions. In 1970 the President of the University of California recognized the need for providing education for adults and appointed a task force to investigate the feasibility of developing an "extended university" to meet the needs of the part-time, older student seeking a degree. After 18 months, the task

force presented A Report of the President's Task Force on the Extended University and recommended the following: 1) the concept of providing more opportunities for part-time study toward degrees is endorsed in principle; and 2) the degree program for part-time students must be implemented in ways compatible with the mission and present situation of the University of California, i.e., the programs must be of University quality and new resources must be sought to fund them (University of California, 1971). The task force envisioned upper division study and suggested that admission policies include a variety of new educational techniques.

California State University, Northridge and the University of California, Santa Barbara (UCSB) in the early 1970s developed a collaboratively part-time degree program in Ventura, based on criticism that higher education was not serving segments of the population in Ventura. This off-site, part-time Bachelor's degree program for adults was implemented in 1972 in spite of California's financial crises.

Michigan State University, a research institution, also assigned a task force on lifelong education during the seventies and submitted a report titled The Lifelong University: A Report to the President. The task force recognized the need for lifelong education in order to address the increase in new information, technological advances, major shifts in demography, rising personal expectations, and the emergence of new individual and group life-styles. The report recommended a model of lifelong education responsive to changing social forces (Apps, 1988). These task force recommendations were placed on hold since Michigan was experiencing hard financial times. In 1984, with a turnaround in the budget situation, Michigan State

University revised its mission statement to acknowledge the need to serve the increasing numbers of adults who desired to improve their personal and professional lives through education and implemented a part-time degree program.

In 1990, due to political pressures, California State University, Northridge and UCSB separated and are now independent. Although UCSB currently provides part-time undergraduate degree opportunities in Anthropology, English, History, Interdisciplinary Studies, Law and Society, Political Science, Psychology and Sociology, none of the other eight University of California campuses have implemented part-time degrees. Part of the requirement for admission to the California State University, Northridge and UCSB part-time program is a two year community college education.

Role of Community Colleges and Private Institutions. Many adults returning to school to obtain a Bachelor's degree are finding alternative means to a four-year, traditional education. These adults enroll in California community colleges since admission policies are less stringent than at four-year colleges and they are able to attend part-time. Also, the large number of them enable more students to commute fewer miles. McIntyre (1987) concluded that one-fifth of the students from the University of California system and half of the students from the California State University system receiving Bachelor's degrees completed some of their work at a California community college. On the down side, however, studies have shown that students who enroll in a two-year community college sometimes have difficulty adjusting to a four-year college (Cicarelli, 1993).

During the period of 1981 to 1983, only 11.4 percent of California community college students transferred to public four-year schools in the state (Pincus and Archer, 1989). This was the case even though the University of California system has transfer programs in which students who follow the required curriculum at one of the 12 designated California two-year community colleges are guaranteed admission if they maintain a GPA of 3.4. Cohen and Brawer (1989) noted:

Although a majority of the graduates of the California State University System have had some community college studies in their background, fewer than 50,000 of the one million students enrolled for credit in California community colleges transfer in any one year. (p. 349)

One reason may be that community college graduates discover there are limited options when seeking part-time study in California. Cohen and Brawer (1989) countered:

In the typical institution students can meet these requirements [general education] by taking courses from a list arranged by department or division. . . . California's efforts are illustrative. The university's Academic Senate approved a 'transfer core' curriculum but assured the faculty on each campus that it did 'not affect prerequisites for majors, or such upper-division courses as are prescribed by differing campuses or programs' (" 'Transfer Core' Curriculum . . . Is Approved by Assembly," 1988, p. 59). This kind of qualifying statement has destroyed general education transfer plans repeatedly in

one state after another. (p. 334)

Pascarella and Terenzini (1991) maintained that in order to encourage more community college students to transfer to four-year colleges, officials need to respond by implementing:

Simpler and more flexible admissions procedures, admissions criteria not limited to standardized test scores and prior academic performance records, greater flexibility in transfer credit policies and criteria (not standards), easier access to larger amounts and more varied forms of financial aid, more equitable opportunities for on-campus housing, and more sustained and aggressive academic and personal support programs, including remedial programs in basic academic skills.

(p. 644)

The current economic recession and tight education budgets should encourage four-year colleges to consider using community colleges as a step in obtaining a Bachelor's degree (The Chronicle of Higher Education, 1992). In California, legislators are considering adopting a formal policy under which students accepted into the state's public universities would be redirected on a voluntary basis to community colleges. A plan such as this might be the viable option as the state of California experiences high growth and diminished resources. Opponents argue that the state's economic crisis should not drive educational policy, but California lawmakers see this option as a way to save the state about \$25 million a year beginning in 1993-94.

Students currently attending college cost the state of California \$2,700 a year for a community college education; \$4,400 for a California State University education; and, \$6,000 for a University of California education. Redirecting students to a community college would save the state money and ease the financial burden of a college education for students. The advantage of a community college education is the low student-teacher ratio which provides more contact with the professors. The disadvantages include not living on campus and very little active involvement in campus activities.

Several studies have pointed out that students transferring to a four-year college suffer a slight drop in grade point average and lose credits; however, students who transfer to universities with a large number of credits and/or an associate degree tend to do better than those who transfer with only a few credits.

Currently, adults who have a community college degree or who are seeking a Bachelor's degree part-time may attend several private and non-traditional institutions in California. These institutions have programs designed to meet the needs of the part-time, evening/weekend student; however, a degree from these institutions may not have the desired degree of a research institution and the tuition fees may be prohibitive.

During fiscal crises, campuses throughout the United States tend to eliminate programs for adults. "Administrators prefer to slash what are regarded as 'marginal' items rather than to cut into the 'basic' work of research and the teaching of the young" (Harrington, 1977, p. 9). When states drastically reduced the funds for

higher education during the 1970s, student fees were raised and financial aid was lowered. Colleges and universities throughout the United States in the 1990s are once again forced to reduce enrollments and raise tuition.

It is essential that we begin to learn from the past and rise above temporary responses to forces which are, in effect, fundamental social change. One step in that direction is for public research institutions in California to begin offering part-time degrees. Critical components of that move is to recognize and minimize the many barriers that remain in the path of the returning or continuing student.

Barriers For Returning Students. Working adults and part-time students frequently encounter barriers when returning to college to complete a Bachelor's degree. One example is San Diego, California, the sixth largest county in the United States with a population of 1.1 million (Horstman, 1991), which has only three public institutions: University of California, San Diego (UCSD), San Diego State University (SDSU) and California State University, San Marcos (CSUSM).

UCSD in 1991 had an enrollment of 14,857 undergraduate students. Few courses are offered in the evenings; consequently, only six percent of the students are part-time students. No part-time degrees are offered on campus and most adults returning to college and working full-time attend either a community college, state university or private college.

SDSU, with an undergraduate enrollment of 24,162 students, offers many evening and weekend courses but only has one part-time bachelor's degree. This off-campus degree in Public Administration was developed as a reaction to impacted

courses offered on campus. In the Fall of 1991, SDSU cut 600 courses. This action presented problems for students wanting to enroll in needed courses (especially part-time students). In Spring, 1992, due to the California state budget crisis, SDSU was again faced with the possibility of eliminating several academic departments and laying off more than 100 tenured faculty positions (Los Angeles Times, 1992).

CSUSM, a new campus, enrolled their first students in the fall of 1990 and in the fall of 1991 had a small enrollment of 1,665 students. CSUSM provides evening courses, but it is difficult to obtain a Bachelor's degree in the evening and there are no part-time degrees offered.

It is clear that San Diego, California offers very few opportunities for adults who work full-time and need to pursue their education in the evenings. More barriers are created by institutional rules and regulations. Some of these barriers are bureaucratic rules and regulations; restrictive entry requirements; faculty who are more concerned about research rather than teaching; and unavailability of student services (such as academic counseling) in the evening. Schlossberg, Lynch, & Chickering (1989) described these barriers:

Students, traditionally thought of as children and young adults, are assumed to be dependent on authorities and in need of expert guidance from scholars and bureaucrats. Adults, traditionally thought of as in charge of their own and others' lives, are assumed to be trying to maintain control over their lives; to preserve their independence.

Thus, when we put the term adult and student together, we sense a



paradox--and educational institutions tend to neglect 'adult' and emphasize' student'. (p. 7)

Curriculum content, course schedules, grading and policies on attendance, discipline, and financial aid are set by faculty and administrators with little input from the full-time or part-time students. In addition, organizational charts are structured to facilitate organizational processes. Each process consists of rules and regulations to deal with situations that occur on a regular basis. Perrow (1979) indicated that rules:

Protect as well as restrict; coordinate as well as block; channel effort as well as limit it; permit universalism as well as provide sanctuary for the inept; maintain stability as well as retard change; permit diversity as well as restrict it. They constitute the organization memory and the means for change. (p. 30)

Cross (1981) classified barriers for students returning to college to be situational, institutional and dispositional. Situational barriers arise from one's situation in life at a given time; institutional barriers consist of practices and procedures that exclude or discourage working adults from participating in educational activities; and dispositional barriers are related to attitudes and perceptions about oneself as a learner.

Schlossberg, Lynch and Chickering (1989) acknowledged Cross's barriers at entry but also noted that there are barriers when completing a degree.

These barriers can also be conceived as situational, institutional and dispositional. Situational barriers to exit include the student being

place-bound and finding a lack of employment open to older workers.

Institutional barriers include advisers who are not available, policies that do not facilitate adult learner's graduation, and lack of communication about placement services. Dispositional barriers include fear of the job market, a belief that one is too old to start a new career, expectations that one should land a job with the first interview, and a lack of confidence. With education and persistence, these barriers can be overcome. (p. 169)

Cross (1981) noted that institutional barriers exist primarily in that segment of adult education that was originally devised for full-time learners in colleges and universities. She indicated that institutional barriers can generally be grouped into five areas: Scheduling problems; problems with location or transportation; lack of courses that are interesting, practical, or relevant; procedural problems and time requirements; and lack of information about programs and procedures.

Another barrier is the college faculty's autonomy, reward system, and sometimes poor relations with administrators. "Faculty [at research institutions] are usually free to decide what they will teach, how they will teach it, what they will study, how they will study it and how they will spend their time" (Astin, 1985, p. 197). Teaching, research, and service should be interrelated; however, most faculty have their primary affiliation with either an academic department that supports their teaching, or an institute within which they engage in research. They sometimes teach in an extension division that provides community service. Few faculty are affiliated

with all three (Birnbaum, 1991).

Faculty at research institutions in the 1990s are being pressured to devote more time to undergraduate instruction (recently mandated by the President of the University of California system). While legislators understand that economic, technological and demographic pressures are forcing higher education institutions to reevaluate how they are organized, faculty are denying that a problem exists. As Apps (1988) noted:

Combine a negative attitude toward adult education with a generally conservative stance toward innovation and change, and spice that with the freedom to avoid change because of autonomy, and it becomes clear what formidable problems colleges and universities face as they attempt to excite their campus faculty about contributing to a learning society.  
(p. 186)

Implementation of a part-time undergraduate degree program at research institutions produces anxiety for faculty who are already stretched to teach, publish and do research. Batt, in 1979, discovered that full-time faculty were not interested in teaching adults since faculty were offered minimal financial remuneration and teaching additional courses for adults was not viewed as contributing to their tenure (Swift and Heinrich, 1987). Many colleges and universities, particularly the larger research institutions, reward faculty first for research and scholarly productivity, second for campus teaching, and third for public service. Apps (1988) noted:

An assistant professor working toward tenure gets the message early--

do research and write or seek other employment. By the time the assistant professor has earned tenure, he or she has been socialized into a way of working that is difficult to change. Of course change is particularly difficult if a professor's institution bases its salary increases in large measure on research productivity. (p. 186)

What incentive, therefore, do faculty have for teaching adults, especially when he/she needs to think about changing his/her teaching approach from lectures to group participation, to utilizing electronic media, and to understanding the different learning needs of adults? Strong leadership will be required to overcome these barriers and gain the endorsement of faculty to accept the challenge of educating part-time adult students.

### Summary

Traditional research universities must change their missions to reach out to the "new majority student"--the part-time adult. Although community colleges and California State Universities generally address the part-time needs of adults, the majority of public research institutions in California do not meet the needs of adults who wish to pursue a Bachelor's degree part-time.

In the 1990s, the same barriers for adults noted earlier still exist, however, California demographics have changed considerably and California's population of adults has increased. Adults who can afford a private, nontraditional education are flocking to the various programs available part-time in the evenings and on weekends.

However, does that guarantee they are receiving the best education? Systemwide administrators of California public research institutions recently recognized that part-time study is needed for those students who must work part-time or full-time. In 1994 reports are being prepared by systemwide administrators exploring the feasibility of offering part-time degrees through Summer Sessions and Extension. This effort is focusing on Master's degrees.

### Research Questions

A part-time Bachelor's degree program for adults at a public research institution in California would provide choices for those individuals who cannot attend college full-time nor afford to attend a private institution. To develop guidelines for a model program, the following research questions must be addressed:

1. What institutional barriers (such as changes in administrative structure and support services) do research campuses need to overcome to facilitate a part-time adult Bachelor's degree program?
2. What political barriers (faculty concerns and curriculum changes) need to be removed in order to introduce a new part-time degree program at a research institution?
3. What economic barriers will be encountered if a new part-time degree is introduced in California during a state financial crisis?
4. How can an institution maintain a strong and rigorous set of programs and at the

same time introduce new, flexible and alternative programs that enable students to attend part-time?

5. What is the feasibility of a research institution broadening its mission to include a model adult part-time Bachelor's degree program?

### Significance of Study

Many higher educational institutions throughout the United States are not meeting the needs of the working adult. As the United States becomes a nation of adults and adult part-time students become the "new majority," traditional research universities need to broaden their mission statements to include a commitment to meeting the needs of working adult students.

This study will result in a model program for a part-time Bachelor's degree which may be implemented at any public research institution. Development of a new program does not mean that the institution is creating a temporary program to attract additional students to fill vacant classrooms but is encouraging institutions to offer programs for working adults who can only attend part-time. Institutional, political and economic barriers, based on the research questions, will be addressed in this model.

### Definition of Terms

For the purpose of this study, definitions of key terms are given in order to clarify meanings and aid in interpretation of data.

Adult education. Instruction designed for individuals 25 years of age or older who have interrupted their college education and plan to reenter a college or university to complete a degree.

Continuing education/extension courses. Both formal and informal courses for adults to upgrade jobs skills or to meet certification requirements but do not lead to an undergraduate degree.

Nontraditional learning. Credit for learning through life experience, credit by examination, drop-out and drop-in arrangements, special degrees and weekend classes.

## CHAPTER TWO

### Literature Review

#### Introduction

Today schools offer adult education as a community service or in hope of earning sorely needed revenue. In the future, they will be teaching adults because they haven't a choice (Cetron, 1988, p. 10).

An historical review of the development of adult education is presented to understand the changes that have taken place over the decades. Examples of institutions responding to the changing demographics are highlighted to emphasize that part-time undergraduate education is an important segment of the educational mission. As new technologies emerge, many part-time degree programs are utilizing alternative methods of teaching such as distance learning, intensive formats, cable television, and multimedia degree programs. Recognizing that there is a variety of institutions offering part-time degrees and implementing new teaching methods, research institutions in California are resisting part-time students. Introducing change in a bureaucratic institution is critical. Changing the mission of the institution is the first step toward developing a new program. Another aspect is the financing of a new program. And, finally, administrators on campus must be willing to accept change in the way they conduct their daily activities.



### Adult Education History

The slow growth of the adult education movement was largely due to the resistance of educational leaders to changing the mission of their institutions in order to respond to the demands of adult students working full-time who have strong career and professional motives for returning to college part-time. Financial restraints were also another reason why colleges failed to develop part-time degree programs, keeping in mind, however, that budget allocations are driven by chosen priorities.

Adult education, as a field, emerged in the late 1920s when Eduard Lindeman published The Meaning of Adult Education. The Journal of Adult Education became the official publication of the American Association for Adult Education (AAAE), founded in 1926 with support from the Carnegie Corporation.

A steady sequence of adult education handbooks and literature have appeared since the 1930s. The later versions of handbooks have paid careful attention to the earlier ones, "thus establishing an intellectual continuity despite varying editors, authors, and institutional sponsors" (Houle, 1992, p. 42). The 1934 handbook presented a comprehensive national picture of what was occurring in the United States. The 1948 handbook addressed vocational education, civic participation and responsibility, personal growth, and training adult educators. The 1960 handbook was reorganized by Malcolm S. Knowles to include new fields, such as, research in adult education, public understanding of adult education, adult education associations and councils, providers of adult education, and program development.

Prior to 1957, research regarding adult education was minimal. Several factors were believed to interfere with the production of effective research by adult educators: 1) pressures of large enrollments, 2) newness of the profession, 3) the profusion of agencies involved, 4) lack of funds, and 5) emphasis on descriptive studies (Long, 1983).

Jensen, Liveright and Hallenbeck in 1964 published Adult Education: Outlines of an Emerging Field of University Study which has become known as the original "black book" for the emerging field of university study on adult education. "The very publication of that book was a sign of the growing confidence emerging in the field" (Peters and Jarvis, 1991, p. 1), but the authors were also frustrated by the lack of recognition given to adult education and the slow growth of adult education programs. Only 16 graduate programs of adult education existed in North American universities in 1964 (Houle, 1964). By 1966, doctoral degrees in adult education granted in the United States grew from two degrees in 1945 to 48 degrees (Smith, Aker and Kidd, 1970).

The 1970 and 1980 handbooks were similar to earlier versions but also included education for self-fulfillment. The handbook published in 1989 provided an overview of an evolving field and addressed lifelong learning and self-directed learning.

The philosophy and organization of a higher educational institution must be determined before planning for a new program takes place. The adult education literature suggested that early stages of planning for adult programs were based on

trial and error. "Decisions were frequently made on the basis of common sense, innuendo, and chance" (Kowalski, 1988, p. 37). Planning a new program may require change to current curriculum content.

Today, many successful part-time adult degree programs are offered throughout the United States. The adult education movement has become an established practice in some universities but still is non-existent in many research universities.

#### Adult Part-Time Degree Programs

There are a significant number of higher educational institutions which have shifted out of the nineteenth-century way of doing things into those appropriate for the twentieth and twenty-first centuries. One example of how a college changed to accommodate adult students is provided by the president of Queens College:

Our changes in student services have been substantial. First we had to acknowledge a different time frame. Now there is much activity between 5:30 and 9:00 each evening and also on weekends. We had to develop a whole response system geared to that time frame, from the bookstore and snack bars to counseling and support services. It took some time to sensitize our staff to the differences brought by adult students and to help the staff change their thought patterns and behavior. We are still working at that but have made good progress

(Schlossberg, Lynch, Chickering, 1989, p. 216).

