A COMPARATIVE STUDY TO DETERMINE FACTORS CONTRIBUTING TO THE DEVELOPMENT OF OFF-CAMPUS CREDIT PROGRAMS IN SMALL, PRIVATE, FOUR-YEAR LIBERAL ARTS COLLEGES

by

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Dissertation submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Adult and Continuing Education

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May 16, 1986

Blacksburg, Virginia

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(ABSTRACT)

Committee Chairman: Charles A. Atwell

The purpose of this study was to investigate why small, private, four-year liberal arts colleges implement off-campus credit programs. The focus of the research was to determine the factors responsible for offering off-campus programs in some institutions, while in others, no attempts were made to offer similar programs.

Survey research was the primary method used in the study. Twenty-five colleges which were members of the Southern Association of Colleges and Schools (SACS) and which had off-campus programs were paired with an equal number of non-participating colleges based on size, tuition costs and affiliation. Data were gathered from NCES and SACS reports, current college catalogs and from self-designed questionnaires. A response rate above 90 percent was recorded for the mailed questionnaires.

The Chi-Square test of relationship, T-test, and ANOVA techniques were used to analyze the data. All analyses were evaluated at the .05 level of significance.

Data analysis for participating colleges suggested:

(1) Off-campus programs were relatively new, with a majority (87 percent) having been established over the past ten years;

(2) Small, private, liberal-arts colleges were adapting their missions to allow them to serve a new clientele.

(3) The primary leadership within the colleges for the initiation and continuation of off-campus programs were the presidents, deans and the governing boards. A declining enrollment was indicated as a primary reason for going off campus; and

(4) The groups being served most often off campus were managers, public school teachers, ministers, accountants, law enforcement personnel, and those seeking a Baccalaureate degree.

The analysis of the data between the participating and non-participating colleges showed:

(1) The participating colleges experienced more growth than the non-participating group. This modest growth could be traced to off-campus enrollments;

(2) Both groups of colleges had a similar curriculum, but a statistically significant difference existed for the degree in education. The participating colleges had a larger number of institutions with a degree in education;

(3) The participating colleges' mission statements evidenced a more serious commitment to serving the broader

community through educational opportunities than did the non-participating group;

(4) A statistically significant difference existed between the two groups regarding the sources of revenue, Federal appropriations, grants and contracts and total revenues. The non-participating group received more revenues from these non-tuition sources;

(5) A statistically significant difference existed for the expenditure categories of academic support, library support, and operations and maintenance; and

(6) No statistical difference was found between the groups for faculty or transportation characteristics or in the number of competitors for off-campus credit programs.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to Dr. Charles A. Atwell, graduate committee chairman, for his patience, guidance, encouragement, and advice during the study. Gratitude is also extended to committee members Dr. Harold W. Stubblefield, Dr. Norris H. Bell, Dr. Samuel D. Morgan, and especially to Dr. Jim C. Fortune, who assisted with the statistical analysis.

Special appreciation is also extended to my colleague, Dr. Guy V. Briggs, who served as editor and a constant source of encouragement throughout the study.

Appreciation is extended to Mrs. Paulette Gardner for typing the dissertation, and to Mr. Willie Williamson for his assistance with programming.

Gratitude is extended to the participants in the study and to NCES and SACS for the enrollment and financial data.

Special appreciation is extended to the Clinch Valley College administration who provided leave time and encouragement throughout the long pursuit.

The study is dedicated to my family for their interest, patience, and support. Special appreciation is extended to my wife, , for her many long hours of typing, sacrifice, and dedication, and to my daughters, , for their love and kindness.

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Chapter 1

INTRODUCTION

In 1975 the United States Census Bureau announced that major changes had taken place in college and university enrollment patterns. Enrollments in college credit programs had diversified noticeably during the previous two decades. Traditional college-age students--age 18 to 22--were now outnumbered by older students. These data revealed adults beyond the age of 22 had become a viable group of potential students for colleges and universities. Current data reflect continuance of these patterns (Harrington, 1977; Kemp, 1978; Galladay, 1976; Dearmon and Plisco, 1980; National Data Book and Guide to Sources, 1984).

Several factors were responsible for the enrollment shift. There was a leveling off in the number of traditional college-age students who were electing to attend college. A significant drop in the birth rate suggested to colleges and universities that student populations would decrease throughout the 1980's (National Data Book and Guide to Sources, 1984). The elimination of the draft resulted in the loss of a group of young men for whom college was a means of

delaying military service. Lastly, there was the prospect of slumping job markets for college graduates.

Bowen (1980) suggested the number of eighteen-year-olds would decline throughout the 1980's with the decline leveling out around 1998 to slightly less than three-fourths of the 1979 traditional student population. Clearly the evidence suggested a decline in the "old market"--age 18-22. However, a "new market" was waiting to be served by the colleges and universities of America.

While enrollments in higher education have shown some decline, more dramatic enrollment decreases have been observed in the small four-year liberal arts colleges (Dearmon and Plisco, 1980). Historically these colleges have served a very limited clientele, that being the traditional college-aged student--18-22 (Jonsen, 1978). Therefore, as the pool of traditional students continues to drop, the chance for enrollment stabilization in small four-year liberal arts colleges decreases. Hodgkinson (1983), Dearmon and Plisco (1980), Pfnister (1984), Jonsen (1984), and Zammuto (1984) all allude to data indicating that smaller private four-year institutions in higher education are more vulnerable to enrollment decline.

Andrew (1976), in his study of the causes for demise of certain small liberal arts colleges, stated that most of these smaller private colleges have limited missions, whereas "public institutions have developed more experience and

capability in marketing to new clienteles, e.g., to non-traditional students" (pp. 1-6). However, it does appear a limited number of small, private, four-year liberal arts colleges are beginning to serve the older student as their enrollment declines persist. This study is concerned with small, private, four-year liberal arts colleges as they expand their mission to serve a more diverse clientele. Specifically, why have some of these colleges adapted or changed their mission to serve adults through the offering of off-campus credit instruction to adults, while other colleges have shown no interest? In addition, can specific indicators be identified and isolated to suggest reasons why some colleges participate in off-campus credit instruction while other colleges do not?

BACKGROUND

Since Jeffersonian times many educators have advocated an egalitarian approach for higher education. Educators and others have proposed that all people should be afforded an opportunity to progress as far educationally as their potential allows. Large colleges and universities, especially the land grant institutions, have a long history of providing educational opportunities for adults through an assortment of off-campus extension programs. Additionally, community colleges plan and offer continuing education

programs designed specifically for the adult learner. While the larger colleges and universities and community colleges have created educational opportunities for the adult, typically labeled the non-traditional learner, smaller private four-year liberal arts institutions have been reluctant to extend credit programs to the very sizable adult market (Simpson, 1977; SACS, 1984).

Adults participating in higher education learning opportunities in 1975 were reported at 17.5 million, some 11.6% of the adult population (Lenz, 1980; Galladay, 1976; Bowen, 1980). This was double the rate of participation in 1957. These data included those involved in both credit and non-credit activities. NCES data showed an increase from 1,117,000 in 1960 to 5,190,000 for those enrolled part-time in credit activities in 1981 (National Data Book and Guide to Sources, 1984). Assuming Cross and Valley (1974) are correct in their estimates, there are many more adults desiring to engage in organized credit activities. While many adults are being served, millions are being neglected by higher education institutions.

Carnegie Commission Reports in 1968 and 1970, along with the Newman Report of 1971, were very critical of the service colleges and universities were providing to adults above the typical college age. They cited evidence showing higher education's lack of interest in assisting adults in furthering their education. Also, they strongly emphasized

education throughout life and non-traditional programs which could be taken at convenient times away from the main campuses of colleges and universities.

Earlier, in the 1960's, special interest groups began placing demands on institutions of higher education to become more responsive. The poor, both black and white, women reentering the labor force, and others who had withdrawn from college due to family or financial reasons, began demanding more opportunities for education and, in many instances, new degrees. These external forces, coupled with declining enrollments, suggested to many colleges that they reassess their mission and consider the possibility of conducting programs in a way never before considered.

Today about 12 million individuals attend colleges and universities in the United States. However, Hodgkinson (1983) indicated that another 46 million adults are being educated by other providers as diverse as the AFL/CIO, the U.S. Navy, IBM, Xerox, McDonald's, the Graduate School of the U.S. Department of Agriculture, and the Management Academy of the United Way. These data indicate clearly that there would be no enrollment decline if only a small portion of these adults selected colleges and universities to further their education. Some 50 billion dollars are being spent meeting adult educational demands outside of higher education institutions in America today. This is about the equivalent of that which is currently being spent by colleges and

universities on traditional learners. Hodgkinson (1983) went on to say, "If higher education institutions want to become more active in the adult education area, they will have to modify their existing practices considerably" (p. 11).

The larger colleges and universities have maintained slow, but nevertheless, steady growth patterns during the 1970's and early 1980's (National Data Book and Guide to Sources, 1984). Community colleges, with extensive programming aimed toward adult students, have also enjoyed a steady enrollment growth through the early years of this decade (AACJC, 1984). However, enrollment patterns for America's small four-year colleges portray quite different trends and profiles. Leslie, Grant, and Braun (1977) revealed that enrollment trends for liberal arts colleges remained rather stable from 1965 to 1977, while enrollments at non-liberal arts institutions increased dramatically. Hodgkinson (1983) further suggested the small liberal arts colleges and universities are the most vulnerable to enrollment decline because they have relied on attracting white, middle-class, suburban students. Statistics indicate that the families from which these students come have shown the greatest decrease in family size since the end of World War II. Hodgkinson's predictions appear to have held up thus far, as the smaller four-year colleges have indicated the least growth when compared to other public higher education institutions. From these observations, it would appear the

smaller four-year private liberal arts colleges would be interested in adults as learners. However, data suggest that the small four-year liberal arts college enrolls only a small portion of non-traditional learners in credit courses and programs off-campus (SACS, 1984; National Data Book, 1984; Hodgkinson, 1983).

Small, private, four-year liberal arts colleges are rich in tradition and consist of faculties and administrators who are basically conservative in nature. The typical four-year college of the 1950's, 1960's and early 1970's could be described as basically residential in nature and composed primarily of college-age students, eighteen to twenty-two years old. They attended classes normally during the day from 8 a.m. to 4 p.m., taking only an occasional evening class. Exceptions were the local students who chose to live at home and commute to classes. Normally, all students moved through Eliot's Harvard Model of the recommended elective system (Portman, 1978; Simpson, 1977).