The following part-time adult degree programs highlight how colleges have revised their missions to include: Students who did not continue directly to higher education after high school and find that family, job and other responsibilities do not allow a full-time program; for those who have discontinued a college or university program and wish to reenter a degree program; and for those with an Associate degree who may wish to pursue a broader based Bachelor's program part-time. A brief description of the institutions that sponsor adult programs provide examples of what colleges and universities can do to meet the needs of part-time students.

Traditional Programs for Adults. Institutions, recognizing the need for part-time education, have provided some of their day-time programs in the evening and on weekends in order for adults to complete a Bachelor's or Master's degree. Many of these programs require two years of college work (Associate Arts degree).

Administrative and counseling office are open in the early evenings to accommodate working adults. Admission requirements have been revised so that adults who have been away from college for a number of years may enroll in a pre-university course (study skills, writing skills, mathematical skills) so that they may prepare for college work.

In a 1986 survey of two-year and four-year institutions, there were approximately 225 weekend colleges nationwide and 55 of these programs emerged in 1985 or 1986 (East, 1988). Thousands of adults, the majority between the ages of 25 and 50, have enrolled in weekend colleges as a means of obtaining an undergraduate

degree (Watkins, 1989). Programs at the following institutions are some examples of traditional adult degree programs offered in the evening or on the weekend:

Metropolitan College, Woodsworth College, Indiana Wesleyan University, University of Maine, Augsburg College, Bethel College, College of St. Catherine, University of St. Thomas, Kent State University, University of Wisconsin-Whitewater, University of Redlands, University of San Francisco and the University of Washington.

Metropolitan College, part of Boston University (a research institution), offers part-time degree programs in the evening and summer (Metropolitan College brochure, 1993). A Bachelor's in liberal studies and science and a Bachelor's in science are offered. Faculty receive additional compensation for teaching courses in the evening. Currently there are 3,000 students enrolled. Full-time counseling is provided.

Canada's Woodsworth College is one of nine colleges at the University of Toronto, a research institution, and offers part-time studies (Woodsworth College Student Handbook). Students obtain a B.A., B.S. or Bachelor's in Commerce and attend one night a week for two or three hours. The College provides evening office hours, specialized counseling services and skills seminars. If an individual does not qualify or has been away from school for a number of years, a pre-university program enables students to prepare for admission to Woodsworth's Bachelor's degree program.

Indiana Wesleyan University six years ago introduced LEAP (Leadership Education for Adult Professionals) and adults may obtain either an Associate in

Business, Bachelor's in Administration, Bachelor's in Management or an Master's in Business Administration (National University conference session, February, 1991). Classes are small (21 students) and students must have two years of professional experience. There is an intensive format: students attend one evening a week for four hours for one and a half years with no breaks. Registration is by mail and books are delivered to the class. Students must have at least 60 units of college credit before they are admitted to the program. Adjunct faculty teach the courses.

The University of Maine offers a Bachelor of University Studies degree for part-time students in the evening and in summer school (Summer Session catalog, 1992). The program was established in 1975 as an alternative for the person who is unable to attend full-time. Students meet with an academic advisor and design their own program to meet specific educational goals. The program must be approved by a steering committee consisting of faculty members from each of the University's colleges.

The state of Minnesota has four colleges which meet the needs of part-time students (North American Association of Summer Sessions annual conference, 1990). Augsburg College offers both undergraduate and graduate degrees in weekend formats. Bethel College has enrolled 125 adult students in PACE (Program in Adult College Education). The College of St. Catherine has 800 students in their weekend and evening College and the average student is 33 years old. The University of St. Thomas' New College is designed for non-traditional students and offers B.A. degrees through evening and weekend study.

Kent State University, Ohio offers evening and weekend programs in 19 undergraduate degree programs (Kent State information packet, 1992). The Office of Adult Services provides academic advising, counseling, testing and assistance with University procedures. This office is the only department open on campus after 5:00 p.m. and provides registration, cashiering, and advising.

Approximately 2,500 nontraditional students over the age of 25 were enrolled at the University of Wisconsin-Whitewater in 1991 (Article in Continuing Education and Outreach Newsletter, April, 1991). The Peer Contact Center for adults is a supportive atmosphere where nontraditional students can network, acquire resources, and participate in workshops, seminars and support groups. Peer counselors are available in the evening since part-time college adults lack the time to establish and maintain contact with full-time students or take advantage of the many opportunities offered by the University during the day. The Center provides a supportive environment for students interested in developing relationships with other part-time students.

The University of Redlands has a satellite campus in San Diego for Lifelong Learning (Whitehead Center off-campus degree program brochure, 1986). The other satellite campuses are located in Los Angeles, Encino, and Irvine. Courses are offered in four-hour blocks, one evening a week; with a year-round format. Classes are small (15-20 students) and textbooks are delivered prior to the first class meeting. The institution offers a B.S. in business and management, a B.S. in information systems and an MBA.

The University of San Francisco has a southern regional center in Orange, California (University of San Francisco Evening program brochure, 1991). Degree programs have been specifically designed to meet the unique needs of the working adult student population. USF's College of Professional Studies is for students who desire a degree to enhance professional skills, to gain promotional opportunities or career changes, and to prepare for graduate or professional school. Through the Experiential Learning Center at USF, the undergraduate students have the opportunity to petition for college level credit from learning acquired from professional and personal experiences. Professional academic counseling is provided. A B.S. degree in organizational behavior, information systems management and applied economics degree is offered. There are also a Bachelor's in public administration and four Master degree programs.

The University of Washington, a research institution, offers an evening degree program (University of Washington brochure, 1993). Completion of at least 75 college credits are required to enter the B.A. program awarded by the college of Arts and Sciences. Majors are available in communications, English, general studies, history, political science, psychology, or sociology. An evening degree adviser is available Monday through Thursday until 7:00 p.m. Fees are the same as those paid by other University of Washington undergraduate students.

Nontraditional Programs for Adults. Some institutions have recognized that adults have other obligations besides returning to college. For those adults who live in rural areas, transportation may be a barrier to return to school. Multimedia



courses, independent study and self-directed programs address this barrier. Learning via computer instruction is another method of learning for those who have transportation problems. Programs at the following institutions are some examples of nontraditional programs for adults who wish to complete a Bachelor's degree: University of Phoenix, Eckard College, Syracuse University, The Union Institute, and National University.

Arizona's University of Phoenix On-Line Master's degree program in business and management provides a group of 10 to 15 experienced adults from around the country an opportunity to participate in distance learning. The program is designed for individuals who desire to study in the privacy of their home or office by utilizing a computer. The program is highly structured and students are expected to complete weekly assignments together. The On-Line classroom is open 24 hours a day, seven days a week. The average age of students in this program is 38. The On-Line program is taught by someone who actually works in the field. The University of Phoenix campus in San Diego also offers business and management degrees for the working adult one night a week.

Eckard College, Florida introduced the PEL (Program for Experienced Learners) ten years ago and offers eight week classes in the evening or on weekends (Eckard College brochure, 1991-92). PEL is a degree program specifically designed to meet the needs of adult learners--people who have the motivation and maturity to succeed--yet need flexibility and personalized attention. All students are required to take an introductory course: Life, Learning and Vocation (LLV). The program

includes directed study, independent study, tutorial formats and overseas study. The student-faculty ratio is 14:1. Some of the more popular majors such as business, management, and human development services, can be pursued through the evening/weekend program while other majors require more independent work.

Syracuse University, New York has a long history of operating off-campus centers and external Master degree programs that attract a nationwide clientele of professionals in graphic arts, business, engineering, and computer science (Syracuse independent study degree program brochure, 1989). The independent study degree program dates back to 1966 and offers innovative educational techniques. There are short on-campus residence requirements and self-paced study is completed at home. Students confer with the full-time Syracuse faculty by telephone, fax, and electronic mail. The program runs 15 weeks for each of three semesters. The B.A. in liberal studies and B.S. in business administration and food systems management requires a one-week residence three times a year. The M.A. in advertising design or illustration and Master's in social science requires a two-week residence once a year.

The Union Institute is headquartered in Cincinnati, Ohio and has locations in Los Angeles, Sacramento, San Diego, California; Miami, Florida and at their headquarters in Ohio (College of Undergraduate Studies brochure, 1990). The Institute is dedicated to the highly motivated adult learner. There are 1,200 students (900 graduates; 300 undergraduates). The program is tutorial-based and students receive a B.A., B.S. or Ph.D. The program includes seminars, independent study and innovative educational opportunities.

In California, National University is dedicated to adult learning and has a network of 24 locations statewide as well as a campus in San Jose, Costa Rica (National University brochure, 1991). Instead of the traditional semester or quarter system, students take one course per month in the evening which enables students the opportunity to focus on one subject. The institution provides simplified registration, evening classes, small classes (14-20 students) taught by working professionals, convenient campus locations, and a centralized university-wide database. A Bachelor's of Business Administration and MBA in management, business and computer and applied sciences are offered as well as the A.A., B.A. M.S. and M.A.; Master's in education and human services; and a law degree.

Some of these programs emphasize self-directedness on the part of the student who is expected to be an active participant in planning his or her degree program. Several programs offer credit for experience. A few programs focus on television courses and students use home computers. Many of the programs have student orientations, workshops, and counseling services in the evening. Some of the programs offer intensive schedules with short timeframes.

### Alternative Methods of Teaching and Learning

Courses offered in intensive formats have been debated by faculty and administrators for several decades. Intensive course formats are criticized as being too compressed to achieve academic quality. Instructional technology as part of

classroom teaching has also been debated when academic quality is addressed. Some of the reasons technology has not had a greater impact on college teaching are: conservative institutional structures that inhibit change, faculty commitment to traditional teaching methods, a reward system that does not recognize efforts to improve teaching, and overt fear of technology (Albright and Graf, 1992). The following alternative teaching methods (distance education, intensive degree programs, cable television degree programs and multimedia degree programs) describe other options for working adults to complete their education in a timely manner.

Distance Education. In 1991 Washington State University, a land grant traditional college, developed an extended degree program offering distance learning in addition to their traditional academic programs on campus (Washington State University bulletin, 1993-95). A Bachelor's of Arts in Social Sciences was designed for students in rural communities who had completed the equivalent of the first two years of college.

In 1990 Washington State University requested funding for programs that would improve access for rural constituencies in its 1991-93 biennial budget proposal to the legislature. A faculty planning committee was formed to develop more specific information on the extent to which an extended degree is needed in the State of Washington and to make recommendations regarding how Washington State University should proceed in the development of an extended degree. With the assistance of the College of Sciences and Arts, Extended University services, the Vice Provost for Instruction, the Higher Education Coordinating Board, and the Education

Network, the planning committee developed a set of questions assessing interest in an undergraduate degree program offered through distance education.

The extended degree survey focused on the following questions regarding client groups and degree types:

1) Among adults having completed approximately two years of college, how many would be likely to pursue finishing a Bachelor's degree in the next five years?

2) Among those interested in working on a Bachelor's degree at the upper division level, how many would be interested in taking courses in distance learning formats?

3) Given an interest in the degree program in a flexible format delivered at a distance, what degree would be most desired? Respondents were first asked specifically about their interest in the B.A. in social science. If the response was "uninterested", they were asked to indicate interest in another degree, such as business, engineering, arts and humanities, or education.

An initial sample of 2200 households was selected from Washington State. A second sample of 1400 randomly drawn telephone numbers was selected to represent 28 non-metropolitan counties. Interviewers called residents between April 2 and 26, 1991 and interviews lasted an average of 25 minutes. Of the 2200 original telephone numbers, 621 complete and 42 partially completed interviews were conducted. Of the second 1400 telephone numbers, 497 complete and five partially completed interviews were conducted.

A pilot program at four rural sites in Washington was approved by the Higher

Education Board in Olympia. It took one year to design the program and one year to get approval for the pilot program. The first admitted students enrolled in the fall of 1992. At the end of the spring 1994 semester, 368 students were enrolled (National Universities of Continuing Education Association annual conference, April, 1994).

Lectures are available on video tape for students to checkout. An 800 telephone number is available for questions to faculty. The bookstore at Washington State University mails textbooks to students, and voice mail is available.

The Washington Higher Education Coordinating Board (HECB) mandated the following assessments:

- 1) Baseline student data (academic and demographic characteristics of entering students).
- 2) Intermediate assessment (writing and quantitative skills are analyzed based on a one to two page essay before the student enters the extended degree program).
- 3) End of program assessment (a one to two page essay reflecting on the student's experience in the extended degree program).
- 4) Program review (comparison of grades, student evaluations, faculty evaluations, and retention and graduate rates).
- 5) Alumni survey.
- 6) Perceptions of employers and key community constituencies.

A comparison of courses offered at Washington State University (WSU) and through the extended degree program (EDP) was conducted at the end of the spring, 1993 semester. The results were as follows:

<u>Course</u>	<u>EDP GPA</u>	<u>WSU GPA</u>
Anthro 316	3.76	2.9
Criminal Justice 330	3.06	2.68
History 341	3.97	2.54
International Bus. 380	3.1	3.00
Sociology 364	3.82	2.51

Students learning at their own pace in the distance program did better in their courses than campus students enrolled in the semester course.

Intensive Degree Programs. Colleges and universities are faced with increasing numbers of adult and part-time students who encounter serious time constraints when returning to school. Yet, intensive courses have generated disapproval among faculty and administrators. Intensive courses have been accused of sacrificing breadth, disregarding academic standards to accommodate time constraints, and obliging students to cram information at the expense of genuine learning and development (Bergquist, Gould, and Greenberg, 1981).

During World War II, intensive foreign language training programs proved highly successful in training interpreters for both the United States and British armies. These programs suggested a powerful alternative to traditional learning formats. Many college faculty who had participated in these programs later introduced intensive coursework into colleges and universities (Powell, 1976).

In the last several decades, there have been a number of experimental studies investigating intensive summer courses. Most of these studies have found no

statistical differences between intensive and traditional course formats (Austin, Fennell, and Yeager, 1988; Murphy, 1979; Bester, 1965; Kanun, Ziebarth, and Abrahams, 1963). Scholars have surveyed (Patterson, Sedlacek and Tracey, 1981) or examined (Eller, 1983; Keilstrup, 1981; Deveny and Bookout, 1976; Parlett and King, 1971) student attitudes towards intensive summer courses and generally have found that students typically rate their experiences favorably. Kirby-Smith (1987) identified the following advantages of intensive courses: over quickly, less travel time, and learn more. The disadvantages were: fatigue, excessive workload, and burn out. Scott and Conrad (1991) found that the most significant obstacle to intensive courses is faculty attitudes. They noted:

Intensive courses are highly labor-intensive and can encumber faculty from fulfilling other responsibilities--most notably research. At the same time, however, most faculty seem to want to accommodate student schedules insofar as possible. Thus, faculty often confront two opposing forces: consumer demand for intensive courses and their own reluctance to commit to intensive experiences.(p.51)

Cable Television Degree Program. An innovative distance learning Bachelor's degree program in management designed by Mind Extension University (ME/U) is being implemented by 18 universities (Colorado State, Emporia State, Governor State, Kansas State, New Jersey Institute of Technology, Oklahoma State, Oxnard College, Pennsylvania State, State University of New York Empire College, University of California Extension at Berkeley, University of Maryland, University of Minnesota,



University of New Orleans, University of Oklahoma, University of South Carolina, Utah State, Washington State and Western Michigan University). The program is the first of its kind and more than 14 million households have access to their cable television network. ME/U delivers a degree program for students who have finished the first two years of college and takes approximately three years to complete. According to managing director Donald A. Sutton "Earning academic degrees over distance-learning systems is the way of the future for a sizable part of the population" (Watkins, 1991, p. A-18). Full-time workers and single parents who cannot easily leave home are prime candidates for undergraduate degree programs on television. The program offers 40 credit courses to about 600 students each term.

To complete ME/U's degree program, students must first qualify for admission to the institution that will award the degree. They enroll for telecourses at ME/U which collects tuition, supplies a syllabus, and sells textbooks. To contact the university and their professors, students use an 800 telephone number and leave messages in an electronic mailbox. ME/U supplies the examinations, the University arranges for a site and for proctors, and ME/U scores the exam. While the degree is awarded by just one institution, the program is a package of individual telecourses contributed by other universities.

In November, 1991 the California State University Commission on Learning Resources and Instructional Technology launched Project Delta (Direct Electronic Learning Teaching Alternative) to help meet the projected student enrollment increases over the next two decades in the California State University system. The

goals are to greatly increase the role of technology in educational delivery by expanding existing CSU campus efforts and by promoting multi-campus cooperation in technical and programmatic areas (West and Daigle, 1993).

There are three criteria of the Delta Project: First, it must sustain the quality of teaching and learning achieved in traditional classroom settings. Second, it must increase the amount and convenience of student access to higher education. Third, it must be cost effective compared to existing delivery methods, thereby promoting greater institutional accountability in the use of public funds (West and Daigle, 1993, p. 32).

California State University, Chico offered their first degree program via distance education in 1975 and in 1993 have 2,000 students enrolled; California State University, Dominguez Hills offered their first degree via distance education in 1992 and have an enrollment of 100; California State University, Los Angeles offered a degree program via distance education in 1987 and in 1993 have 383 students enrolled; California State University, Northridge offered a degree program via distance education in 1984 and in 1993 have 150 students enrolled; and California State University, Sacramento offered a degree program via distance education in 1984 and in 1993 have 10 students enrolled (Electronic University, 1993).

The University of California, Santa Barbara offered a degree program via distance education in 1973 and in 1993 have 112 students enrolled. The distance education program at UCSB is organized around a full-service remote facility. The

Ventura Center offers students a computer lab for class writing assignments, a computer science laboratory and a library research terminal (Electronic University, 1993).

Multimedia Degree Programs. In 1991 Northern Kentucky University (12,000 students with almost 50 percent nontraditional students) in partnership with Cincinnati Bell Directory and Apple Computer offered an on-line learning education system designated as Ole. "Ole uses on-line computer communications (computers, modems and phone lines) to simplify and enhance course work in an interactive learning environment outside the traditional physical constraints of classroom and schedules" (Main and Berry, 1993, p. 10).

Students submit assignments, communicate with instructors, pose questions or interact with other students while on-line. A pilot research program consisted of six courses (astronomy, education, psychology and sociology) and 224 students. The students were assigned Macintosh SE personal computers to use at home or at work to fulfill their course requirements while on-line. The pilot included students who were enrolled in traditional campus courses as well as students taking classes via public television broadcasts at home. Students who took classes via Ole received better grades and evaluated instructors more favorably than students who took the same courses with the same instructor and did not have computer interaction capabilities.