Averill (1980) has suggested small four-year colleges must exchange old and comfortable habits for new ways of doing things in the 1980's if they are to survive. He cited enrolling part-time adult students as one alternative to offset some of the losses of residential students of traditional college age. He asserted colleges must seek out non-traditional adult students who need and want the kind of education which can be made available by the small four-year

liberal arts college. Valentine (1975) was in agreement with Averill and suggested that the small four-year liberal arts college with its expertise offers the type of educational opportunities for which many in our learned society can benefit. This notion is contrary to many academicians' strong belief that all education should take place between 8 a.m. and 4 p.m. and on the main campus. Nevertheless, Averill insisted this is one of the procedures small colleges must undertake if they are to survive.

STATEMENT OF THE PROBLEM

The evidence appears to support the small four-year liberal arts college's courtship of the adult learner to maintain a relatively stable enrollment condition. Crimi (1957), in his study of 404 small four-year liberal arts colleges, reported 54.6 percent of the respondents to his questionnaire indicated they offered adult activities serving 45,000 participants. The range was from those serving as few as twenty students to those who had over five hundred participants. Crimi stated that "the most significant generalization which could be made about liberal arts college adult education is that it is often an indigenous, local phenomenon, relatively uninfluenced by similar programs in other communities or institutions" (p. 10). Further, he

noted colleges differed greatly in objectives, methods, content, and format.

Andersen (1977) suggested that declining enrollment is the prime reason that colleges and universities have sought out the part-time learner during the past few years. He stated that this is neither obscure nor profound, but simply that colleges and universities needed students, so efforts have been made to attract the adult learner. Since students are a major source of revenue, it seems reasonable for administrators to be interested in adults as learners. However, college administrators must deal with faculty who are accustomed to more traditional students. Full-time students move step-by-step through a preplanned program before earning the distinction of being an educated individual. Full-time faculty are especially reluctant to travel distances to teach in a less desirable facility with fewer learning resources (Batt, 1979). Nevertheless, in a 1977 dissertation, Simpson indicated 44.9 percent of the affirmative respondents at the small four-year college level classified their current or intended baccalaureate programs as non-traditional because they were located at sites other than the main campus. The affirmative responses, however, included only about fifteen percent of the colleges in this category.

Off-campus credit programs are often tenuous due to unpredictable budgets, faculties, learning resources,

pressure from economy-minded special interest groups, and the fact they often work on enrollment-driven or fee-based funding. Too often off-campus educational endeavors are not recognized as "full partners" within higher education. Many programs are managed by administrators, faculty and clerical help who are assigned these duties as secondary responsibilities. Moreover, many faculty members exhibit attitudes of indifference and skepticism as to the quality of these programs and are reluctant to support such programs. Organizational marginality and an apparent lack of mission and commitment on the part of many colleges leave off-campus undertakings in a very precarious situation (Harrington, 1977; Lenz, 1980; Knowles, 1980).

A review of available literature addressing small private four-year liberal arts colleges reveals the need for intensive inquiry into the motivations for delivery of off-campus credit activity. If the need to serve adult learners is a high priority and if these colleges need enrollment stabilization, then why do some opt to meet the educational demands of the unserved while others do not?

Specifically stated, the question addressed was: Why did some private four-year liberal arts colleges in the region served by SACS offer off-campus credit courses and others did not?

Preliminary data indicate that only 25 of the 148 independent four-year member colleges of the Southern

Association of Colleges and Schools offer off-campus credit programs (SACS, 1984). Are there economic factors which make differences in those colleges which do or do not offer off-campus instruction? If so, can they be identified? Are there special characteristics within some colleges which lead to successful off-campus arrangements? If so, can these distinctions be isolated? Are there peculiar circumstances around which program design evolves? If there are, can these circumstances be identified and categorized?

Most of the data relative to private and public four-year college and university participation in adult learning activities are reported in a collective manner, making it difficult to derive generalizations in regard to private institutions. Why are some selected four-year liberal arts private institutions involved in off-campus credit programs? Why are others not involved? How have these programs come into existence? What is the nature of their financing, staffing, and clientele served? The existing void in the literature leaves many questions regarding the current status of small private four-year colleges' off-campus credit endeavors unanswered.

PURPOSE OF THE STUDY

The purpose of this study was to describe those small, private, four-year liberal arts (Level II) colleges in the

region served by SACS which are engaged in off-campus credit instruction. Analysis yielded information about when the programs began, how they were initiated, financed, administered, and the makeup of the clientele served. Specifically, data generated provided answers and explanations to the following inquiries:

1. What year did these colleges begin to offer off-campus credit programs and was this considered a part of their initial mission?

2. What factors contributed to the decision to implement these off-campus credit programs?

3. What percentage of the total FTE enrollment can be attributed to off-campus credit programs?

4. What is the organizational structure for operating off-campus credit programs?

5. What financial and budgetary procedures are employed in the offering of off-campus credit programs?

6. What facilities and resources are provided for off-campus programs?

7. What academic disciplines are offered and to what extent and frequency?

8. What is the composition of the clientele served in off-campus programs?

9. What effect have off-campus programs had on other programs at these colleges?

10. How are faculty selected and compensated for teaching at off-campus locations and do these colleges employ quality controls for courses and faculty?

Additionally, a similar (matched) group of institutions which do not offer off-campus credit activities were identified. These two groups of colleges (participating and non-participating) were compared on a number of selected institutional and community characteristics. Among the characteristics compared were (1) enrollment patterns; (2) institutional mission statements; (3) perceived effects on main campus programs; (4) funding and expenditure patterns (e.g., tuition, endowments, gifts, grants); (5) local and regional competition; (6) faculty characteristics; (7) transportation characteristics; and (8) degrees offered.

JUSTIFICATION

This study added to the body of knowledge surrounding the efforts of small, private, four-year liberal arts colleges in their development of off-campus credit programs. The investigation centered upon the eleven-state region of the Southern Association of Colleges and Schools. Of particular interest was the rationale employed by selected small, private, four-year liberal arts colleges in pursuing a strategy for offering off-campus degree credit compared to institutions with like characteristics which have elected not

to do so. Descriptive and comparative research of this design will give direction to other small colleges which are considering off-campus programs and should provide an explanation for the diversity currently in existence in institutions of higher learning as they continue to address the issue of lifelong learning.

DEFINITIONS

SACS Classification

SACS classifies colleges and universities into one of five different categories. These classifications are:

- Level I - Associate Degree
- Level II - Bachelors Degree
- Level III - Bachelors and Masters Degrees (may include Specialist)
- Level IV - Bachelors, Masters, and Doctorate Degrees
- Level V - Graduate and Professional Degrees

Carnegie Classification

The Carnegie Commission developed a system for classifying institutions of higher education which denotes five major groups: (1) Doctoral Graduate Universities, (2) Comprehensive Universities and Colleges, (3) Liberal Arts Colleges, (4) Two-Year Colleges and Universities, and (5) Professional Schools and Other Specialized Institutions.

These major groupings are currently divided into eighteen subgroups.

Private Liberal Arts Colleges II

These are independent colleges which award no degrees higher than the Bachelors level (SACS, 1984). These colleges include those which do not meet the requirements for Liberal Arts Colleges I on Astin's Selectivity Index. The distinction between "liberal arts" and "comprehensive" is not clear-cut for some of the colleges in this group and is partly a matter of judgment. These colleges are less selective than those in Liberal Arts Colleges I and usually require a score on the SAT of less than one thousand (CCHE, 1973). Many of these liberal arts colleges offer teacher education, business, nursing, or other professional training programs.

Off-Campus Instruction

These are courses offered for regular Carnegie credit at sites that are not considered a part of the main campus. These courses may or may not be part of a degree program.

Student Enrollment

Student enrollment is reported as headcount enrollment or full-time-equivalent (FTE) enrollment. Headcount enrollment refers to all those individuals enrolled either

as part-time or full-time in a college. Full-time-equivalent (FTE) is calculated by adding the number of students who are carrying a normal full-time academic load to the sum of the credit hours for part-time students divided by the normal full-time credit load.

Non-traditional Post-secondary Education

Samuel Gould (1973) and his panel of experts on the Commission for Non-traditional Study, after much thought and deliberation, stated that "most of us agreed that non-traditional study is more an attitude than a system and can never be defined except tangentially" (p. xv). However, the commission came forward with the following explanation of non-traditional study:

> This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. (p. xv)

In Planning Non-traditional Programs by Cross and Valley (1974), non-traditional study was thus defined:

> Its greatest departure from traditional education is its explicit recognition that education should be measured by what the student knows rather than how or where he learns it. Beyond that, it builds upon two basic premises--that opportunity should be equal for all who wish to learn and that learning is a lifelong process unconfined to one's youth or to campus classrooms. (p. 1)

For this study non-traditional study will mean those credit programs offered at places other than the main campus, at times suitable for adult attendance, and to those above the traditional college age, 18-22, who are no longer engaged in regular full-time post-secondary study.

Non-traditional Students

These are the students above the traditional age, 18-22, who are enrolled in college credit courses.

Governing Boards

Governing boards are groups of individuals appointed to oversee the operation of a college or university. They are appointed to serve a specific period of time and to set policy in regard to the operation of the college or university.

Institutional Mission Statements

These are the official mission statements made in college catalogs that set the general and specific purposes under which a college operates.

Funding

Funding includes all sources of revenue received by a college for the overall operation of the college. These sources include tuition and fees, federal government

revenues, state and local government revenues, private gifts, grants and contracts, endowments and other sources of revenue (NCES, 1984).

DELIMITATIONS OF THE STUDY

This study was restricted to twenty-five small four-year private liberal arts colleges which are members of the Southern Association of Colleges and Schools and which are involved in off-campus credit activities and a matched group of like colleges within the same region which are not involved in such programs.

LIMITATIONS OF THE STUDY

The researcher was dependent on the accuracy of data collected from SACS, NCES, The Higher Education Directory, college catalogs, and a mailed questionnaire.

The findings of this study were relevant specifically to those colleges under study. Additionally, the findings could prove beneficial to other small four-year private liberal arts colleges which were not selected for analysis in the study, but which possess like characteristics. The study is descriptive research by design and the results are not intended to yield quantitative cause-effect relationships.

ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter 1 includes an introduction, background, statement of the problem, purpose of the study, definition of terms, delimitations and limitations of the study, and organization of the study. Chapter 2 presents a review of the literature as it relates to the history, present and future conditions of off-campus instruction. Chapter 3 includes the design of the study, population, instrumentation, data collection, and the treatment of the data. Chapter 4 presents a report of the findings and answers to the posed research questions. Chapter 5 includes a summary of the findings, interpretation of results and pertinent recommendations.