Students using Ole tended to communicate more often with faculty by posting questions on-line for the faculty and other students. Students often answered their classmates' questions or made corrections in their work. Administrators believe the

university will achieve significant cost savings by using Ole--an average of 30 percent savings per student is predicted over five years. Calculations were based on all costs associated with delivering traditional education.

Utilizing technology (computers) in classrooms is common in many institutions throughout the United States. Responding to a challenge by Vanderbilt's Chancellor, EDUCOM identified 101 examples of technology used successfully in college classrooms. Institutions such as Boise State University, Cornell University, Dartmouth College, Harvard University, MIT, and Pennsylvania State University offer video and computer courses in art, astronomy, business, languages, mathematics, nursing, physics, and sociology.

Although the future for undergraduate degrees appears to be shifting toward intensive formats and telecourses, only a few colleges and universities offer these options at traditional semester/quarter lecture programs. Today, there is still continued resistance to intensive part-time programs and educational leaders are still focusing on traditional undergraduate programs.

#### Change in a Bureaucratic Institution

Traditional teaching methods have changed very little in the past 50 years according to Eurich (1985). Higher education has relied on lectures, small group discussions, hands-on laboratory for most science courses, library assignments, paper writing, and examinations. Instructional technology has added films, overhead visual

projections, television, and occasionally self-directed instruction with computers.

"Educational technology, plus other innovations in instruction, are on the verge of revolutionizing how we think about and practice teaching in higher education" (Apps, 1988, p. 41).

Research institutions, such as the University of California system, are bureaucratic institutions and consist of the President and Regents of the University of California (governing body). Each of the eight campuses have a Chancellor and Vice Chancellors and find themselves isolated from other campuses. Rules and regulations become the important mediators of interaction, and administrators become specialists in distinctive areas. Administrators spend little time with faculty and talk instead to other administrators, to external nonfaculty audiences, state legislators, professional associations and boardrooms (Birnbaum, 1991).

Organizational charts and organizational structures dictate who is in charge and how information is disseminated. The institution is organized as a rational hierarchy. During turbulent times, it is difficult for the bureaucratic institution to respond quickly to changes in the environment.

Schlossberg, Lynch and Chickering (1989) tell the story of John, a 33 year old who tangled with the bureaucracy when he dropped out of college after a year to go to work. In the early 1980s he attended a community college for two semesters and then realized that he would not be able to progress in his career without a college degree.

When he applied to a college, the Registrar's office asked for course

descriptions for several courses he had taken 15 years ago. Some of these courses, after review of the descriptions, were accepted and some were not. He also didn't pass the test which would give him credit for English composition, but after talking to the director of the testing service and the chairs of the English and business departments, was provided an alternative option. This resulted in a re-evaluation of his transcript. A form had to be completed giving authorization to apply five former courses to the math major. He had to go to two departments to get the approval. It took numerous visits to campus and time off work before John was able to finalize his student record.

John believes that it would have been quicker and more efficient if the Registrar, who requires additional coursework information, acted as a go-between and did the talking with the various departments rather than sending the student all over campus. This example shows that institutions must reduce the level of bureaucracy for adults returning to college.

If the bureaucratic institution remains static while the environment changes in the 1990s, the structure gets more and more out of touch with the environment. The best time to restructure is now as more and more faculty and staff take advantage of early retirements. The first step in this restructuring is to review the mission of the university.

Millard (1991) provided guidelines to academic leaders who are being pressured to change their mission statements. Some of these guidelines are:

- 1) Call for a careful review of who our students are, why they are here, their education needs, and the extent to which our goals and objectives and the student's reason for being there coincide.
- 2) Undertake a review of the social, economic, and political environments of the institution (environmental scan) to determine the extent to which the institution's goals and objectives are commensurate with its opportunities and the postsecondary educational needs of the wider community of which it is a part (whether that community be local, state or national, or all three).
- 3) Call for assessment of whether the goals and objectives are being met and where and why those that are not being met are not.
- 4) Carefully review and reformulate the institution's mission, goals and objectives both for the institution as a whole and in its various parts to ensure the relevance of its instruction, research, and community service to what it can best and realistically accomplish educationally in the light of the resources available (Academic Leader, 1992, February, p. 5)

Implementing a new program requires persistence, according to Birnbaum (1991). Leaders of higher education in the 21st century must explore the need for change and should consider the following questions: What specific change is needed?

What is the climate for change? Once the mission statement has been reviewed and revised based on changing demographics, the need to educate part-time students is addressed. The next step is the development of a part-time degree program and how resources are obtained.

### Developing Adult Part-Time Degree Programs

The last two adult educational handbooks published in 1980 and 1989 emphasized that program development and planning are critical to the decision-making process. According to Sork and Caffarella (1989), programs are planned within institutions that have histories, traditions, philosophical orientations, policies and operating procedures which all affect how planning proceeds.

Program Planning. Understanding the mission of the parent institution is critical when planning an adult degree program. An overview of various program planning theories is presented to illustrate the importance of complying with the organizational philosophy, format and function.

In 1960, London indicated the formal steps in successful program development are: determining the needs of constituents, enlisting students in the planning, formulating clear objectives, designing a program plan, and finally the planning and carrying out of a system evaluation. In 1974 Argyris and Schon stated that the key to program development is not to follow the models of practice found in manuals and textbooks but develop a program based on the institution's mission.



Boone in 1985 defined a planned program as "the master perspective [plan] for behavioral change toward which adult educators direct their efforts" (p. 16). He contended that planning consisted of three major subprocesses for adult educators: planning, design and implementation, and evaluation and accountability.

In 1986, Sork and Buskey noted that the vast majority of models developed for adult education lack a theoretical foundation. They indicated that the gap in theoretical explanation can be attributed to a low level of emphasis upon the environmental and organizational contexts in which adult education occurs. It is their belief that no one model is suited for all situations. Brookfield (1986) maintained that purpose, order and finiteness characterize the model of program development and are most commonly adopted in facilitating adult learning. The focus should be on the design of instruction, the planning of course work, and the evaluation of program success. Brookfield contended that adult learners need a program which includes negotiation, change and alteration. A key question arises: Should only administrators plan the program or should adult students provide input?

Kowalski in 1988 indicated programming should reflect the values, needs, and priorities of the institution.

Unfortunately, some institutions design instructional programs that ignore these attributes of the parent organization. . . . Frequently, organizations are tempted to duplicate programs already in existence in other institutions. No doubt this approach to program development is quick and inexpensive, but it also is precarious. (p. 43)

Program planning provides a master plan for the future, ensures that adult education is not in conflict with the overall mission(s) of the parent organization, provides the basis for formulating goals and objectives for adult education, attempts to reduce potential conflict between adult education and other functions of the organization, provides a guide for management decision, identifies critical components which should be infused into the development of programs and increases the likelihood that all needs and desires for adult students receive appropriate review.

Kowalski (1988) identified eleven critical steps in planning adult programs: (1) form an advisory council, (2) identify restrictions, (3) review the organizational philosophy and mission, (4) create a program mission and interface with the organization, (5) assess needs, (6) convert needs to objectives, (7) build the curriculum, (8) identify resources, (9) build the budget, (10) market the program and (11) evaluate the program.

Sork and Caffarella in 1989 developed six steps to planning adult programs: 1) analyze planning context and client system; 2) assess needs; 3) develop program objectives; 4) formulate instructional plan; 5) formulate administrative plan; and, 6) design a program evaluation plan. Sork and Caffarella (1989) found:

Although research supports the practice of actively involving the learner in instruction, once the program begins, there is inconclusive evidence to support the assertion that direct participation of the learner in planning consistently enhances learning motivation, or attitudes toward the program. (p. 235)

The central issues which are reflected in these various theories of program planning are: 1) form an advisory committee; 2) assess needs; 3) determine the values, needs and priorities of the institution; 4) create a program mission that integrates with the institution; 5) enlist students in the planning; 6) negotiate, change and alter; and 7) evaluate the program.

Curriculum Planning. Identifying the appropriate curriculum is necessary in the process of program planning. Boyer in 1987 proposed curriculum as a series of courses in general education--language, art, heritage, institutions, nature, work and identity (Millard, 1991). In contrast, the Association of American Colleges (AAC) in 1988 listed nine areas for an undergraduate education: inquiry, literacy, understanding numerical data, historical consciousness, science, values, art, international and multicultural experiences and study in depth.

Comparing these two different approaches to curriculum content, Millard (1991) stated:

What is significant about both lists is 1) that they are process-oriented, 2) that they do not specify particular courses, and 3) that, while the presumptions may be that they or at least part of them will be available through the arts and sciences, in neither case is it specified that they are or should be offered only by a liberal arts college. (p. 98)

What Millard implied, therefore, is that alternatives for a liberal arts program can and should be incorporated into curriculum planning.

Kowalski (1988) provided various categories of curriculum planning:

1) Humanistic; allowing the adult learner to participate in shaping learning content and experiences. 2) Social reconstruction; emphasizing society rather than the individual learner. 3) Technology; specifying methods to insure that intended goals are met. 4) Academic; focusing upon subject matter and broader fields of study (content, activities, outcomes, and social reconstruction). He also pointed out there are five criteria which modify instructional planning: 1) Philosophical considerations (values), 2) Psychological aspects (needs), 3) Educational technology (analyzing tasks), 4) Political issues (discrimination) and 5) Practicality (costs). Kowalski cautioned that existing institutional programs are not necessarily the best programs for adults. The seven steps for development of adult learner curriculum are: diagnosing needs, formulating objectives, selecting content, organizing content, selecting learning experiences, organizing learning experiences and determining evaluation procedures.

Curriculum delivery issues which need to be considered include whether the curriculum will be taught: by traditional lecture format; through courses in an intensive format; by interactive multimedia; via learning contracts (self-directed study); or through internships.

Regarding degree programs themselves, should traditional Bachelor's degrees be offered in health science, computer science, literature or the arts? One alternative is to offer a Bachelor's degree in liberal studies (humanities, social sciences, mathematics and sciences) similar to the program offered by Syracuse University. Another alternative is a Bachelor's degree in University Studies similar to the University of Maine where students design their own program along with advisers and

faculty.

Alverno College in Milwaukee emphasizes the interconnection between courses and real life. To graduate every student must master eight basic abilities, including problem solving, communicating, analyzing, working in a group and understanding a global perspective.

However a program is structured, it must be remembered that programs which are highly individualized and unstructured and which rely heavily on learner input could be threatening to the institution's stability for the traditional structured classroom.

Financial Planning. Introducing a new program and finding the necessary resources can be precarious, especially when college campuses are considering placing limits on enrollments and classes, and educational institutions are experiencing financial problems as they have in the 1990s. Yet, to be responsive to current educational demographics, institutions must address the adults returning to school to complete their Bachelor's degree.

Funding adult education with tax monies has generally not been accepted by the general public to nearly the same degree as education of children and youth. "In times of financial stress, therefore, support for adult education is under heavier attack than any other feature of the school system" (Brunner, 1959, p. 210).

Christoffel (1978) studied funding of various sectors of adult and continuing education for over 20 years and discovered that there was no single federal policy toward lifelong learning. She found that the federal government spends substantially

more on advantaged than on disadvantaged adults. "While the federal government spent in excess of \$14 billion, it has been estimated that the private sector spends over \$40 billion annually for ACE [Adult and Continuing Education]" (Rivera, 1987, p. 18).

The prevailing sentiment in both the United States and Canada is that while the education of children should be fully paid from tax funds, the education of adults should be paid by those who directly receive the benefits (Griffith and Fujita-Starck, 1989, p. 170).

Adult degree programs are usually self-sustaining, which means expenses must be covered by tuition. Local taxes, state taxes, and federal taxes finance some of the existing programs. Gifts, endowments or grants supplement other programs. Literacy-based and vocational education are generally supported in the United States by state and federal funds while recreational, personal enrichment and professional development are usually supported with program fees. "It should be noted, however, that so-called self-support programs often receive some state or local support in the form of personnel, facilities, and administrative support services" (Griffith and Fujita-Starck, 1989, p. 170).

Preparing a budget and setting fees for a part-time adult degree program at a higher educational institution requires involvement of administrators and faculty. Use of existing facilities (classrooms, library, career advising) is critical. Any new program requires an initial budget to pay for administration, recruitment and instructional costs. Murphy (1981) noted that how much financing is needed and

where the money will come from depends largely on the college's budgeting procedures, the size and scope of the proposed program, and the extent to which its establishment and success have priority within the institution.

Administrators of a new program will be concerned with establishing tuition levels and assisting students with financial aid. Decisions must be made about salary levels for faculty members, counselors and administrators. The National Association of College and University Business Officers (NACUBO) has budget models for budgeting non-traditional educational programs. Each model identifies the cost associated with admitting, advising, teaching and administering programs.

The tuition charged to students depends on what the university is charging traditional daytime students as well as what other institutions in the city are charging. Some institutions' fees are fixed and inflexible whereas other institutions' tuition may vary according to program cost, size or demand.

Griffith and Fujita-Starck (1989) noted that as the number of adult students increases, state policymakers will find it increasingly difficult to maintain a hands-off stance. However, Bell (1960) asserted that:

The basic trouble lies in public failure to realize the need for and power of adult education. Its cure will come when leaders have presented a picture of adult education sufficiently convincing to bring about the necessary public affirmation, and to elicit from private and public pockets the sums essential to unleash the ultimate potential of adult education. (p. 139)

Within the financial picture, one cannot assume that adults can finance all of their education. One must keep in mind factors such as child care, loss of a job, and caring for parents which may impact whether an adult can afford to pay for a college education unassisted. Offering public education at a reasonable cost is critical for many adults.

Program Administration. The organizational structure of an institution depends upon the mission, goals and objectives, available resources, and the creativity, imagination and interests of the leadership. The administration and organization of adult education may be established as a separate college such as Boston University's Metropolitan College, cited earlier, or they may be part of larger continuing/extension programs. Institutions considering a new part-time program for adults may utilize an existing program, or the institution may need to develop a separate program to make it more visible and attractive (Schlossberg, Lynch and Chickering, 1989).

If the program is off-campus and distinct from the main campus, it will probably have its own dean or director, publish its own promotional literature, conduct its own recruitment and admissions programs, keep academic records of its students, hire its own faculty and conduct its own graduation. The advantage of this method is that it allows innovation in teaching methods. The disadvantage is the challenge to establish and maintain a supportive, cooperative relationship with the main campus. If the program is self-contained and experiencing financial problems, it might be logical to end the program.



If the program is integrated into the existing framework of the university, the administrative and departmental units will need to be sensitive to part-time students. This requires changes in the way students are counseled and admitted.

Selecting the title of the part-time adult education program is very important. Should the program be called evening programs, part-time degree programs, or adult degree programs? Peters and Kreitlow (1991) identified 39 different names of departments, divisions, centers, and other organizational units that housed the adult education graduate programs. Some of these included: adult education, adult and higher education, vocational and adult education, leadership and policy studies, human and organizational development, educational studies, adult education and instructional studies. Careful consideration of the name is important when developing a new part-time adult degree program. At the University of California, a part-time Bachelor's degree program may be the appropriate title of the program and could include all of the community (18-24 year olds and adults).

### Literature Summary

The movement for adult education has been slow and chaotic since its beginning in 1926. The literature cited provided an overview of past and current traditional and nontraditional programs in adult education. Several innovative adult degree programs such as distance learning, multimedia, intensive courses and cable television degrees illustrated that a variety of programs are available to working, part-

time students who may have time and transportation constraints. An overview showed how higher education institutions have made changes to their current mission in order to create a supportive environment for adult learners; however, change was rarely easy and always exacted a price.

Educational leaders needed persistence when introducing new programs. Support of the faculty was essential. Development of new programs required the support of administrators, faculty and staff in order to be successful. In many of the programs cited, higher education, by broadening and transforming its traditional instructional mission, provided opportunities for career development, enrichment, and change to people at any age and at any stage of their life (Millard, 1991).

According to Schlossberg, Lynch and Chickering (1989), "Higher education is no longer limited to socializing the elite; it now aims to educate and train the masses" (p. 243). California research institutions, unfortunately, did not appear to be addressing this issue. It is the aim of this research study to provide a model which could address and improve the situation.

## CHAPTER THREE

### Research Design and Methodology

#### Introduction

In discussing adult education research, Merriam (1991) noted that "many questions come from practice--we observe something that puzzles us, we wonder about it, we want to know why it is the way it is, we ask whether something can be done to change it, and so on" (p. 43). She observed the relationship of research in adult education to the production of knowledge in terms of three paradigms: the positivist (empirical-analytic), the critical, and the interpretive.

Positivist Paradigm. Most of the research in adult education has been based on the positivist paradigm (Merriam, 1991). This scientific method was first developed and used in the natural sciences. "Questions of description, confirmation, causal explanation, prediction, and control are important to this paradigm" (Merriam, 1991, p. 45). To maintain objectivity, researchers use instruments such as scales, tests, surveys and computers to collect data. Positivist research typically begins with researchers selecting or generating theory and then testing it. The positivist view maintains the separation of facts from values; separates theory from practice (Foster,

1986).

Scientific knowledge is gained through sensory or observational experience combined with logic. Data is analyzed by predetermined, usually statistical, procedures. Deshler and Hagan (1989) noted three overlapping phases of this research: 1) atheoretical descriptions of programs; 2) "an improvement of research methods and designs patterned after the natural sciences" (p. 2); and 3) the building of theory and the definition of research territory.

Critical Paradigm. The critical paradigm includes a commitment to organized, deliberate, and prudent action; action that will change for the better the social situation of those involved (Merriam, 1991). The aim of critical research is to enlighten its subjects about unrecognized social constraints and possible courses of action.

Little has been written on how to go about doing research with the critical paradigm. Most of the research involves action and participation to develop learning theories. "Questions related to social structure, freedom and oppression, power and control, drive critical research" (Merriam, 1991, p. 58).

Interpretive Paradigm. In the 1970s, alternative approaches to the positivist paradigm began to receive more attention in adult education. These "postpositivists" began to call their research the interpretive paradigm, which challenges many of the assumptions of positivist-oriented research. The questions in interpretive research focus on "process" rather than outcomes or products.

The interpretive paradigm is linked with anthropology, history, phenomenology,

symbolic interactionism, and hermeneutics. This paradigm seeks to replace scientific notions of control with understanding and meaning and assumes that there are multiple realities--a construction of the human mind. "The world is a highly subjective phenomenon that is interpreted rather than measured. In this view, beliefs rather than facts form the basis of perception" (Merriam, 1991, p. 48). The researcher goes to the site, the group of people, the institution and the field to collect the data. Interpretive researchers consider human interactions which are consensually validated by people.

Interpretation is essential. Researchers proceed as if they know very little about the people they visit. "They attempt to mentally cleanse their preconceptions" (Bogdan & Biklen, 1982, p. 55). Settings, subjects and other sources of data evolve and data analysis is ongoing throughout the process. Interpretive research has generated theoretical constructs which have helped define the adult education field. Rather than testing hypotheses, researchers use an interpretive approach building abstractions, concepts or theories inductively. Researchers hope to find a theory that explains their data (Merriam, 1991).

Candy (1991) indicated that the following common assumptions are shared by interpretive theorists:

- 1) The belief that any event or action is explicable in terms of multiple interacting factors, events, and processes, and that 'causes' and 'effects' are mutually interdependent; 2) an acceptance of the extreme difficulty in attaining complete objectivity, especially in observing

human subjects who construe, or make sense of, events based on their individual systems of meaning; 3) the view that the aim of inquiry is to develop an understanding of individual cases, rather than universal laws of generalizations; 4) the assumption that the world is made up of tangible and intangible multifaceted realities, and that these are best studied as a unified whole, rather than being fragmented into dependent and independent variables (in other words, context makes a difference); and 5) a recognition that inquiry is always value laden and that such values inevitably influence the framing, bounding, and focusing of research problems. (p. 42)

The interpretive paradigm is the appropriate research method to apply to the development of a model part-time degree. This research emphasizes the personal meanings of the participants; how they interpret their life experiences. The researcher's role is to interpret the meanings of faculty, administrators and students and their perceptions of part-time degrees. The researcher is open-minded and does not start with pre-conceived ideas.

The positivist paradigm would be difficult for this project since participants would be controlled in their responses. The positivist paradigm describes what is, not what ought to be. In order to analyze data, questions would be closed-ended; not allowing the participants to expand on their philosophy and values.

The critical paradigm would be difficult for this project since participants in the study would be required not only to reflect what is happening with their

experiences or meanings but must be committed to "organized, deliberate and prudent action" (Peters, Jarvis, 1991, p. 53). In other words, their reflections produce a fundamental social change. The charge would involve the researcher in the negotiation of validating knowledge.

### Methodology

This qualitative research study consisted of interviews and a questionnaire. The researcher was the primary instrument for both data collection and data analysis in the interpretive paradigm. The major data collection strategies were interviewing, observing and analyzing documents. Once the data analysis was completed, the researcher interpreted what she or he experienced. "How do certain things happen? What is the 'natural' history of the activity or event under study? What happens with the passage of time?" (Merriam, 1988, p. 19).

### Participants and Selection Criteria

Part-time Students: To understand why adults are returning to college part-time and the barriers they encounter, University of California, San Diego (UCSD) employees taking classes part-time were surveyed. These students were selected since part-time attendance is discouraged at UCSD and only a few courses are offered in the evening.

The majority of these part-time students (83%) were working 40 or more hours a week and plan to complete a Bachelor's degree at UCSD (63 percent). These students were able to find a major at a research institution that they could complete while working full-time. These part-time students are unique in that they attend classes during the day unlike many California State University part-time students who are able to take some classes in the evenings.

UCSD employees who were attending classes part-time at UCSD were surveyed in May of 1992. The UCSD Registrar's office provided a report of part-time students (Spring, 1992). There were 13,659 undergraduate students enrolled and 415 were part-time (three percent). Three hundred and ten of the 415 part-time students were continuing UCSD students who had petitioned to reduce their course load due to work, health or family matters. These students were generally traditional 18-24 year olds who were unable to attend full-time. The remaining 105 part-time students were UCSD employees working full-time and over 25 years of age. All 105 were sent the questionnaire.

Forty-nine of the 105 part-time students returned the questionnaire by the deadline of June 12, 1992. Followup phone calls of 25 employees randomly selected resulted in eliminating five employees since they were no longer working at the university. A followup of the 51 employees who did not respond was not done. This decision was made since it was noted in the cover letter to the employees that the information would be kept confidential. If the researcher called the individuals, their identities would be revealed.



Faculty: The number of faculty members interviewed would be conducted until saturation of issues was determined. The researcher stopped interviewing faculty after the fourth interview.

UCSD Academic Senate faculty members were interviewed over the period of Spring 1993 to Winter 1994 to determine their receptivity to a part-time Bachelor's degree program at a research institution. Academic Senate members were selected since they are tenured faculty members and also have administrative experience. All tenured faculty members belong to the Academic Senate and may attend the scheduled meetings. There are numerous committees of the Academic Senate which faculty are assigned. Academic Senate members are responsible for determining the curriculum offerings, faculty teaching loads and other issues related to the quality of the programs offered at UCSD. Faculty are a critical component of a successful new part-time program. Although the University of California systemwide administration in 1994 is considering part-time graduate degrees, without the support of the faculty a program may never be implemented. All four faculty members have been employed at the university over 15 years.

The four faculty members were selected based on their specific involvement in fields related to introducing a part-time degree program: chair of the Committee on Educational Policy (responsible for approving curriculum); chair of the Council on Academic Personnel (faculty matters), chair of the Extension Advisory Committee (adult continuing education), and one of the Provosts of the five colleges at UCSD. The faculty were representative of the following departments: Biology, Economics,

Music and Political Science. Since UCSD is a research institution, it was important to include at least one faculty member from the sciences.

A summary of the results of the interview were provided to the participants after each interview. Faculty interviewed were identified as faculty 1, faculty 2, etc. in order to maintain confidentiality based on the University of San Diego's Human Subjects requirements.

Part-time Degree Administrators: Four public institutional administrators responsible for adult part-time degrees were interviewed between the Spring of 1992 and Spring of 1994 to understand how their programs were administered and to understand how their program fits in with full-time programs. Some of the issues addressed were: how is the program financed, are the offices open in the evening, and who teaches in the part-time degree program. California State University, Northridge; North Carolina State University; University of California, Santa Barbara; and Woodsworth College (Toronto, Canada) participated. These administrators were selected since they are from public institutions and their part-time programs have been in operation for over twenty years. Three of the institutions are research institutions. Two of the administrators offer part-time degree programs on campus while the other two administrators operate off-site programs. To protect confidentiality, administrators were referred to as administrator 1, administrator 2, etc. based on the University of San Diego's Human Subjects requirements.

Administrators at UCSD were not interviewed. This decision was made since the faculty interviewed, who have administrative responsibilities as Academic Senate

members, discussed issues of how a new part-time degree program would be administered. The faculty interviewed have had both administrative positions as well as teaching positions.

Administrative units at California research institutions are continually upgrading how they do business. For example, the University of California's MELVYL system established online union catalogs of library holdings and provided public access to new and powerful research tools (Katz, 1992). Administrators must stay current with the new technologies available. Whereas, faculty are just beginning to utilize computers in classroom teaching.

Informed Consent. UCSD employees attending part-time were provided a cover letter (see Appendix B) along with the questionnaire (see Appendix C). The cover letter indicated that the information would be useful in assessing if UCSD is meeting the needs of students completing a Bachelor's degree and whether there is a possibility of developing a part-time degree. It was indicated it should take about 15 minutes to complete the questionnaire and the information would be kept confidential.

Each faculty member was contacted by phone to set up an interview. Interviews were held in the faculty member's office and were taped after prior permission was granted. A summary of the results of the interview were provided to the participants for comments. One hour was scheduled for the interview.

Part-time degree program administrators were interviewed by telephone and interviews lasted from 20 to 45 minutes. Participants were informed that the information was to be included in a research project. A second followup phone call

was conducted to clarify information. A brief summary of the phone conversation was prepared after the interview and was available to the respondent if requested.

### Data Collection

Data was collected from Spring of 1991 through the Spring of 1994. The primary means of data collection for this study were interviews and one questionnaire. The researcher conducted all interviews and distributed the questionnaire.

Interviews. Interviews were the main data gathering methodology and addressed each of the research questions. Interviews allowed the researcher to gather information in a relatively short period of time and obtain a broad picture for the requirements to design a part-time adult degree program. "An interview is a method of data collection that may be described as an interaction involving the interviewer and the respondent, the purpose of which is to obtain valid and reliable information" (Marshall and Rossman, 1989, p. 82). Interviews produce a high response rate; eliminate misinterpretation of a question; misunderstandings are clarified; and conversation is relaxed.

Interviews with part-time administrators and faculty were open-ended in order to "not to put things in someone else's mind," but rather to access the perspective of the person being interviewed (Patton, 1990). The researcher prepared questions in advance of the interviews (see Appendix D and E) based on the research questions (institutional barriers, political barriers and economic barriers and based on two

informal interviews with UCSD faculty members). Having these questions prepared in advance allowed the researcher the means of translating the research objectives into specific language and provided a way of motivating respondents to share their knowledge of the phenomenon under study (Merriam, 1988).

The interviews were unstructured and the prepared questions were used only as a guideline for the researcher. The unstructured interview is concerned "with the unique, the idiosyncratic, and the wholly individual viewpoint" (Guba and Lincoln, 1988, p. 156).

The goal of the researcher was to try to understand how individuals perceive part-time education. An attempt was made to understand the person's expertise, position and insight. Faculty who were interviewed many times recommended other people to contact regarding the feasibility of a new part-time degree program.

A verbatim transcript was prepared within a week of each interview. An analysis of the first interview provided additional questions to ask the next interviewee. The decision to end interviews of part-time administrators and faculty was made after the fourth interview due to "saturation of categories" (Merriam, 1988), i.e. institutional barriers such as counseling and childcare; programs offered on-campus vs off-campus; curriculum issues and innovative teaching methods.

Taylor and Bogdan (1984), specify five issues to address at the outset of every interview. Each of these is listed below, followed by pertinent statements regarding the procedures of this research.

1. The investigator's motives and intentions and the inquiry's purpose. Part-time

administrators and faculty were informed that the data gathered from the interview was to be included in a research study.

2. The protection of respondents through the use of pseudonyms. Part-time administrators and faculty were informed that their identities would not be disclosed.

3. Deciding who has final say over the study's content. Part-time administrators were allowed the opportunity to review the summary of the interview. Faculty were provided a summary of the interview and were requested to provide comments.

4. Payment (if any). No payment was made to any of the participants in this research study.

5. Logistics with regard to time, place, and number of interviews to be scheduled. Part-time administrators were interviewed by telephone at a time scheduled in advance to allow them sufficient time to answer the researcher's questions. Faculty were contacted in advance to make an appointment. All interviews were conducted in each faculty member's office at the university.

Interviews provide the opportunity for the interviewer to explore and understand the other person's perspective. According to Patton (1990), there are three types of qualitative interviewing. The first type is the informal conversational interview. This interview relies entirely on the spontaneous generation of questions in the natural flow of interaction. The second type of interview is the general interview guide approach in which a set of issues is outlined before interviewing begins. The third type is the standardized open-ended interview. This interview consists of a set of questions carefully worded and arranged with the intention of taking each

respondent through the same sequence and asking each respondent the same questions with essentially the same words. The second and third method were not utilized in this research study.

The advantages of the informal conversational interview are the open-ended approach; data gathered is different for each person interviewed and each new interview builds on those already completed. This type of interview allows the interviewer to be highly responsive to individual differences and situational changes. The weakness includes a great amount of time to collect systematic information, since it takes several conversations with different people before a similar set of questions has been posed to each participant in the setting. Data collected is sometimes difficult to organize and analyze.

The informal conversational interview provided UCSD faculty the opportunity to conceptualize a part-time degree program offered in the evening and on weekends. New methods of teaching adults, such as intensive course formats and multimedia, were also addressed. Each faculty member provided their own opinions as to whether a part-time degree could be offered at UCSD. The faculty members were also allowed the opportunity to ask questions. The part-time administrators were provided the opportunity to describe the unique characteristics of their particular program.

Interviewing provides less chance of misunderstanding between the inquirer and the respondent than in other approaches. The interview format is more flexible and provides wide latitude within which the respondent's responses can be explored. As Guba and Lincoln (1988) noted:

The technique provides for continuous assessment and evaluation of information by the inquirer, allowing him to redirect, probe, and summarize. Unstructured interviews in particular provide a picture of the event or thing in question in the respondent's own words and terms, his 'natural language.' Face-to-face encounters of the sort embodied in unstructured interviewing also allow for a maximum of rapport to be built between interviewer and respondent. Interviewing is virtually the only technique that provides access to 'elites'--those with specialized knowledge of the situation--and it provides information much more quickly than observation. (p. 187)

Questionnaires. Questionnaires often attempt to gather background characteristics and elicit feelings, beliefs and experiences of the respondents. Questionnaires provide an opportunity for careful construction and validation of questions in advance of conducting the study (Merriam, 1984, p. 6).

A questionnaire was developed specifically for UCSD employees based on the research questions (Appendix C). A pretest of the questionnaire was given to two UCSD employees, one UCSD faculty member and one UCSD administrator since UCSD part-time students were selected. A pre-test questionnaire was also given to three part-time students at California State University, San Marcos (CSUSM). As Fowler (1988) noted, a great deal can be learned by trying out questions on friends and co-workers. The members selected for the pre-test are familiar with the university's organizational structure and curriculum.



The first four questions gathered demographic information regarding the respondent. The next five questions gathered information as to why the respondents were attending college part-time. Questions ten and eleven gathered information addressing barriers encountered while attending college part-time. The remaining questions addressed personal preferences of the respondents if they were given choices. The final question was open-ended to allow participants to describe their educational views in their own words. Descriptive statistics were used to calculate the results of the questionnaire.

A cover letter (see Appendix B) and the questionnaire (see Appendix C) were mailed to UCSD employees attending UCSD part-time in May, 1992. The cover letter indicated that the purpose of the survey was to gather information as to whether there was interest in part-time Bachelor's degree program at UCSD.

A closed- and open-ended questionnaire, which was used in this study, had items that forced the person to choose one of the alternatives provided and also offered the opportunity at the end for an informal response to obtain answers that were not anticipated. This open-ended question provided the respondents the opportunity to answer in their own words. The advantages of a closed-ended questionnaire are that it allows the researcher the opportunity to guide participants and that the data collected is easy to analyze.

To provide a consistent data collection experience for all respondents, Fowler (1988) pointed out that a good questionnaire has the following properties: 1) The researcher's side of the question and answer process is full scripted, so that the

questions as written fully prepare a respondent to answer questions. 2) The question means the same thing to every respondent. 3) The kinds of answers that constitute an appropriate response to the question are communicated to all respondents. (p. 76)

To maximize reliability, questions should be worded so that the respondent answers immediately rather than taking time to think about how to answer the question. "The extent to which the answer given is a true measure and means what the researcher wants it to mean or expects it to mean is called validity (Fowler, 199, p. 84). Fowler noted that the idea of validity is somewhat different for subjective and objective measures. The only way to assess validity for subjective responses is to determine the way in which they correlate either with other answers that a person gives or with other facts that one thinks should be related to what is being measured. There are three steps to the improvement of validity of subjective measure: 1) Make the question as reliable as possible. 2) It is better to have more categories than fewer. 3) Ask multiple questions (Fowler, 1988).

Closed-ended questions are usually a more satisfactory way of creating data.

There are three reasons for this:

- 1) The respondent can perform more reliably the task of answering the question when response alternatives are given.
- 2) The researcher can perform more reliably the task of interpreting the meaning of answers when the alternatives are given to the respondent.
- 3) When a completely open question is asked, many people give relatively rare answers that are not analytically useful. Providing respondents with a

constrained number of categories increases the likelihood that there will be enough people in any given category to be analytically interesting (Fowler, 1988, p. 87).

A closed-ended and open-ended questionnaire was developed in March 1992 and presented to part-time students at California State University, San Marcos (CSUSM) as a pre-test (see Appendix F) to refine the questions for the questionnaire for UCSD part-time employees. A comparative analysis of the responses to the pre-test questionnaire provided to CSUSM part-time students and the final questionnaire provided to UCSD part-time employees indicated the same responses. For example, work and finances were indicated by CSUSM students as a personal barrier (closed-end question) and lack of financial aid was indicated (open-ended question). This response was also indicated by UCSD part-time student employees. Lack of adequate academic counseling was another response noted by both CSUSM part-time students and UCSD part-time student employees.

### Data Analysis

According to Merriam (1988), "Data analysis is the process of making sense out of one's data" (p. 127). The goal of data analysis is to reach reasonable conclusions and generalizations (Taylor, & Bogdan, 1984).

Data was analyzed throughout the study. Based on Merriam (1988), Goetz and LeCompte (1984) and Bogdan and Biklen (1982), a preliminary analysis was

performed after each interview and questionnaire. At the conclusion of the faculty interviews, the data was sorted into categories, based on the research questions: political factors, economic factors and opinion factors. Interpretation of this data was reviewed several times to find regularities. Holsti's (1969) guidelines for establishing categories were utilized: 1) The categories should reflect the purpose of the research. 2) The categories should be exhaustive and mutually exclusive. 3) The categories should be independent.

A list was maintained of the major ideas that emerged from the interviews and from the open-ended question from the survey. This process helped organize, integrate and synthesize the data. This process also provided regularities and patterns. The categories established, based on the research questions, provided an emerging theory of the concept of a new part-time degree program.

Identifying themes and ideas that link people and settings together is the most intellectually challenging phase of data analysis according to Marshall and Rossman (1989). As Merriam (1988) noted, "There is an element of intuition involved; much depends on the investigator's sensitivity to the data" (p. 148).

Researcher's Role. The researcher has worked in an administrative position at the University of California, San Diego for 21 years. The researcher understands how a research institution is organized and structured. This knowledge was very useful when conducting interviews with the faculty members at UCSD.

One role of the researcher is to provide evidence that data collected did no harm to the participants. As Marshall and Rossman (1989) indicated, "People may be

giving their time to be interviewed or to help the researcher understand group norms; the researcher must plan to reciprocate" (p. 69). The researcher was consistent in making sure that the interviews were scheduled based on the participant's time schedule. The researcher, upon completion of the interview, thanked the participants for their time. A note of thanks was included when a summary of the interview was provided. All of the participants volunteered their time and were interviewed in surroundings familiar to them--their office.

Using multiple interviews and one questionnaire helped reduce the potential bias that comes from interviewing a single person. Those who were interviewed were given the opportunity to review the summarized data and make comments. The tradeoff of greatest significance in this methodology was studying a small number of students, administrators and faculty in moderate depth allowed understanding that might not have been provided by an intensive interpretive study of a single student, administrator or institution.

#### Assumptions and Limitations of the Study

Three research paradigms were considered: positivist, critical and interpretive. The interpretive paradigm gathers data in which to build a theory. Interpretation of the meanings of the respondents is an important part of this research and was appropriate for this study.