Chapter 2

REVIEW OF THE LITERATURE

When undertaking an investigation into the reasons why some small four-year liberal arts private colleges have chosen to offer off-campus credit programs and others have not, it is useful to examine the history of the liberal arts concept. Further, it is appropriate to look back and attempt to identify the linkages from which the liberal arts colleges have fostered the concept of modern day off-campus credit offerings. Lastly, the study is concerned with the changes undertaken as these small four-year liberal arts colleges began to serve adult learners in off-campus part-time credit programs.

The order of the review of the literature will be (a) the history of the liberal arts college, (b) continuing education in higher education, (c) contributing forces for continuing education in higher education, (d) continuing education in small liberal arts colleges, and (e) organizational development in the small liberal arts college.

The Liberal Arts College: Its Development in the United States

The small, private, liberal arts college is unique to America and was begun largely to further the training of

clergymen for the early churches. It served as the principal institution of higher education from the founding of Harvard in 1636 until the Morrill Land Grant Act of 1862 (Brubacher & Rudy, 1976). The colonial colleges such as Harvard, William and Mary, and Yale served as prototypes for hundreds of colleges which have followed (Schmidt, 1975).

The early small liberal arts colleges were as much religious institutions as they were intellectual or academic institutions. The real motivation for founding these colleges was to produce an educated clergy that could preserve and nourish the religious fervor of this country (Jonsen, 1978).

The growth of these small institutions had expanded to nine colleges by the end of the colonial period. However, it was not until after the Revolution that tremendous growth was experienced and the liberal arts college became an American institution. The church was the greatest force for propelling this expansion, but rapidly changing social and economic factors were soon to be rising forces for greater opportunities in the intellectual world of higher education. Brubacher and Rudy (1976) stated that these colleges were intended as theological seminaries and as schools of higher culture. Astin and Lee (1972), in agreement, stated, "We cannot clearly determine which priority--religious self-perpetuation or classical education was foremost in the minds of the college founders" (pp. 13-14).

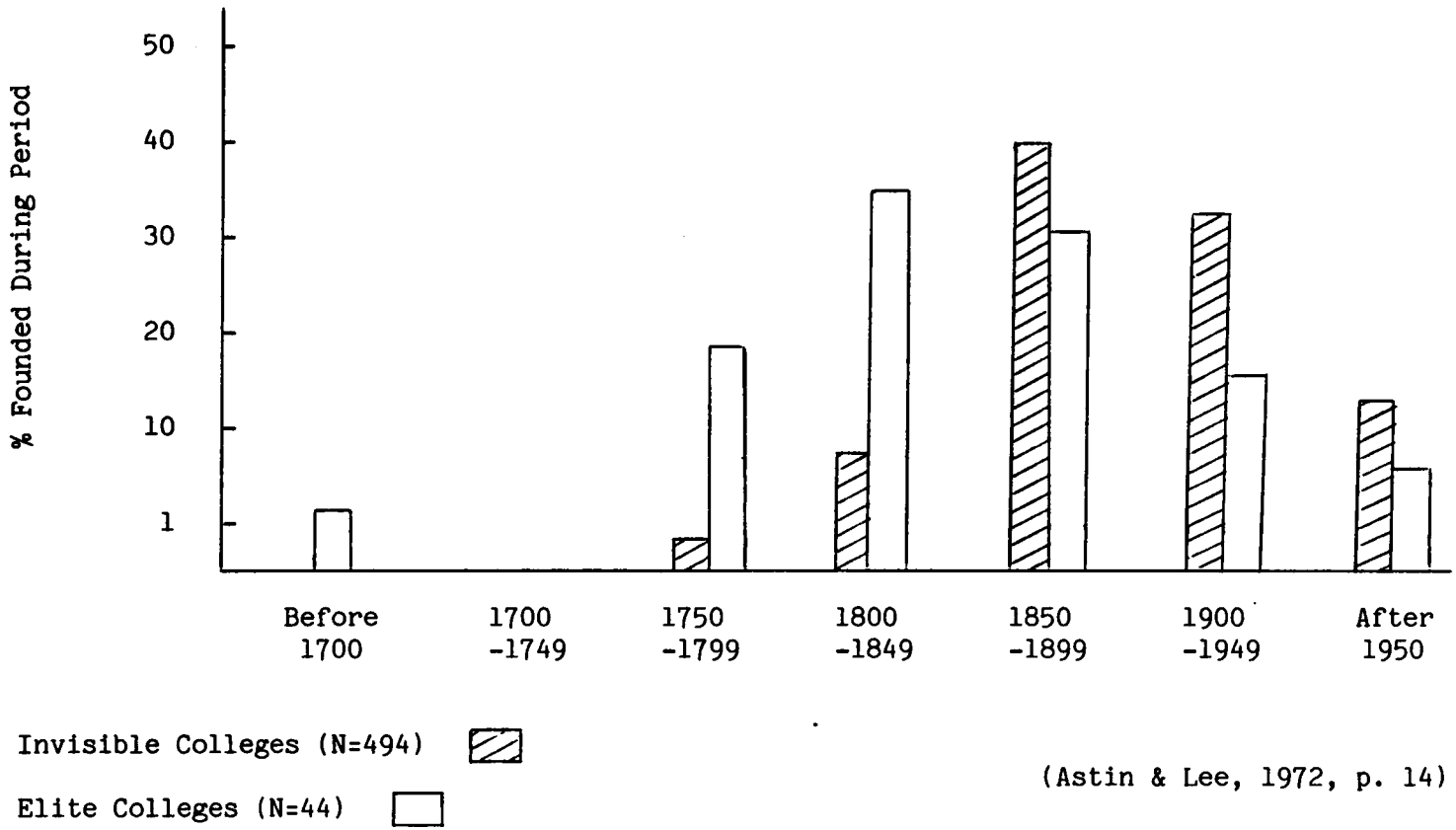
Attempting to classify the characteristics of the liberal arts college prior to 1850, Jonsen (1978) suggested they "embraced orthodox and usually sectarian religious purposes; offered a rigidly-prescribed curriculum; emphasized the unquestioned learning of a received intellectual tradition; resisted the 'practical' and 'useful' arts and sciences; and served a limited clientele" (p. 4). He went on to say these characteristics were in conflict with the rise of science, urbanization, vocational learning, secularization, and other societal forces. Combining the empirical aspects from the German University model, American liberal arts institutions soon adopted a more expanded approach over the smaller collegiate model--the English University model.