Part-time students at UCSD, a research institution, were surveyed. A pilot

questionnaire was developed and tested on part-time students at California State University, San Marcos so that the questions could be refined prior to administering the questionnaire to UCSD part-time student employees. Descriptive statistics were used to determine the results. A comparative analysis of the results of the questions from both groups of part-time students provided similar responses. Information gathered provided data for the research questions.

Part-time degree administrators and faculty at research institutions provided their personal perceptions of a part-time education. Information gathered from these sources provided data for the research questions.

Mailing the questionnaire to part-time students, rather than handing it to them personally, prevented the researcher from influencing the respondents. Interpretation of data received from the interviews with part-time degree administrators and faculty may be biased since the researcher worked on committees with some of the faculty and knew some of the part-time administrators from attending continuing education conferences. However, interviewees were informed at the beginning of the interview that data gathered would be used for a research study and bias from the researcher was minimized by having the participants review the summary data.

## CHAPTER FOUR

### Research Findings

#### Introduction

The purpose of this research study was to gather information on perceptions of part-time degree programs among higher education authorities and students. The data collected addressed the five research questions. Faculty were concerned more with the political and economic barriers and program quality issues while students were concerned with institutional and personal barriers while attending part-time.

#### Description of Population

##### UCSD Employees

Responses from the questionnaire given to UCSD employees attending part-time on campus included descriptive information concerning gender, age, number of hours employed, whether participants attended college after high school, whether they left college before completing a degree, whether they attended a community college, whether they planned to complete a Bachelor's degree at UCSD and whether they would attend a part-time degree program at UCSD. This information is summarized in Table 1.

Table 1

Summary of Descriptive Information

## UCSD Part-Time Employees (n = 49)

	Number	n
<b>Gender</b>		n=49
Male	13	
Female	36	
<b>Age</b>		n=49
20-25	11	
26-30	12	
31-35	13	
36-40	6	
41-45	2	
46-50	3	
51-55	2	
<b>Number of Hours Employed at UCSD</b>		n=48
40+	38	
30-39	1	
20-29	3	
Less than 20	6	
<b>Attended College After High School</b>		n=49
Yes	44	
No	5	
<b>Left College Before Completing a Degree</b>		n=43
Yes	21	
No	22	
<b>Plan to Complete a Bachelor's Degree at UCSD</b>		n=45
Yes	31	
No	14	
<b>Attended Community College</b>		n=49
Yes	27	
No	22	
<b>Would Attend a Part-Time Degree Program at UCSD</b>		n=41
Yes	31	
No	10	



The population of UCSD employees attending part-time at UCSD was predominately female (73 %) with the average age falling between 31-35 years (27%). The number of employees working 40 or more hours was 83 percent. A large number left college before completing their degree and planned to complete a Bachelor's degree at UCSD (31%). Approximately half attended a community college (58%). A large majority indicated they would attend a part-time degree program if it was available at UCSD (76%).

#### Faculty

Faculty interviewed were male and have been at their university for at least a decade. All four were committed to the mission of a research institution and recognized the enormous task of developing a new part-time degree program.

#### Part-Time Degree Administrators

Part-time degree administrators interviewed were male with the exception of one female. California State University Northridge offers part-time Bachelor's degrees in business administration, Chicano studies, child development, English, history, liberal studies, psychology and sociology. North Carolina State University offers Bachelor's degrees part-time in all major fields. University of California, Santa Barbara offers part-time Bachelor's degrees in anthropology, English, history, interdisciplinary studies, law and society, political science, psychology and sociology. Woodsworth College (Canada) offers three Bachelor's degree programs part-time: arts, commerce and science. All of their part-time degree programs were developed over twenty years ago.

### Results of Research Questions

The institution's size and their policies and procedures determine how students, both full-time and part-time, are treated. The diverse individualized needs of adult part-time students in the traditional research institution require more than the usual amount of time and energy from administrators. One challenge for administrators is the academic preparation of returning students. Another challenge is changing the way services are provided. Full-time working adults cannot focus solely on their education as they typically have other demands requiring their attention. Some of the reasons expressed by UCSD employees attending part-time and returning to college are summarized in Table 2.

Table 2

#### Summary of UCSD Employees Returning to College

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UCSD Part-Time Employees (n = 49)

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	Number
Obtain Bachelor's Degree	21
Continue on to Graduate School	17
Personal Interest	11
Get a Better Job	9
Discount on Tuition	5
Other: Obtain second Bachelor's, employer encouraged, and relevance to work.	

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### Institutional Barriers

What institutional barriers (such as new ways of managing administrative structure and support services) do research campuses need to overcome to facilitate a part-time adult Bachelor's degree program?

#### Barriers

Institutional barriers consist of practices and procedures that exclude or discourage working adults from participating in educational activities. Barriers are categorized as situational, institutional and dispositional noted by Cross (1981) earlier in Chapter One. Traditional, full-time students at UCSD must petition to their college to attend part-time.

UCSD employees on campus expressed many frustrations while attending part-time. Institutional and dispositional barriers are summarized in Table 3.

Table 3

#### Summary of Institutional and Dispositional Barriers

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UCSD Part-Time Employees (n = 49)

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	Number
Work	29
Finances	28
Lack of Financial Aid	14
Child Care	9
Campus not open in evenings	8
Counseling not available	5

---

The findings are comparable to a research study conducted by Sarah K. Dean, Associate Professor of Human Development at Eckerd College, St. Petersburg, Florida. Dean (1981) conducted a major research project as part of her dissertation regarding women students returning to college. The institutional barriers were financial problems, work and family and children obligations.

Additional frustrations while attending UCSD part-time were: "Finding time to study and attend classes"; "overtime at work hurts school work"; "finding time to spend with family"; "teaching assistant office hours conflict with work hours"; "required courses are offered once a year which means it is difficult to graduate in a timely manner"; "classes not offered after 4:30 p.m."; "getting needed courses"; and "university's restriction on number of hours enrolled to receive the employee discount". Since employees were already on campus, transportation was not a problem.

Two UCSD employees summed up their experiences at UCSD:

I have found it very disappointing with the lack of concern for students while attending school at UCSD. It seems to me that paperwork, money, and research is (sic) much more important to UCSD than education. I would like to see a part-time Bachelor's degree program, but I hear it may be used as an excuse not to fund financial aid programs for full-time students and to increase the cost for full-time students since the cost would be diffused through part time attendance. If the university's intentions are sincere, then it

might be good for students who may not attend full-time for either work or family related reasons. The administration at this campus is overwhelmingly insensitive to students. It only wishes to please some parents and those who sponsor the school in some way. During my three years at UCSD, I encountered one barrier after another at this school, much was unrelated to the academic instruction but much was. . . . This university gives too much priority to graduate students and research. How do you expect us to get to that level when undergrads are not on your list of priorities?

Administrative staff at UCSD were found to be "overwhelmingly insensitive to students" and "the Policy and Procedures Manual (PPM) reads like a god-send to employees who wish to further their education while working, but the reality for most of us is quite short of the PPM".

If the part-time degree program is held on campus, many barriers are encountered by adults. Standing in line to pay fees and buy books may be common. Paying parking fees to park on campus is usually required. Child care facilities may not exist or it may take months to get children into the available facilities. Academic counseling may vary campus to campus with only day appointments at some campuses while other campuses schedule appointments in the late afternoon and evening. Transportation to the campus may be a barrier. Full-time workers may need to be absent for a business trip for a week and provisions for making up coursework may not be allowed.

Dispositional barriers are related to attitudes and self-perceptions about oneself as a learner, fear of the job market and lack of confidence. Many adult students returning to college experience anxiety when taking tests and have rusty study skills. Adults who have lost their job or want to start a new career need career guidance. Some adults wonder if they will get a job once they receive a Bachelor's degree. Many adults believe they are too old to start a new career.

#### Programs Offered On-Campus and Off-Campus

Institutional barriers were noted by part-time degree administrators regarding on-campus or off-campus degree programs. Advantages of programs offered on-campus include the opportunity to utilize campus resources: library, tutoring, recreational facilities, health care facilities, and easy access to staff and faculty. Disadvantages for non-matriculated students are: access to tutoring services, counseling services and health care facilities.

Advantages for off-campus programs are: locations in professional buildings or other school facilities with the adult student in mind--tables and chairs instead of desks, lounges, access to restaurants, free parking, and staff dedicated to helping the students. Daily courier service to and from the main campus can be provided for returning books and submitting papers to faculty. Staff at the off-campus sites are trained to assist adult students.

One disadvantage of off-campus locations is lack of access to the many campus resources. Access to the library may require driving many miles from the off-campus site or from home. Computers when available can improve access to the library

resources and interaction with the faculty.

### Academic and Admission Counseling

Institutional barriers were noted at UCSB's off-campus site by part-time degree administrators where academic counseling is available during the day and by appointment only during the evenings. The counselor also spends time visiting with the local community colleges to insure understanding of articulation agreements for transfer students. At California State University, Northridge's off-campus site, applicants receive advising regarding admission criteria and information about the 20 degree programs. Once the students become matriculated, they are required to drive to the main campus (a 50 minute drive) to meet with an adviser in the academic department.

Canada's part-time degree administrator noted the campus offers evening office hours, specialized counseling services, and seminars on time management, writing skills and oral presentations. If students are not qualified for acceptance into the degree program, they are advised to enroll in the pre-university seminar.

Three part-time degree administrators indicated that providing academic counseling during the evening and providing placement counseling are critical for part-time adult students. Faculty at UCSD noted that they should not be expected to advise part-time adult students since their work load is already committed to research, publication, teaching and committee involvement.

An important consideration for part-time programs is admission criteria. There could be open admission or specific requirements such as two years of general

electives completed before entering the program. Pre-university courses such as Woodsworth, Canada's may be established as well as prerequisite courses to the major.

The part-time degree administrator at North Carolina State University noted that their campus offers both degrees and non-degrees in the evening for adults. There is open admission in the non-degree program, although students must have a high school diploma or equivalent education and have not been dismissed from a college. Admission to the degree program requires at least 15 courses from a community college with a grade of "C" or better. In 1992, there were 300 adult students enrolled.

Canada's part-time degree administrator noted an applicant without a high school diploma must take one Pre-University course (approximately 80 hours) and receive a grade of "B" or better for admission. There are 22 programs available in the part-time degree program. Students are not restricted to taking classes in the evening. Part-time students are taught by the university's faculty, take the same exams and are evaluated by the same methods as full-time students.

California State University, Northridge, according to the part-time degree administrator, requires a community college degree (56 semester units) for admission. There are 20 programs available. In 1994, enrollment totaled 1,350 students and 607 FTE (full-time equivalent enrollments). The average age of their students was 34 years. Seventy-five percent of the participants were women. Part-time students at CSUN typically take twice as long (four years) to complete their upper division



coursework and graduate as their full-time counterparts.

University of California, Santa Barbara (UCSB), according to the part-time degree administrator, requires 56 transferable semester units or 84 quarter units for admission to the part-time degree. There are eight degree programs available. In 1994, there were 150 students enrolled and the average age was 35 years.

One University of California, San Diego (UCSD) faculty member noted that the university system is faced with enrollment commitments based on the California Master Plan. The top 12 1/2 percent graduating from high school with adequate SAT scores are guaranteed admission. The perception is there are more than enough students coming to UCSD and consequently there is little motivation for the university to take on a new clientele.

Another UCSD faculty member indicated that part-time degree students would have to be admitted based on the same standards required for high school graduates. Reference was made that students transferring into UCSD must have a 3.4 GPA. Another concern regarding part-timers was their desire to continue on to graduate study. Most adults have a career or are seeking a new career when returning to college and may not continue on to graduate study. The Master Plan states that UC campuses offer advanced degrees and conduct research. He considered whether it wasn't better to offer part-time adult degree programs at the California State Universities.

An additional UCSD faculty member noted that transfer students frequently are perceived as less capable. Transfer students should be assigned a mentor to help with

the transition from a community college to a four-year college.

### Political Barriers

What political barriers (faculty concerns and curriculum changes) need to be removed in order to introduce a new part-time degree program at a research institution?

### Teaching and Learning

Two part-time degree administrators pointed out that you must have the support of faculty, administrators and community members before beginning a new program. Another factor to consider is developing a degree program which will attract part-time students. A small pilot program consisting of existing courses offered on a part-time basis may appeal to the administration and faculty. During the current fiscal crisis of California, the program may be attractive.

One faculty member from UCSD indicated that due to financial constraints, a new program would not be feasible. A part-time degree program would bring additional students to campus which already has an abundance of qualified clients.

Two other faculty members from UCSD were concerned that faculty may accept teaching adults but would have no concept of how to do so. Adults have a better idea of how they want to proceed in their career than 18-22 year olds. New courses should not be the avenue for a part-time degree-- "use existing courses". Students matriculated into a part-time degree program should not be allowed to

matriculate as full-time UCSD students. This procedure would keep students from transferring from full-time status and part-time status.

A faculty member in the sciences was concerned that graduate students are needed to assist in the lab as well as staff personnel to order equipment and supplies. This would be expensive and difficult to staff in the evening.

One faculty member indicated that the University of California system may consider converting to a semester system which would include Fall, Spring and Summer. The teaching load would be changed to two courses a semester which means faculty would have to prepare for six courses instead of the five courses they teach in a quarter system. Preparing for another course requires a lot of time.

Compensation for teaching a class in the evenings or on the weekends would have to be attractive enough to change the current teaching schedule (9:00 a.m.-5:00 p.m.). Faculty currently receiving grant money for research may be prohibited from teaching an extra class in the evening.

Another issue all four faculty members addressed was who would teach in the program. Faculty at UCSD are receiving less pay during current financial times and there may be faculty willing to receive an extra stipend to teach in the evenings. Faculty taking advantage of early retirement and returning to teach part-time may be interested in teaching in the part-time degree program.

At California State University, Northridge, faculty do not receive additional compensation and teach one course at the off-site center instead of on campus. The faculty are compensated for mileage. UCSB faculty teach in the program. As more

and more faculty are pressured to teach more courses, lecturers without tenure, graduate students and retired faculty members are teaching part-time students. Faculty are paid on an overload basis which means they receive additional compensation. It was noted that faculty cannot earn more than twelve months salary.

### Curriculum Issues

Some of the part-time degree programs proposed by the faculty were new programs not offered at UCSD: liberal studies, an interdisciplinary program, an innovative teaching program and a science degree (Human Biology or Values, Technology, Science and Society). These programs should provide an opportunity for students to gain written and oral skills needed in the job market. To begin a program, it was recommended that existing courses at UCSD should be offered on a part-time basis in the evening.

A UCSD faculty member indicated that to start a new part-time degree at UCSD would require finding out which existing departments have students who are unable to schedule required courses. These students could be funneled into a part-time degree program.

Another UCSD faculty member noted it is almost impossible to try to introduce new courses at UCSD. These courses would have to go through the Committee on Educational Policy and may take years to get approval. He indicated that to start a program, it might be best to start from outside the institution and then move inside; i.e., find out the demographics of the adult population and whether they would want to attend a public research institution part-time and what type of program

they are seeking.

#### On or Off Campus: Competing for Power and Resources

One major political barrier was described by administrators of the off-campus part-time Bachelor's degree program in Ventura, California. In the early 1970s, higher education was criticized for not serving segments of the population of Ventura. California State University, Northridge and the University of California, Santa Barbara developed and implemented an off-campus part-time degree program in 1974 at Ventura based on this assessment. Political pressure from the campus faculty and administrators forced the program to separate into autonomous units in 1988.

Currently, the Northridge off-campus site reports to the Provost of Academic Affairs and the UCSB off campus site reports to the Dean of Continuing Education. In 1994, the Northridge program has 1,350 students whereas the UCSB has 150 students. The decision to become autonomous units has a significant meaning for those institutions who are considering a new adult part-time degree program in collaboration with another campus.

The Northridge administrator contended that it is critical to decide what division will oversee part-time programs. In 1974, when the joint part-time degree was implemented, both institutions reported to the Academic Affairs officer. When the program was separated in 1988, Northridge continued to report to the Academic Affairs officer, whereas UCSB reported to the Dean of Extension. Northridge noted that the off-campus site at UCSB not only schedules classes for the program but also schedules extension courses. This creates conflicts in room scheduling. Classes for

extension students generally start at 5:00 p.m. or later and part-time programs start at 4:00 p.m.

### Economic Barriers

What economic barriers will be encountered if a new part-time degree is introduced in California during a state financial crisis?

#### Funding Sources

Students enrolling in part-time programs who may take one or two courses a quarter pay higher fees than taking a full load (three or more courses) at UCSD. Financial aid is usually not available to part-time students. Financial reasons are stated for attending part-time by UCSD employees in Table 4.

Table 4

#### Summary of Financial Reasons for Part-Time Attendance

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UCSD Part-Time Employees (n = 49)

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	Number
Employee discount important	25
Attend part-time due to finances	28
Lack of financial aid	14

---

One student maintained that "I know of three students who have had to drop out [of school] because they could not afford the tuition, price of books and materials and still have enough to live on."

One part-time degree administrator receives state funding for his salary and

one staff member. The remaining expenses are paid by student tuition (self-support funds). The continuing education department administers the program and the director reports to the Academic Affairs officer. Another campus is fully funded by the university and the director reports to the Academic Affairs officer.

The off-site part-time degree programs at Northridge and UCSB are supported by state funds noted by part-time degree administrators. One UCSD faculty member maintained that state resources cannot be used to fund a part-time degree; especially with California's sagging economy. A part-time degree program would have to be self-supporting and he questioned whether the program could be financially viable for students. Whereas, another faculty member stated that a new program could be self-supporting as long as the fees were comparable to fees paid by full-time students. This fee would have to be lower than what private institutions charge.

The University of California's support was reduced 10.5 percent in 1992, while the California State college's support was reduced 9 percent. A sagging economy in California and budget cuts experienced by colleges creates frustration when considering a new part-time degree program at a research university. The adult population is seeking ways to further their education as tuition increases and academic departments are reducing or eliminating their offerings. Financial aid for returning adults is almost non-existent since it is assumed they have jobs and can afford continuing education. A new program requires funds for staffing to develop the program. Obtaining state and federal monies, seeking private contributions or utilizing existing staff at the university who are currently working in adult education

or academic affairs may be options to set up a new adult part-time degree.

### Financing A Program

Since University of California budgets are tight in the 1990s, seeking funding from the campus budget may be impossible. Current staff may be available to develop the program as long as they are committed solely to the program, noted one administrator. This person would be responsible for developing the program and establishing the budget. Establishing tuition fees and seeking financial assistance are other responsibilities.