Growth of the early liberal arts colleges was slow until after the Civil War in America. Astin and Lee's book, The Invisible Colleges (1972), provides a clear picture as to the growth of some 494 less selective and 44 elite or highly selective colleges. From the founding of Harvard in 1636 until about 1900 approximately ninety percent of all the elite or highly selective institutions were founded. However, the less selective Level II liberal arts colleges saw most of their growth from 1850 until 1950 as shown in Table 1.

Carnes (1977) further depicts the rate of growth for Liberal Arts College I and the less selective Liberal Arts

Table 1

Founding Dates of Invisible and Elite Colleges



(Astin & Lee, 1972, p. 14)

College II in Table 2. The data clearly demonstrate the early growth of the most selective liberal arts colleges and the more recent development of less selective liberal arts colleges.

Astin and Lee (1972) stated that the mortality rate for the small liberal arts colleges during the nineteenth century appeared to be very high. Their best estimates, based on somewhat inaccurate data because many of the records of the now defunct colleges have been lost, indicate that over 2000 colleges were founded during this period with less than twenty percent of them surviving. Brubacher and Rudy (1958) gave the following reasons as to why many of these colleges did not survive: (a) students did not enroll, (b) poor locations, (c) natural disasters, and (d) internal dissension. Carnes (1977) presented similar data in regard to the demise of many of the colleges of this type. He estimated between 1770 and 1879 895 colleges were founded and 650 of these ceased to exist. From 1966 to 1970 119 new private colleges were formed while 19 closed. Further, from 1971 to 1975 103 private colleges opened, but 50 closed their doors during this same period. All the data point to the private liberal arts colleges as having an historically high rate of demise.

Jonsen (1978) reminded us, though under difficult conditions, the small liberal arts college has been able to retain its form and has continued its fight for survival

Table 2

Number of Liberal Arts I and II Colleges:
U.S. and Outlying Areas, 1955-56 to 1976-77

	1955 -56	1960 -61	1965 -66	1970 -71	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77
Total	524	571	621	688	675	669	652	642	631	629
Liberal Arts I Colleges	136	137	141	143	141	140	140	140	138	138
Liberal Arts II Colleges	388	434	480	545	534	529	512	502	493	491

(Carnes, 1977, p. 9)

against the state-supported universities and state four-year and community colleges. The liberal arts concept has been credited with influencing the course of American higher education for two and one-half centuries. Jonsen has listed five critical influences: "(1) The belief in the perennial curriculum; (2) the accessibilities of facilities to students in most geographic areas; (3) strong concern for the individual student with emphasis on the developmental aspects of college experiences; (4) the attractiveness of smallness; and (5) the value-orientation of the denominational institutions" (pp. 5-6). However, Jonsen went on to say while small liberal arts colleges held the above to be self-evident truths, many have adapted to the modern contemporary influence of the more broadly defined university model.

Trends which can now be observed influencing today's small four-year liberal arts college are cited by Jonsen (1978) as: "(a) contemporary influences; (b) the triumph of the elective system; (c) the establishment of special-clientele liberal arts colleges; (d) the rise of vocationalism; (e) departmentalization; (f) secularization; (g) and competition from public institutions" (pp. 6-8). In many cases these factors have been instrumental in smaller private colleges imitating the large-scale university model.

From the beginning diversity was prevalent among small liberal arts colleges. Selected segments of the curricula

were held in higher regard than others. The notion to expand offerings to serve the needs of the general population was not uncommon. Today it is commonplace for schools of education, business departments, and the nursing profession to extend programming to the professional adult population (NCES, 1983-84; Higher Education Directory, 1985).

The Carnegie Commission (1973), Astin and Lee (1972), and Carnes (1977) have indicated the small liberal arts colleges can be classified in two distinct ways. First, the Liberal Arts Colleges I are those which have a highly selective admissions process and are usually larger in number of students (above 1500). Generally, they are non-affiliated independent private colleges. Secondly, the Liberal Arts Colleges II are those which are smaller in student population, less selective in admitting students, more often than not church related, and less heavily endowed.

Liberal arts colleges, types I and II, have experienced changes since 1950. With current enrollment patterns somewhat waning, especially for the liberal arts colleges II since around 1970, it is evident some are changing their missions to enable them to serve a wider clientele and to pump new vitality into their institutions (Carnes, 1977).