Two administrators cautioned that once their programs were established the campus was very interested if the program was making money. It must be established from the beginning if the program is to be non-profit or for-profit. If the program is expected to make money, it should be stated in advance where those funds will be spent.

Establishing tuition fees may be based on what the campus charges. Part-time students at UCSB pay part-time fees. Since students have the option to enroll in concurrent courses (courses offered on campus during the day if the instructor gives them permission to enroll) these fees are different. Concurrent fees are applied to each individual course established by the extension department. During the fiscal year 1993-94, a 4 unit course cost \$390. Full-time enrollment fees for 1993-94 were approximately \$1,200 per quarter and part-time students are eligible for a fee reduction.



Another administrator noted that if the program is held on campus, students in addition to paying the tuition fee, will pay fees for the recreation center, health center and other miscellaneous fees. It is important to remember that the tuition fees charged should be comparable to programs offered at other colleges in the community. Financial aid assistance is very important for adults.

### Quality Part-time Degrees

The final two research questions addressed quality issues if a part-time program were offered and the feasibility of broadening the mission of the university to include part-time students.

How can an institution maintain a strong and rigorous set of programs and at the same time introduce new, flexible and alternative programs that enable students to attend part-time? What is the feasibility of a research institution broadening its mission to include a model adult part-time bachelor's degree program?

A UCSD student employee surveyed expressed optimism regarding the possibility of a part-time degree at UCSD:

I think an evening/weekend bachelor's degree program would be an excellent idea and, in my case, would be a great help; in allowing me to obtain a degree. It's difficult trying to work classes in during my day job (from 8-4:30 pm). Another UCSD student concurred:

A part-time program would be an excellent idea given rising fees and a tough job market. Sometimes you have to seize a job opportunity when it arises.

### Program Development

Three part-time administrators offer their existing day programs in the evening. Two programs are offered off-site and the curriculum is the same as the on-campus programs. The fourth campus was unable to provide information regarding how the program was developed since part-time degrees have been in operation since WWII.

Faculty members interviewed were concerned about which academic department on campus should offer part-time degrees. Assessment of programs needed and what the university can provide are critical issues. Another issue is determining if there would be sufficient students enrolling in the program to make it academically and financially viable.

Based on faculty data, programs offered in the evening would require a commitment for a guaranteed salary to faculty for several years to encourage their dedication to the program. The faculty would have to commit to teaching in this program to convince the Academic Senate that there is support.

The Academic Senate would need to know who is teaching, what programs are being proposed, and that part-time students are going to be required to achieve the same academic standards as full-time students. The case would have to be made that this part-time degree program enhances the academic integrity of the institution.

Providing data on demand for a new part-time degree and faculty's willingness to teach in the program are essential to gain approval from the campus and from the office of the President.

An important component to consider when offering a new program part-time is whether the students are employable after graduation. If the program is interdisciplinary, which includes studies in two or more academic departments, would employers hire this person?

Rather than creating a new part-time degree, one faculty member suggested modeling the program around Antioch's school for adult and experiential learning in Ohio. The program was implemented in 1988. In 1991, there were 324 undergraduate students enrolled.

There are 38 faculty (10 full-time, 65% with terminal degrees; 28 part-time). Ninety-nine percent of the students are 25 years of age or older. Courses are offered on Saturdays. The programs offered are in business administration/commerce/management, human development, humanities, human services and labor studies. The requirements to be admitted are: high school diploma, two recommendations, an interview, a college transcript (40 credit hours required) with a GPA of 2.0. Antioch college also has programs in Marina del Rey, California; Santa Barbara, California; and Seattle, Washington.

### Innovative Teaching

A controversial issue was introducing intensive course formats in a part-time degree program. Instead of offering courses in ten-week quarter formats, courses

would be in five-week formats. Students would meet twice as many hours during the week; i.e., a ten-week course meets three hours a week and a five-week course meets six hours a week. Summer Session at UCSD offers two five-week sessions.

Two faculty members were extremely concerned that intensive courses would not provide the quality education expected of UCSD students. One faculty member wanted to know if there had been studies conducted comparing students in intensive courses and semester/quarter courses. His questions were: What grades did they get? Did they do well in the next class? Did they like the intensive format? The researcher referred the faculty member to a monograph: A Critique of Intensive Courses and an Agenda for Research which was compiled by Patricia A. Scott and Clifton F. Conrad at the University of Wisconsin-Madison. An abstract of the report was sent to the faculty member. It was noted that adults attending part-time don't always want to take twice as long to get an undergraduate degree as full-time students.

Intensive formats generate varying degrees of disapproval among faculty and administrators. The criticism is that these courses sacrifice breadth, disregard academic standards to accommodate time constraints and oblige students to cram information at the expense of genuine learning.

Patricia Scott followed up her literature research on intensive courses and completed a dissertation in 1993 titled: A Comparative Study of Students' Learning Experiences in Intensive and Semester-Length Courses and of the Attributes of High-Quality Intensive and Semester Course Learning Experiences. The research indicated

that intensive courses yield equivalent and sometimes superior learning outcomes in comparison to semester-length courses regardless of the type of format and field of study. The literature also suggested that intensive courses produce qualitatively different student learning experiences than semester-length classes, and under certain circumstances, these experiences seem to yield more powerful and meaningful learning experiences.

What Scott found was that intensive formats change classroom dynamics which would require faculty to relinquish some control, authority, and ultimately power in the classroom. Secondly, intensive courses require more instructional preparation. She indicated that it may not matter whether intensive courses offer students' the potential for a more powerful and enriching learning experience if they disrupt the status quo.

Additional technology is included in some of the UCSB off-site campus courses although it was noted that it is only a supplement to the lectures. Other administrators indicated that videos were frequently used in courses, but teaching with computers and other technological methods were not being used.

Three faculty members were willing to implement a small pilot part-time program. One faculty member was against a part-time program. The program, if developed, should not create new courses but should include existing courses. It was contended that if the initial program is solid, additional part-time programs could be implemented. Getting the program through the approval process will require a substantial period of time.

### Summary of Findings

UCSD employees stated that they would attend a part-time degree program if it was available at UCSD. Some even noted that they would be willing to attend courses on the weekends. There was frustration expressed regarding lack of counseling, lack of financial aid, and lack of child care facilities. Many indicated that teaching does not seem to be the first priority for faculty at a research institution.

College part-time administrators expressed satisfaction with their part-time degree programs. Enrollments have been growing and the university has included the programs in their mission statements. Funding the programs varies from campus to campus. Some are state-supported and others self-supported. The programs are taught by regular faculty or by adjunct faculty.

Faculty were resistant to teaching part-time students when they were already overcommitted. If faculty are required to teach an additional course in the evening, they should either receive work load credit or receive extra compensation which would be more attractive than their research grant funding.

All of the faculty interviewed stated that a business plan and market analysis would have to be conducted before a new program could be developed. A new program would need to draw sufficient students so that the program would be self-sustaining and sufficient funds would be given to the departments involved in the program. The market research would provide information as to what majors part-

time students are seeking. It was noted that the Committee on Educational Policy (CEP) would have to approve the program and justification for a new program would need the support of the faculty members.

In the next chapter are the conclusions to the findings of the research questions and the development of a business plan for a model part-time degree program.

Implications for future study are also addressed.

## CHAPTER FIVE

### Summary and Discussion

#### Summary

The data gathered from University of California, San Diego (UCSD) employees attending part-time at UCSD indicated that more females (73%) were attending part-time with the average age of 31-35 years. The majority (83%) were working full-time. These part-time students encountered barriers while attending classes, since the majority of UCSD students are traditional (18-24 year olds) full-time students. Classes are not offered in the evening and administrative offices are not open in the evening. UCSD Extension provides services and programs for the full-time working adult in the evening. Certificates and non-credit courses are offered.

UCSD employees indicated that work and family were barriers while attending classes part-time. These are typical barriers encountered by any adult working full-time and taking classes. What is unique about UCSD is that students are unable to take classes in the evening and must plan their classes around their work schedule. Finances and lack of financial aid were other barriers experienced by UCSD



employees.

Several UCSD employees indicated they would be interested in a part-time degree program; especially if classes were offered in the evening. One UCSD employee wanted a program modeled after UC Irvine's MBA part-time degree.

Administrative staff were often insensitive to the needs of adult part-time students. Academic counseling is provided to UCSD students if they are matriculated. Non-matriculated students receive no counseling. Part-time students at the University of California, Santa Barbara (UCSB) are provided academic counseling during the day and by appointment in the evening. California State University, Northridge provides academic counseling on campus and students must travel 50 miles from Ventura to the main campus. Woodsworth College, Canada provides office hours and counseling in the evenings for their part-time students.

UCSD faculty indicated that teaching adults requires alternative teaching methods which they currently are not utilizing. Faculty who are used to teaching between 9:00 a.m. and 5:00 p.m. may not want to teach in the evening. A large financial remuneration would have to be provided to teach in the evenings. The faculty were concerned that admission standards would be changed for adults. A part-time degree would have to have similar admission standards if students were to receive a UCSD degree. Faculty should not be expected to advise adult students who have different needs than traditional day-time students except on academic matters. Faculty recommended that a small pilot program should be developed. If the program is successful, the program could be expanded.

Part-time degree administrators were all providing services and classes during the evening for part-time students. Admission standards for adult part-time degrees, on-campus or off-campus, were the same as for full-time students. One campus provides a pre-university course for adults who have not taken courses for many years and need to brush up their study skills.

One major issue noted by one administrator is determining if the program should be held on-campus or off-campus. If the program is held off-campus, duplication of services would be necessary. Funding the program is another important issue which must be established. This is especially critical since California is experiencing financial difficulties. A final issue is who would be responsible for overseeing the program.

Adult student enrollments in postsecondary education have increased 114 percent between 1970 and 1985. Part-time student enrollments rose nearly 87 percent during the same time frame and part-time students now comprise approximately 42 percent of the enrollment in postsecondary education (National Center for Education Statistics, 1989). Yet, traditional research institutions have not responded to this change in demographics.

The University of California (UC) is focusing on strategies that will ensure both preservation of the excellence of UC programs in the face of diminished financial resources, and access to these programs by the largest possible number of qualified undergraduate and graduate students. At a January 1994 Council of Chancellors' Retreat, the Chancellors considered a number of ideas in which UC

might be more efficient in using resources and providing effective delivery of academic programs (Summary of discussion and recommendations, Council of Chancellor's Retreat, January 7-8, 1994). One of these recommendations would be the development of part-time degree programs offered by University Extension and/or Summer Sessions. Both the Systemwide Task Force on intercampus Programs and Distance Learning and the UC Task Force on Part-time Professional Degrees support the position that Extension is the appropriate administrative division for part-time degrees (Expanding the Capacity of the University of California to Deliver Academic Programs, 1994).

This decision may, in part, be due to the fact that Extension divisions are meeting the needs of adult students by providing professional education in the evenings. The fact that UCSB already has a part-time degree program off campus may be another reason. Continuing education programs on many UC campuses are considered income-generating organizations rather than a part of the central institutional function.

The decision to offer part-time degrees is encouraging. California State Universities have been providing part-time education to adults for several decades. An example is the collaborative effort of California State University, Northridge and UC Santa Barbara opening an off-campus site in Ventura. When the collaborative program was dissolved in 1988, Northridge enrollments grew rapidly off-site, while UC Santa Barbara enrollments have remained relatively stable.

There could be many reasons why adults prefer a California State education

rather than a UC education. California State University faculty are used to teaching adults; UC faculty are not. Customer service staff are used to providing services to California State University adults who have needs different from the traditional 18-24 year old; whereas UC Extension customer service staff are used to taking care of adults and the remaining staff on campus are used to taking care of the young adult's needs. It may be appropriate for University of California campuses to offer part-time degree programs through Extension since they already serve working adults.

The mission of the University of California is as follows:

The functional differentiation of higher education in California is supported by academic principles, logic and history; it also has the force of law. The University of California should strive to fulfill its defined role as the primary state agency for research and as the state institution charged with the responsibility for providing higher education to a select group of undergraduate students, for graduate studies at the doctoral level and certain types of professional education (University of California Academic Senate, 1975, p. 6).

Developing a new part-time degree program at a research university requires assessment of the needs of the community and the learner. In addition, each institution must consider what kinds of programs should the college offer that best corresponds to its capabilities, keeping in mind its stated mission and the immediate needs of the marketplace in which it operates. The creation of an adult part-time degree can be controversial and requires close cooperation from a variety of offices

and individuals (Murphy, 1981).

Two UCSD faculty members acknowledge that a business plan should be developed. This plan should consist of all the aspects needed to develop and implement a new program.

#### A Model Part-Time Bachelor's Degree Program for Adults At A Research Institution

Four preliminary steps must be taken before the business plan can be initiated:

1) Carefully assess the needs of the learners, who will be a diverse group; 2) Examine the mission and the capabilities of the college and determine what changes would have to take place to accommodate a new program; 3) Discuss the program and its impact on the college as a whole with all sectors of the college community; and 4) Learn about the market for the program--the buyers and sellers (Murphy, 1981).

Millard (1991) noted five basic perspectives for dealing with the realities of higher education in the twenty-first century.

The first perspective involves the recognition that career development extending throughout life is the primary instructional objective of education in general and higher education in particular. The second perspective calls for explicit recognition of not only the legitimacy of but the necessity for a real diversity of postsecondary institutions and programs to meet the variety of appropriate career needs of citizens and the research and public-service needs of society. The third perspective concerns quality and involves the recognition that educational quality

needs to be defined not in terms of reputation or resources but in terms of excellence in kind and thus in terms of effective use of resources to achieve appropriate educational objectives. The fourth perspective concerns equity and calls for the recognition that while access and its extension are essential to equity, equity is considerably more than access alone. The fifth perspective calls for recognizing the critical importance of bringing nontraditional students and nontraditional programs into the mainstream of higher education. . . . For higher education to be relevant to current and future students and the needs of the contemporary world, it is critically important that the distinctions between traditional and nontraditional students and programs and between adult and continuing education and other central institutional activities at the very least be minimized and perhaps even be recognized as anachronistic and done away with. (pp. 267-269)

The following steps are necessary when developing a business plan for a new venture: needs assessment, examination and definition of a mission statement, examination of internal and external environment and competition, operational objectives (financial, marketing, personnel and campus facilities), development of the program, and approval process.

Step 1: Needs Assessment: The part-time adult student will be the focus of this needs assessment. This assessment includes: What programs will be considered? Will new courses be created or can existing courses be incorporated in a part-time

degree? Will the program be open to full-time students or will the program be available to part-time students only? Will the admission procedures be the same as those of the parent organization or will there be flexibility in the admission process for returning adults? What administrative unit will supervise the new program? How will the resources be obtained to develop the program? Will the tuition fees be the same as those of the parent institution or will a flat fee for the whole program be charged? Will innovative methods of teaching and/or utilizing technology be implemented? Should an intensive format be developed?

An advisory committee consisting of faculty and senior administrators from the community colleges, state universities, private universities and research institutions should be organized to address these issues.

Step 2: Mission. This process includes examination of the university's past and present strengths. What does the university do well and will adult students be attracted to those attributes? If the university has a strong emphasis in research and technology, then a program modeled after these programs may be appropriate.

Does the mission statement focus on residential students? Does the mission statement focus on full-time study? Can this mission statement be modified to include part-time, non-residential students? Can the mission statement be revised to include the mission of the continuing education division which serves the public by providing lifelong learning opportunities?

Another advisory committee, consisting of the parent organization's administrators, faculty, staff and students, should be organized to evaluate the mission

of the parent organization. The advisory committee, consisting of diverse people and interests, will provide good ideas as well as strong opinions about a new part-time degree program. These ideas will provide program developers with a sense of the campus climate and an indication of how much change or innovation may be possible. The more people are involved in initial discussions, the fewer problems the program and its designers will face in securing approval. "Giving the campus community a sense of proprietorship toward a program also helps avoid difficulties when an institution, or individuals within it, feels that a program is being forced on them without their approval or participation" (Murphy, 1981, p. 10).

It is important to remember that the mission statement of the parent organization will not change. What will be added to the mission statement is the inclusion of adult part-time students. These part-time students may not continue with graduate studies and this should be stated clearly. The goal of part-time education is to provide opportunities to adults who were unable to complete a college education right after graduating from high school.

The following mission statements were included in Sullivan's (1993) guide to alternative degree programs which provide examples for administrators. Some of the highlights of these mission statements for part-time Bachelor's degree program could be incorporated into existing missions of traditional universities:

\*Serves adults whose working schedule and educational needs are more suited to learning outside the traditional college framework  
(Birmingham-Southern College). B.A. or B.S. in accounting, business



administration, economics, early childhood or elementary education, educational services, Human Resource management, or individualized interdisciplinary based on the individual's need.

\*A unique alternative to the traditional method of pursuing a degree. Designed especially for adults who want to earn a degree while on the job, in classes close to home and coordinated with their schedules (Alaska Pacific University). B.A. in organizational administration.

\*The university identifies and develops programs which respond to the professional and career goals of its target population and the education and training needs of the organization in which they are employed (University of Phoenix). B.A. in Management; B.S. in Business Administration and B.S. in Nursing.

\*A compressed time program for working adults who have at least seven years of postsecondary experience and are presently employed. (Fresno Pacific College). B.A. in management of Human Relations.

\*Teaching/learning methodologies and schedules selected for students are those shown to be appropriate and effective for adult learners. (Mount Saint Mary's College, Los Angeles). B.S. in business, B.A. in psychology.

\*The goals of the school are: to provide the competence and knowledge adults need in the world of work; to provide for the underlying intellectual processes which allow learning to become a

lifelong experience; to develop an appreciation of the life of the mind so that learning does become a central goal in life; to enhance student's critical thinking skills; and to encourage high ethical standards and a concern for human values. (Saint Mary's College of California, Moraga). B.A. in management; B.A. in health services administration.

\*Offers to midcareer professionals in the private, public and nonprofit sectors interdisciplinary programs that emphasize the integration of theory and practice in developing the knowledge and skills for effective organizational leadership as they relate to human, technical and financial resources (University of San Francisco). B.S. in organizational behavior; B.S. in information systems management; B.S. in applied economics, and bachelor's in public administration.

\*Programs are flexible and serve the process of learning wherever it occurs--in the formal classroom, the workplace, the marketplace, or the home. Learning sites are spread across geographically distributed campuses and utilize a variety of learning and delivery models as well as a wide range of teaching and professional expertise. (Regis University, Colorado). B.A. and B.S.

\*A multidisciplinary major that permits adults to choose courses that relate directly to personal and professional goals. Students develop their major by studying broadly in the humanities, the social sciences,

or the natural sciences and then complete an 18-24 credit specialization. (The American University, Washington, D.C.). Bachelor's of liberal studies.

\*The University is committed to 1) making private higher education available at a reduced cost to adult students, whose financial obligations might otherwise limit their academic choices only to institutions in the public sector; 2) developing a learning philosophy and environment congenial to the strengths of the adult learner;

3) scheduling classes in a time frame which allows room for the nontraditional student's work and family responsibilities;

4) developing mechanisms to recognize and evaluate college-level learning which adult students may have acquired outside the traditional classrooms; 5) building an academic advising system which responds to the needs of the adult learner; and 6) encouraging the university to provide support services in an appropriate time frame for the nontraditional student. (Jacksonville University, Florida). Bachelor's of general studies; B.S.; B.S. in nursing.

These are just a few examples of the missions of alternative programs available for adults. As Sullivan (1993) noted, adults will not find themselves in the traditional role of student but seek relationships that can be characterized as a partnerships-in-learning.

It is critical that the mission of this new program recognizes that lifelong

learning is the norm rather than the exception. The research institution is broadening its traditional instructional mission to encompass concern not only with preparation of the young for careers but with providing higher educational opportunities for career development, enrichment and change to people at any age and at any stage of life.

Discussions of the mission statement by the advisory committee should also include what other colleges and universities are doing to meet the needs of adult students.

Step 3: Internal and External Environment. Once the mission has been established the following issues should be considered; assessment of the type of program students are seeking, what the community businesses and industries are looking for in an employee, whether the program should be off-site or on-campus, and whether adult student needs are congruent with the parent institution needs.

Many of the adult degree programs offered throughout the United States could be evaluated to determine what would work and what would not work in developing a new program. These programs can provide information on potential student groups, methods of instruction, curricular innovations, and financing alternatives.

Assessing what other colleges in the areas are offering to adult students provides important information so that this new program is not duplicating existing programs. Do other programs offer part-time programs, evening programs, weekend programs?

The Office of Adult Learning Services (OALS) assists colleges with recruitment, instruction, and assessment of adult students. It also assists adults with

decisions about college study. The Community Assessment Program (CAP) is a tool that assesses what, where, when, and how adults prefer to study. Aslanian (1980) noted "while many adults need more education, need alone rarely gets adults onto campus" (p. 41).

OALS concluded that in addition to need, motivation and money were important factors for adults returning to college. Motivation is most likely to occur when adults face a life transition: a divorce, a career change, a move to a new location. Such changes often require more education. Money is also a key factor for adults who may have fewer outside resources available to them to pay for their education than do younger students (Aslanian, 1980).

The CAP approach collects five different sets of data on the demand for and the supply of adult education in the geographic area an institution serves. The data collected may answer the following questions:

\*How much should the college increase its adult enrollment in the next five years?

\*Should the college open a satellite campus? If so, where?

\*What specific credit and noncredit courses should the college target for adults?

\*Should the college contract with outside agencies for courses?

\*Should the college expand mediated instructional offerings for adults, such as those delivered through correspondence, television, and newspapers?

**\*How should the college alter existing arrangements for offering instruction to adult students in order to accommodate their scheduling and location preferences? (Aslanian, 1980, p. 42).**

The following is an overview of the five areas which CAP assesses the demands/needs of adult students:

**CAP 1: Analysis of the Community.** Data is gathered on the demographics of the colleges' service area and characterizes all neighborhoods as to whether there is low, medium, or high demand for adult learning. It gives the college information as to where the college should concentrate its recruiting efforts and marketing dollars.

**CAP 2: Survey of Adults.** Telephone interviews with adults who are currently in the learning market are conducted. This data provides decisions about how to attract adult students to a college. The results can be used to design, schedule, locate, and price courses.

**CAP 3: Survey of Organizations.** Data is collected from business and industry, government agencies, and voluntary associations to find out what education and training they want for their employees, clients, or members.

**CAP 4: Analysis of Other Providers.** Collects data regarding the offerings of other providers of adult education and training--secondary and postsecondary, public and private--and whether providing education is a central or peripheral mission for these institutions. This data helps leaders of higher education opportunities to determine whether they should enter the adult market, withdraw from it, or extend its activities.

**CAP 5: Survey of Faculty and Administration.** The survey asks the faculty and administrators to consider the sheer size of future adult enrollment. It determines how many adults they would like in proportion to younger students. This survey addresses how the college should organize itself to deal with adult students--as a separate administrative unit or by "mainstreaming" adults into regular units. It also addresses admission standards, academic standards, curricula, degrees, faculty, faculty compensation, fiscal policy and personal interest in teaching adults.

Once the assessment of needs and demands for adults has been determined, the next step is to determine operational objectives.

Step 4: Operational Objectives. How will the program be financed? An initial budget to pay for administrative, recruitment and instructional costs must be addressed. "In public institutions, in which approval by a variety of administrators, boards, and elected officials may be necessary, long delays may occur in securing funds to start new programs" (Murphy, 1981, p. 19).

Administrators must develop a sound and financially viable program. Questions to be addressed are: What is the program costing? Will the program be for-profit or non-profit? If the program has a surplus of revenue, will the excess be put back into the program or will the excess go to the parent organization? Will the budget be centralized or decentralized?

Special programs may entail high costs, for example, utilizing technology in the classroom. Pilot programs may require special materials which are not currently being used.

Marketing the program can be a very expensive part of the program. Marketing is designed to create an interchange between the organization and the markets and publics which are being served. It includes selection of target audiences, utilizing a variety of techniques (news media, brochures, newspapers, flyers), personal contact with potential students, public service announcements, and informational bulletins to the community.

Another area to plan for is personnel administration. Analyzing how many positions are needed to develop and implement the program is important. Salaries for faculty, counselors, recruiters, marketing and administration must be included. An organizational chart and job descriptions must be developed. Will existing staff be utilized or will new staff positions need to be developed?

And, finally, does the campus have sufficient classrooms to accommodate additional students in the program? If the courses are offered in the evening, will the program compete for space with the continuing education courses? If the program is offered off-campus, will custodians and repairs be paid out of the program fees? Environmental and safety issues will need to be addressed. Future growth of the program must be considered when determining what facilities will be used. After the operational issues have been considered, development of the program process is needed.

Step 5: Development of the Program. How will admission standards be determined? What curricular areas will the part-time degree program include?

Admission criteria may have to change if part-time degree programs for adults



are implemented. Many of adults have college transcripts that are ten to 15 years old. Will course descriptions from courses taken ten years ago be required in order to evaluate the student's file? Will students be required to take math and writing placement exams? Some admission criteria are noted by Sullivan (1993):

- \*High school or GED diploma

- \*Essay/written work

- \*Employment/experience

- \*ACT/SAT tests

- \*Interviews

- \*Prior credits and GPA

- \*Recommendations

- \*Associate degree

- \*CLEP transcripts (College Level Examination Program)

- \*DANTES transcripts (Defense Activity for Nontraditional Education Support)

- \*Extracurricular Learning (learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions)

Aslanian (1980) noted other factors which should be addressed for adults returning to school:

- \*Years out of school and difficulty in obtaining transcripts and other academic documentation

- \*Prior experiences for which credit can be awarded
- \*Credit from other institutions that needs to be transferred
- \*Current work schedules
- \*Demand for job-relevant instruction
- \*Need for child care

Aslanian (1980) also noted obstacles for adults:

- \*Locating potential adult students within the community--at work, in community organizations, or at home

- \*Segmenting the adult population so that a colleges' recruitment message appeals to those "most likely to show up"

- \*Arranging offerings that are responsive to adult demands, such as courses applied to the work world, evening and weekend classes, classrooms in community organizations or at employment sites

- \*Maintaining faculty who understand adults' pragmatic objectives for learning and can deliver the appropriate skills and knowledge

Once admission criteria has been established, the next step is to determine the curriculum or what degree programs should be established.

Curriculum planning is the most important step when developing a new program. Murphy (1981) noted three clear alternatives in identifying potential curricular areas:

The first is modification of the programs that already exist to suit the needs of adult students. This can be done simply by rescheduling

daytime classes to the evening or weekend; more complicated and expensive would be filming the curricular program for television or taping it for radio. . . .A second possibility is the development of an entirely new curriculum especially suited for adult students. . . .A third alternative has gained acceptance in a number of public and private universities across the country; this is to allow each student to design a program that meets his or her own needs. (pp. 15-16)

As Kowalski (1988) noted in an earlier chapter, duplication of a program which already exists is quick and inexpensive but may not meet the needs of the adult student. He stated that existing institutional programs are not necessarily the best programs for adults. Assessment of the needs/demands of adults in the community should yield most of the data needed to determine what degree programs should be offered.

One UCSD faculty member implied that a liberal studies degree might be the appropriate curriculum when starting a new program. This major does not currently exist at UCSD. This would provide adult students a broad overview of several disciplines and the final class would synthesize and integrate these disciplines. This would satisfy the concern another UCSD faculty member posed when he described that many businesses and industries are avoiding hiring graduates who are too specialized in their studies. Another faculty member indicated that a pilot program, similar to Stanford's Human Biology and Values, Technology, Science and Society program might be appropriate majors.

The curriculum could include new and innovative methods of providing instruction. This would allow students the opportunity to utilize computers while learning material and communicating with faculty and other classmates. It provides the opportunity to do projects in groups, provides internship opportunities and provides students the possibility of doing a special research project.

The faculty member can become the facilitator and attend to individual needs (Kowalski, 1988). Adult students would then have the responsibility of determining the direction for their learning experiences.

James (1983) identified nine principles of adult learning that should be taken into consideration when designing programs. 1) Adults maintain the ability to learn. 2) Adults are a highly diversified group of individuals with widely differing preferences, needs, backgrounds, and skills. 3) Adults experience a gradual decline in physical/sensory capabilities. 4) Experience of the learner is a major resource in learning situations. 5) Self-concept moves from dependency to independency as individuals grow in responsibilities, experience, and confidence. 6) Adults tend to be life-centered in their orientation to learning. 7) Adults are motivated to learn by a variety of factors. 8) Active learner participation in the learning process contributes to learning. 9) A comfortable supportive environment is a key to successful learning.

Kowalski (1988) provided a step-by-step approach to curriculum planning which would be a useful tool for the advisory committee. 1) Diagnosing the needs of the individual, organization and society; 2) formulating objectives both operational

and educational; 3) selecting content which includes the philosophy of the parent organization; 4) organizing the content in either a sequential (vertical--moving from simple to the complex) or horizontal (relevant to other learning--to life as an adult, to society, to work roles); 5) selecting learning experiences which will be incorporated into the program; 6) organizing learning experiences that link the learning activity to the life of the learner; and 7) determining an evaluation procedure. As Kowalski noted, building a curriculum sequentially is easier to comprehend than a more complex nonlinear model. He also stated that institutional policies (local, state and national) often place restrictions on the planning process. Another factor is addressing learning outcomes as opposed to teaching methods.

Another consideration is whether students in this program must complete traditional general education or liberal arts requirements. Some people argue that such requirements are irrelevant to adults while others argue that all students need a general education background. It may be difficult to convince administrators and faculty that adult students should be exempt from general education requirements.

Step 6: Program Approval. As Murphy (1981) indicated, designing a program is often less difficult than obtaining the necessary approvals. Faculty and administrative committees will need to review the business plan proposal to make sure it upholds or enhances the standards of the university. Programs that affect the institution's mission, operate at a distance from the campus, or introduce instructional technology will receive even closer and more critical reviews. Modifications and compromise will be needed.

Before the program has been implemented, it is critical to include provisions for measuring its accomplishments. This process determines if a program should survive, if the program needs improvement, whether the objectives are being achieved, provides feedback to the program participants, provides program outcomes to educators and provides learning experiences for anyone interested in the program.

Current evaluations used to measure student's educational progress can be modified for adults attending part-time. If the program was designed to attract a certain audience, it is important to measure the extent to which this target population is being served.

Murphy (1981) noted three levels of evaluation: 1) Routine demographic and program-preference information from every enrolling student. 2) Individual evaluations of courses. 3) Regular evaluations of program effectiveness.

An example of a model part-time degree program for a research institution is described based on the data gathered in this research project.

A Model Degree Program. Once a part-time degree advisory committee has been established, including higher education administrators and faculty and community members, a sample mission statement would be reviewed. The mission statement could include the following: This part-time Bachelor's degree is a unique alternative to the traditional method of pursuing a degree and provides a learning environment where serious and highly motivated students are taught by UCSD faculty. The program is designed especially for adults who want to earn a degree while on the job, in classes close to home, and utilizing technology in the classroom.

The program is offered in compressed time frames for working adults who have at least five years of professional experience. Classes are held on campus so that participants may utilize the resources of the campus, although many classes include computer instruction which may be accomplished at home. The program concludes with a research honors project.

The administrators responsible for developing a pilot program would be expected to include procedures for assuring continuous feedback from the participants (both students and faculty) about the strengths and weaknesses of the program. This information would provide data for future programs. Students who drop out of the program should be consulted.

The Values, Technology, Science and Society (VTSS) degree, modeled after Stanford University's program, is an example of a program UCSD might implement since it includes courses in mathematics, science, technology, philosophical values and ethics. As quoted from the Stanford General catalog, "Technology and science are activities of pivotal importance in modern life, intimately bound up with industrial society's evolving character, problems, and potentials. If scientific and technological pursuits are to enhance human well-being, they and their effects on society and the individual must be better understood by non-technical professionals and ordinary citizens, as well as by engineers and scientists. Issues of professional ethics and social responsibility confront engineers and scientists. At the same time, lawyers, public officials, and business people are increasingly called upon to make decisions for which a basic understanding of modern technology or science, related ethical,

social and environmental impacts is essential. Ordinary citizens, moreover, are being asked with increasing frequency to pass judgment on controversial matters of public policy related to science and technology. These circumstances require a new form of liberal education adequate to the technical character of the contemporary era.

The Program in Values, Technology, Science, and Society (VTSS) is an interdisciplinary enterprise aimed at enhancing the student's understanding of the nature and significance of technology and science in modern industrial society. Achieving this understanding requires critical analysis of the interplay of science and technology with human values and worldviews, social organizations and institutions, and broader cultural and environmental contexts. Hence, VTSS courses study science and technology in society from a wide variety of perspectives in the humanities and social sciences. The program's purpose requires some basic understanding of technology and science" (1988-1989, Stanford University Bulletin, p.709).

Students would transfer into the program with at least two years of general education requirements (Associate Arts degree). Prior credit and GPA along with a written essay and interview would provide information for admission criteria. A placement test could be developed to measure knowledge derived from actual work experience. The mission of this program is to schedule classes in a time frame which allows room for work and family responsibilities. A needs assessment was conducted to determine if there is an interest in the program for students attending part-time. The program would be open to students majoring in any field while pursuing their two year degree.



New criteria should be developed to take into account factors such as serious intent, maturity and motivation among potential students. Conditional admission may be possible in some cases while the student makes up deficiencies.

The curriculum would include 1) Introductory VTSS course; 2) Philosophical and Ethical Perspectives; 3) Historical Perspective; 4) Social Science Perspective; 5) Senior Seminar; and 6) Honors Project. Eight core VTSS courses, five courses in technical perspectives, five courses in thematic perspectives and a senior project would be required. A highly motivated student could complete the program in two or more years if they enrolled in two courses in the Fall, Winter, Spring and Summer quarters.

An academic adviser/mentor would be assigned to the admitted student. The academic adviser would also serve as the job placement counselor. Students matriculated into the program would not be able to enter as a full-time student in programs offered at the research institution.

Since California is experiencing financial difficulties, it would be almost impossible to burden the University of California's budget when introducing this new program. Therefore, the program would have to be self-supporting. The University should be responsible for providing campus resources such as classrooms and staff who would work in the early evenings. The University would also need to commit funds in the beginning to develop the program.

Faculty who have taken early retirement as well as regular faculty members would teach the courses. Faculty would be released from teaching one course during

the day so that they are able to teach in the evening and on weekends and would receive teaching work load credit.

A flat fee would be charged to the students for the two-year program. This fee would cover administrative expenses, faculty compensation, textbooks (which would be delivered to the students in class), and administrative overhead expenses. Students would enroll by mail once they have been admitted.

Student services, such as academic and personal counseling and registration, would be provided in the late afternoon and evenings. The continuing education division could provide these services or existing departments could adjust staff hours so that some services would be open in the evening.

This example of a model part-time degree program, which incorporates many of the issues addressed in the data collection, could be implemented at a research institution. If this program was offered at a research institution, it would be a new program but many of the required courses are already provided. This program could be a separate college and the name of the program could be "Part-time Degree Programs."

This program is created in a multi-campus system which includes innovative ways of teaching and learning yet remains within the University's administrative structure.

The first critical component to the pilot program is finding funds. This is especially critical when established programs are already fiscally hard pressed. The funds required to develop the program cannot come from those already committed to

established academic programs. If students in the program are counted toward workload credit, some State funds may be allocated.

The second critical component is to assess the need for part-time education at the University of California. A pilot survey, similar to Washington State University's distance learning program survey, would need to be developed. Monitoring the program, once it has been implemented, is important.

### Discussion

No two cities are alike as no two universities are alike. Each has their own unique characteristics, goals, and objectives. San Diego, California is the sixth largest city in the United States with three public educational institutions. The adult student has very limited choices when seeking a Bachelor's degree part-time at a public four-year research university in California. The University of California is a State public institution and has the responsibility to educate all qualified students. This includes those individuals who did not have the opportunity to attend college after graduating from high school.

Generally, a four-year public research institution provides a variety of Bachelor's degrees for full-time students. Very little structural or pedagogical change has taken place in decades regarding undergraduate or graduate education and faculty values and reward systems remain substantially unchanged.

Adults today are discovering that education is critical so that they stay abreast

faculty to explore alternative methods of teaching. Emerging technologies are creating an impact on course content and teaching methods.

A traditional education is the goal of most research institutions. This need not preclude the recognition that career development should extend throughout life; that higher education should meet a variety of appropriate career needs of citizens; that educational quality needs to be defined not in terms of reputation or resources but in terms of excellence; that this may require remedial support when necessary as well as environmental support, information support, financial support; and that lifelong learning becomes the norm rather than the exception (Millard, 1991).

Lifelong learning brings into focus the need for change--reeducating leaders of higher education, faculty, administrators and the community. Apps (1988) stated that an analysis of basic assumptions becomes critical. This requires changes in curriculum, teaching-learning approaches, student services, and administrative structures. He noted that faculty may feel uncomfortable with older learners in their classes and administrators are often content to continue as they have in the past, making small adjustments as necessary.