Continuing Education in Higher Education

Education designed for the adult learner by colleges and universities is a very old concept. Typically, extension

education was one of the earliest efforts by institutions of higher education to "extend the campus away from home."

Liveright (1960) stated that the concept of general extension education in the university was patterned to a large extent from the European universities and, more specifically, from the extra-mural programs of the British universities. The success of American Lyceums, mechanics' institutes, farmers' institutes, libraries, and the 1874 Chautauqua movement encouraged many universities to consider making their faculties available to off-campus adults (Peterson & Peterson, 1960).

Grattan (1971) cited extension education as being borrowed from England and that the form proved quite novel while being useful. Lectures away from the main university can be traced from 1816 when a professor from what is now known as Rutgers University gave lectures in off-campus locations on the subject of science. Soon to follow were Columbia University in the 1830's, Harvard University around 1840, the University of Michigan in 1855, Kansas State University in 1868, the University of Minnesota in 1881, and the University of Wisconsin in 1885. Interestingly enough, the University of Chicago made an early commitment to serving urban adults.

Two of the earliest college presidents to favor university extension were George Vincent and William Rainey Harper. Both men had experience with Chautauqua and had

realized the value and success adults could achieve if a learning environment were provided. Other presidents such as Daniel Coit Gilmer of Johns Hopkins, Charles Van Hise of Wisconsin, and David Starr Jordan of California furthered the cause of university extension by establishing close ties between the university and the citizenry. Charles Van Hise, President of the University of Wisconsin, actually budgeted full-time faculty for the sole purpose of extension education across the entire state. Many of these first attempts to extend the university's expertise to the general adult population were minimally successful. Nevertheless, these early pioneers spurred the interest of many others and from 1880 to 1900 twelve new universities extended learning activities to adults (Grattan, 1971).

In 1915, the National Association of University Extension first met in Madison, Wisconsin. The association had an initial membership of twenty-two members. During the decade from 1910-1919, sixteen new universities established general extension divisions (Grattan, 1971).

As has been noted, two of the early trend-setters in general extension were the University of Chicago, under the direction of William Rainey Harper, and the University of Wisconsin, under the direction of Charles Van Hise. They established their adult activities under several headings, some of which were lecture study, class study, correspondence study, library bureaus, institutes, circulated packets of

books and clippings, visual aids, and miscellaneous specialized services to individuals and groups. These activities were offered in public buildings, churches, and private houses, usually at the request of approximately ten interested adults (Liveright, 1960; Grattan, 1971; Portman, 1978; Knowles, 1969).

The period from 1920 to 1930 was again an era of stabilization as opposed to the fast growth of the 1910 to 1920 time period. More colleges were extending their learning past the confines of the campus, while others were establishing evening schools, colleges for extended studies and off-campus adult education centers. During this period there was a rapid growth in numbers of participants in correspondence and extension education. The number grew from 101,662 in 1919-20 to 354,113 by the 1929-30 academic year. However, as the economy started to decline in the last quarter of 1929, a drop in college and university enrollment soon followed. This was evidenced by stagnation in extension enrollment and correspondence study, which was only 362,381 by the 1939-40 academic year. Even this level of enrollment exceeded that experienced during most of the 1930's, as shown in Table 3 (Portman, 1978).

World War II interrupted the educational pursuits of millions of men and women from 1941 to 1945. At the end of World War II in 1945 and on through the early 1950's American veterans in great numbers began using their G. I. bill

Table 3

Higher Adult Education Enrollment in the United States
1919-39

Year	Resident Enrollment	Extension and Correspondence	Summer Session
1919-20	597,880	101,662	132,849
1921-22	681,076	155,163	220,311
1923-24	823,063	194,147	278,125
1925-26	917,462	324,819	340,461
1927-28	1,053,955	360,246	382,776
1929-30	1,100,737	354,113	388,006
1931-32	1,154,117	440,186	414,260
1933-34	1,055,360	253,991	303,754
1935-36	1,208,227	297,921	370,026
1937-38	1,350,905	371,173	429,864
1939-40	1,494,203	362,381	456,679

(Portman, 1978, p. 129)

benefits to further their education. Many of the veterans realized training and education opened the door to opportunity in modern America. Harrington (1977), however, pointed out that growth in extension education during the post-war years was not as great, even though there appeared to be a renewed awareness for general extension education.

Due to the tremendous enrollment increases in the late 1950's and early 1960's, colleges and universities exhibited a waning interest in serving adults at off-campus locations. Additionally, graduate schools and research divisions were receiving vast amounts of money, while extension work was not living up to advance billing of past predictions. The Van Hise style of adult education had given way to a new form, that of educating those who had the best grades and highest scores on the Stanford-Binet (Harrington, 1977).

Harrington (1977) said that the post World War II years saw some new developments for adults. One noted change was that of the special degree for adults started by Brooklyn College in 1954 and further developed by the University of Oklahoma. This degree program allowed adults to earn credits through independent study, correspondence study, and to earn a degree without attending the college's regular day courses. Other colleges which were soon to develop non-traditional-type degrees were Goddard College, Johns Hopkins, Roosevelt, and Rutgers. With support from the Carnegie Corporation, Ford Foundation for Adult Education, The Study of Liberal

Education for Adults, and others, this movement was to be found in over 200 colleges and universities by the end of 1960.