### Leadership Implications for Future Research

#### Change

Change for the sake of change is counterproductive. The ideal learning environment, according to Smullen (1992), is a place where students learn from one another as well as from their professors. Telecommunications can improve the

quality of learning by utilizing computers. Students can talk to each other and with faculty by electronic mail.

Rather than individual faculty members making the decision to introduce telecommunications into the learning environment, it is the Chancellor/President and Provosts who must mandate that technology be incorporated into the classroom. Substantial time is required on the faculty member's part to learn to use this technology. Convincing faculty that an investment in their time to learn new teaching methodologies will be challenging. The leaders of research institutions must provide the resources and time to emphasize the positive aspects of introducing technology in the classroom.

Integrating computers and other technologies into the classroom is essential for adults returning to college. It is also essential that these new methods of teaching be integrated into the current lecture classroom for the traditional 18-24 year old students.

The mission of the research institution is to prepare undergraduates for graduate study. In 1994, UC research institutions are examining the education of the undergraduate. A liberal arts education is based upon the premise that the future is, at best, uncertain, and that generalists rather than those with specific training are best prepared to deal with that uncertainty. Further, the liberal arts education is concerned with preparation for a 'lifetime' of learning.

One UCSD faculty member interviewed proved that there will be resistance when creating a new Bachelor's degree program for adults. It is critical to

concentrate on managing the environment so that faculty are encouraged to experiment with teaching and learning as they do with research.

Programs designed to individualize the learning experience--possibly through the use of instructional-design techniques--should be considered. The learner-centered educational environment alludes to leaders becoming well acquainted with adult learning theory. The computer offers an individualized, active learning experience since students can pace themselves. Computer communication can be utilized in three different ways: 1) Students do not see the instructor but communicate by computer conferences utilizing the computer phone and electronic mail. 2) Faculty make formal video lecture presentations to complement the discussions in computer conferences. 3) Faculty members conduct part of the course on-line and also have face-to-face interaction with the classes (Alright and Graf, 1992).

Computer conferencing is noted as an especially important learning environment for students with insufficient background; students do not suffer from prejudices experienced in lecture classrooms. In spite of the significant gains in information technology, higher education's failure to mainstream these learning mechanisms into the classroom can be attributed to research faculty biases and to the academic reward system which reduces faculty incentives to learn new teaching methods.

Strong leadership is needed as well as faculty development. Faculty should involve students in small group discussion, develop a comfortable presentation style, personalize evaluation, and get input from students to find out what works for

students.

### Future Research

Self-Directed Learning. Self-directed learning, not to be confused with independent study, is still a new phenomenon. Self-directed learning is one of the most common ways in which adults pursue learning throughout their life span, as well as a way in which people supplement (and at times substitute for) learning received in formal settings (Candy, 1991). The number of reported studies that deal with individual self-directed learners is small. Researchers have demonstrated that mature learners frequently prefer to be in charge of their own learning with only minimal direction from an instructor.

Self-directed learning consists of four distinct phenomena:

'Self-direction' as a personal attribute (personal autonomy); 'self-direction' as the willingness and capacity to conduct one's own education (self-management); 'self-direction' as a mode of organizing instruction in formal settings (learner-control); and 'self-direction' as the individual, noninstitutional pursuit of learning opportunities in the 'natural societal setting' (autodidaxy) (Candy, 1991). p.23

Candy noted that research into self-directed learning has been dominated by the positivist paradigm. "However, positivism has been shown to be inappropriate to the study of many educational phenomena, and it seems that the assumptions of positivism are, if anything, particularly antithetical to those underlying 'self-direction'" (p. 455).

Self-directed learning may be the perfect alternative to a part-time degree. UCSD currently offers a self-paced Physics course during the summer. Students read a chapter and take a test. If they pass the test, they proceed to the second chapter. The grade is assigned based on the number of units completed. Faculty and tutors are available at assigned hours to assist students with questions.

A new part-time degree program could be developed at UCSD utilizing this self-paced approach. Classrooms would not be needed and faculty would not have to lecture every week. Students could communicate with faculty or tutors by electronic mail via a computer.

Individualizing Instruction. According to Hiemstra and Sisco (1990) individualized instruction accommodates the varied educational, cultural and career backgrounds of adults, tailoring instruction to the individual learner's needs and strengths. Individualized instruction is most effective when a variety of instructional techniques are used. Learners are expected to assume increasing responsibility for specific content determination.

Hiemstra and Sisco noted that more research needs to be done to demonstrate the value of the individualizing process with various groups of adults, in various educational settings and in various types of agencies or institutions.

Self-directed learning and individualized instruction are very similar. Adult students take responsibility for their own learning which includes mental skills (e.g. problem solving, analysis, integration of ideas, decision making, judging) and bridging between theory and practice.



Future research on adult part-time degrees should include non-traditional methods of teaching and learning. Instead of adults traveling to the campus, instruction should be available by computer and electronic mail. Providing self-paced courses allows adults to study at their own pace. Occasionally students could work on a group project so there is face-to-face interaction.

Future research should include faculty teaching methodologies. Research should be conducted to determine if faculty teaching in adult part-time degree programs use the standard lecture format or if they are using technology in the classroom.

### Final Remarks

A new part-time Bachelor's degree program must include the following elements:

#### Students:

- 1) Classes must be offered in the evening and on weekends.
- 2) Counseling must be available in the evenings. The counselors should be responsible for obtaining student records. The student should not have to worry about getting course descriptions of courses taken possibly over five or more years ago.
- 3) Mentors should be assigned to entering students to assist in the transition to college.

Faculty:

- 1) A significant remuneration would be necessary to attract faculty to teach in the evening. An evening course should be counted in the teaching workload.
- 2) Faculty who have taken early retirement may be willing to teach one or two courses in the evening.
- 3) Faculty should be supported with time off from research and teaching so that they may learn about new teaching methodologies; especially how to utilize computers in the classroom.
- 4) Faculty do not need to have evening office hours if they are able to communicate with their students via electronic mail.
- 5) Faculty must be reassured that the program would meet the University of California academic requirements.

Administration:

- 1) University administrators must be supportive of a new part-time degree program. This includes providing staff in the early evening hours to accommodate part-time students.
- 2) Funding for the development of the program is critical. Students enrolled in the program should be counted as part of the University's enrollment and provided some State funds. The program can then be self-supporting with the assistance of some State funds.
- 3) The program should be located on-campus. This is essential for a new program. The availability of the staff and faculty are needed to provide services for the evening

part-time student.

4) It must be determined what administrative unit on campus would be responsible for overseeing the program. A new department may need to be created or an existing unit on campus such as University Extension or Summer Session may be the appropriate administrative unit.

5) Once the program is in place, it should have already been decided if the program makes money, where those funds should be spent.

6) It is important to assess the successes and weaknesses of the program and make revisions as needed.

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APPENDIX

## Carnegie Foundation: Research Universities

These schools give a high priority to research, offer a full range of baccalaureate programs, and are committed to graduate education through the doctoral degree. These schools receive considerable federal research money and graduate a large number of Ph.D.'s. (Carnegie Foundation for the Advancement of Teaching).

University	Enrollment*	Part-Time Degrees*
Boston University	28,364	Day, evenings, summer
Calif. Instit. of Technology	2,009	No
Colorado State Univ.	21,210	Day
Carnegie Mellon Univ.	7,131	No
Case Western Reserve Univ.	9,156	Day
Columbia University, New York	18,617	No
Cornell University	18,450	No
Duke University	11,426	Day, summer
Harvard University	18,273	No
Howard University	11,941	Day
Indiana Univ., Bloomington	36,076	Day, evenings, summer
John Hopkins University	4,613	Evenings, weekends, summer
Louisiana State University	26,607	Day, evenings
Mass. Institute of Techn.	9,798	No
Michigan State University	40,047	Day, evenings, summer
New Mexico State Univ.	15,500	Day, evenings, weekends, summer
New York University	33,973	Day, evenings, weekends
North Carolina State Univ.	27,156	Day, evenings, summer
Northwestern University	13,032	Day, evenings, weekends, summer
Ohio State University	52,183	Day, evenings, summer
Oregon State University	14,336	Day, evenings, summer
Penn State University	38,446	No
Princeton University	6,438	No
Purdue University	36,163	Day, evenings, summer
Rutgers	48,572	No
Stanford	13,893	No
State Univ., New York	17,233	Day, evenings, summer
Texas A & M University	41,710	Day, summer
Univ. of Arizona	35,129	Day, evenings, summer
Univ. of Calif., Berkeley	30,622	No
Univ. of Calif., Davis	22,889	Day, summer
Univ. of Calif., Irvine	17,189	No

UCLA	35,407	No
Univ. of Calif., San Diego	18,241	No
University of Chicago	10,231	Day
Univ. of Cincinnati	17,931	Evenings
Univ. of Colorado, Boulder	25,089	Day, summer
Univ. of Connecticut	18,399	Day, evenings
Univ. of Florida	34,361	Day, summer
Univ. of Georgia	28,493	Day, summer
Univ. of Hawaii	19,810	Day, evenings, weekends, summer
Univ. of Illinois, Chicago	24,985	Day, evenings, summer
Univ. of Illinois, Champaign	35,815	No
Univ. of Iowa	27,463	Day, evenings, weekends, summer
Univ. of Kentucky	24,197	Day, evenings, summer
Univ. of Maryland, College Park	32,858	Day, evenings, summer
Univ. of Miami	13,857	Day, evenings, summer
Univ. of Michigan	36,626	Day
Univ. of Minnesota, Twin Cities	38,019	Day, evenings, weekends, summer
Univ. of Missouri, Columbia	23,346	Day, summer
Univ. of New Mexico	25,009	Day, evenings
Univ. of North Carolina	23,944	No
Univ. of Pennsylvania	22,418	Day, evenings, weekends, summer
Univ. of Pittsburgh	27,852	Day, evenings, weekends, summer
Univ. of Rochester	9,539	Day
USC	27,353	Day
Univ. of Tennessee, Knoxville	25,998	Day, evenings
Univ. of Texas, Austin	49,253	Day
Univ. of Utah	25,549	Day, evenings
Univ. of Virginia	17,604	Day
Univ. of Washington	34,598	Day, evenings, summer
Univ. of Wisconsin, Madison	43,196	Day
Virginia Polytechnic Instit.	23,637	Day, summer
Vanderbilt	9,724	No
Washington University	9,429	Evenings
Yale University	11,129	Day
Yeshiva University	4,899	No

\*Peterson's Four-Year Colleges, 1994

May 29, 1992

Dear UCSD Part-time Student:

I am conducting a study to determine why you are attending UCSD part-time. This information will be useful in assessing if UCSD is meeting the needs of students completing a bachelors degree and the possibility of developing a part-time degree.

It should take less than 15 minutes to complete the questionnaire. Your responses will be kept confidential and you do not have to answer a question if you choose.

Please return the completed questionnaire to: Jil Warn, 0179 no later than June 12, 1992. Thank you for your participation. If you should have any questions, feel free to call me at 534-0374.

Sincerely,

Associate Director  
Jil Warn

Jil Warn, Associate

## Questionnaire for UCSD employees attending UCSD part-time

1. Gender:  Male  Female
2. Age:  20-25  26-30  31-35  36-40  41-45  46-50  51-55  
 56-60
3. Level:  Freshman  Sophomore  Junior  Senior  Graduate
4. Ethnicity:
 

<input type="checkbox"/> Black/Afro American	<input type="checkbox"/> Japanese/Japanese American
<input type="checkbox"/> American Indian	<input type="checkbox"/> Chicano/Mexican American
<input type="checkbox"/> White/Caucasian	<input type="checkbox"/> Filipino
<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> E. Indian
<input type="checkbox"/> Korean	<input type="checkbox"/> Thai/Other Asian
<input type="checkbox"/> Latino/Other Spanish	
<input type="checkbox"/> Other _____	
5. Number of hours employed at UCSD \_\_\_\_\_ .
6. Did you attend college right after high school?  
 yes  no  
a) If yes, did you leave college before completing a degree?  
 yes  no  
b) If yes, what was the reason(s)? \_\_\_\_\_  
\_\_\_\_\_
7. Have you attended a community college?  
 yes  no If yes, how many semesters \_\_\_\_\_ ?
8. Why did you return to college (rank order: 1=high; 7=low)?  
 attend part-time  get a better job  
 obtain bachelors  plan to continue on to graduate school  
 discount on tuition  personal interest  
 other \_\_\_\_\_
9. Why are you attending part-time instead of full-time (rank order: 1=high; 4=low)?  
 work  family  health  
 other \_\_\_\_\_
10. What personal barriers have you experienced while attending UCSD?  
 work  child care  finances  
 other \_\_\_\_\_
11. What institutional barriers have you experienced while attending classes (rank order: 1=high; 6=low)?  
 lack of financial aid assistance  counseling hours  
 bookstore hours  campus business hours  
 registration hours  
 other \_\_\_\_\_

over

12. Do you plan to complete a bachelor's degree at UCSD?  
 Yes  No  
 If yes, how many years do you estimate it will take to complete the degree? \_\_\_\_\_  
 If no, why not: \_\_\_\_\_
13. If you had a choice, would you attend classes (rank order: 1=high; 6=low):  
 days only  nights only  days and nights  
 weekends only  nights and weekends  
 other \_\_\_\_\_
14. If you had a choice, would you enroll in a program (rank order: 1=high; 5=low):  
 a)  traditional lecture/quarter system  
 b)  traditional lecture/semester system  
 c)  intensive format during the day:  
 six weeks  eight weeks  ten weeks (select one)  
 d)  intensive format during the evening:  
 six weeks  eight weeks  ten weeks (select one)  
 d)  small group format
15. If UCSD offered a part-time evening/weekend bachelor's degree program, would you attend?  
 yes  no
16. Did either of your parents graduate from college:  
 no  yes, both parents  yes, father only  yes, mother only
17. Additional comments:

## Interview protocol for faculty

- 1) Would you be receptive and would the department be receptive to a part-time bachelor's degree program at your research institution?
- 2) Let's say I'm an adult (over 25 years) and I attended a community college and received an A.A. degree and now I want to go on to get my bachelor's degree but I am working full-time and I have a family at home to take care of. Where would I go to get a part-time bachelor's degree in San Diego at a public institution?
- 3) The literature reviewed indicates that most part-time degree programs for adults are self-supporting. Do you see this program being self-supporting?
- 4) Do you see a new major being established at UCSD such as liberal studies (taking courses from Communication, Sociology and Psychology) for adult part-time students?
- 5) How do you see faculty being compensated for teaching in this program? Should it be additional compensation such as they receive for teaching in Summer Session or do you see it being part of their teaching load?
- 6) Do you see faculty who have taken early retirements teaching in this program?
- 7) Most adults returning to college have been away from the classroom for several years. Do you think it would be possible that admission standards were flexible for these students?
- 8) How do you see this program being administered? Other adult part-time degrees are administered through the continuing education departments.
- 9) What do you think about offering these courses over an intensive format so that students are able to finish the program in a timely manner?
- 10) What about offering a joint bachelor's degree with San Diego State University?
- 11) Do you think these students should be required to take a course (library research, study skills) prior to entering a part-time degree program?
- 12) If students complete a part-time degree on this campus, would they be employable?
- 13) Should the program be offered on-campus or off-campus?



14) Should students be allowed to transfer from the part-time degree program to the full-time degree program?

## Interview protocol for part-time degree administrators

- 1) How long has the part-time degree program been in operation?
- 2) What programs do you offer and why were they selected?
- 3) How many students are enrolled in the various programs?
- 4) How is the program financed; i.e., is the program financed by state funds or is it self-supporting?
- 5) Do you provide student services (such as registration and counseling) in the evening and on weekends?
- 6) Who teaches in the program, i.e., do you utilize regular faculty or do you bring in visiting faculty?
- 7) Does your administration support the program?
- 8) Do you have any other information you would like to provide about your program?

## Pre-test questionnaire for CSUSM part-time students

1. Gender:      Female                  Male
  
2. Ethnicity:
 

<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Korean/Korean-American
<input type="checkbox"/> African/Mexican-American/Chicano	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Other Latino/Spanish-American	<input type="checkbox"/> Other Asian
<input type="checkbox"/> Philipino/Filipino	<input type="checkbox"/> White/Caucasian
<input type="checkbox"/> Chinese/Chinese-American	<input type="checkbox"/> Other-Please specify
<input type="checkbox"/> East Indian/Pakistani	
<input type="checkbox"/> Japanese/Japanese-American	
  
3. Age:
 

a) 20-25	b) 25-30	c) 30-35	d) 35-40	e) 40-45
f) 45-50	g) 50-55	h) 55-60		
  
4. Name of School: \_\_\_\_\_
  
5. Did you attend college right after high school?    Yes    No
  - a) If yes, did you leave college before completing a degree?    Yes    No
  - b) If yes, what was the reason(s)? \_\_\_\_\_  
\_\_\_\_\_
  
6. Why did you return to college? \_\_\_\_\_  
\_\_\_\_\_
  
7. Why are you attending part-time instead of full-time?
 

<input type="checkbox"/> economics	<input type="checkbox"/> family	<input type="checkbox"/> other _____
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8. Why are you attending this school?
 

<input type="checkbox"/> reputation	<input type="checkbox"/> cost	<input type="checkbox"/> location	<input type="checkbox"/> other _____
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9. What institutional barriers have you experienced while attending school?
 

<input type="checkbox"/> financial aid	<input type="checkbox"/> counseling	<input type="checkbox"/> enrollment procedures
<input type="checkbox"/> purchasing books	<input type="checkbox"/> other _____	
  
10. What personal barriers have you experienced while attending school?
 

<input type="checkbox"/> child care	<input type="checkbox"/> finances	<input type="checkbox"/> work	<input type="checkbox"/> other _____
-------------------------------------	-----------------------------------	-------------------------------	--------------------------------------
  
11. How many years do you estimate to complete your degree?  
\_\_\_\_\_
  
12. If you had a choice, would you attend classes (rank order):
 

<input type="checkbox"/> a) Days only
<input type="checkbox"/> b) Nights only

- c) days and nights
  - d) weekends
13. If you had a choice, would you enroll in a program (rank order):
- a) quarter system
  - b) semester system
  - c) intensive format; i.e., one night a week for eight weeks with a week off between classes
  - d) intensive format; i.e., one day a week for eight weeks with a week off between classes
  - e) every other weekend on Saturday
14. What is the reason(s) you chose to complete a bachelor's degree part-time rather than pursue continuing education:
- get a new job
  - advance in present job
  - get a better job
  - other
15. If the University of California, San Diego offered a part-time bachelor's degree program, would you attend?
- yes     no
- a) If yes, what type of program would you enroll in?
- 
- b) If no, why not?