The period from 1965 to the present has been the biggest growth period for post-secondary adult education in colleges and universities. This is evidenced by the ever increasing number of colleges enrolling adults both on and off campus. Cross (1981) concluded that literally hundreds of colleges made minor concessions during the 1970's to better accommodate the adult learner. Statistics show that the number of institutions of higher education participating in continuing education activities grew from 1,102 in 1967-68 to 2,225 in 1975-76 and experienced further growth to 2,375 by 1977-78. Since most of the larger universities had established extension divisions in the early 1900's, they did not grow significantly during this period. In 1967-68,145 had extension divisions; in 1977-78 that number had grown only to 160. In this same period the number of other four-year colleges grew from 534 to 1,236 and the number of two-year colleges grew from 422 to 979 (NCES, 1979). The National Data Book and Guide to Sources (1984) indicated there was a total of 3,253 institutions of higher education in 1981, thus indicating that approximately 72 percent of all colleges and universities have various activities for the adult population in America.

Contributing Forces for Continuing Education in Higher Education

Forces from both inside and outside the colleges and universities have significantly influenced the development of continuing education. Early clergy, men of industry, and a large agrarian population exerted great external force upon academicians to extend educational offerings to them. Also, the early internal influences of academic men, along with their "selling abilities" to legislatures and Boards of Visitors had a great impact on colleges establishing adult learning activities off campus. Essential, of course, to any thrust is the energy behind it.

Urbanization from 1860 to 1910 had a tremendous impact on the development of continuing education opportunities for adults. New towns were springing up and older towns were growing into cities. Many of the older cities were becoming great metropolises. These cities needed educational assistance in the areas of transportation, sanitation, health care, better public utilities, and better educated government officials. As the farmers moved to city life and new immigrants moved into the country to meet demands of industrialization, farmers and immigrants needed to acquire new skills or training to perform the required tasks on their new jobs. New demands were made by merchants and manufacturers on colleges and legislatures to expand extension activities (Carey, 1961).

In 1921 a Workers Education Bureau was formed by a New York group under the leadership of Charles A. Beard. Its aim was to coordinate, stimulate, and give direction to workers' education. This and other union groups to follow pushed university extension divisions to provide needed training and general education to workers. Grattan (1971) stated that workers asked for and received instruction in subject matter such as current events, labor history, labor laws, consumer problems, health education, parliamentary law, public speaking, and labor and the community.

The external forces at work during recent decades have received the attention of administrators in higher education. Knowles (1969), in his book, The Modern Practice of Continuing Education in Higher Education, stated that many forces outside the universities are promoting academic changes which favor the adult learner. Keller (1983) furthered this thought by indicating in the future nearly three-quarters of all decisions in higher education will be triggered by outside factors such as economic conditions, enrollments, board actions, and dramatic shifts in the job market. There are technological changes which constantly require new or retrained talent. Often the skills of engineers, pharmacists, teachers, accountants, and physicians are out of date soon after graduation. The demand to upgrade their skills is constant. The steady increase of new jobs requires the learning of new skills.

The realization of wasted talent of individuals both in the slums and in the suburbs has pressured higher education to assist with the educational needs that could help these people lead more productive roles in society. Talents of the handicapped and of women often lie idle because of the lack of educational skills to perform in our highly technological society, but as of late these two groups are pressuring for more educational opportunities. The aged could be more productive and happier if given a chance to learn new skills for work or leisure. Lastly, cultural deprivation faces not only those in the ghettos, but many in rural areas who are deprived because of geographical location rather than a lack of finances (Knowles, 1969).

Knowles (1969) said that we are a poorly informed citizenry with respect to world affairs, not to mention national, state, and local affairs. Further, needs revolve around the social ills of race, health, poverty, pollution, and the proper use of our land. Many more individuals remain very concerned over the increasing adjustment as society moves from a rural to an urban society. These broad categories entail some of the outside forces seen by Knowles as prodding higher education to provide educational opportunities for those who are no longer enrolled in school on a full-time basis.

Specifically, Knowles (1969) listed the Federal government, state and local governments, and various

occupational groups as pressing higher education to be responsible for the retraining of workers or unemployed adults in our society. The Federal government often requires the assistance of colleges or universities in the updating of its massive employment force. Through the various acts of the Federal government, training is often required for new work forces, such as Vista or Peace Corps volunteers, headstart teachers, job corpsmen, or community action leaders.

Cross (1981) identified three critical societal forces as being particularly significant when considering the "lifelong learning needs" of adults. She categorized these as demographic changes, social changes, and technological changes. Demographically, there will be more adults in the population demanding or needing educational assistance. In the social realm, depending on circumstances, the changing roles of women, civil rights, increased leisure, rising educational level of adults, and changing life styles will require more education. The vast explosion of knowledge and pressure from technological changes which can wipe out and create entire industries in a decade will demand new skills for producers. The adaptation of consumers must be dealt with in a like manner.

Demographically, our nation is fast becoming dominated by persons in their middle years. When one considers that another sizeable portion of the population will come from the

24- to 29-year-old age bracket, certainly adult learning must be considered a priority by those in higher education (see Table 4).

This abundance of millions of individuals in the work place often forces many to seek new educational alternatives as they are caught in possible career changes. Estimates are that as many as forty million workers are currently involved in a career move and as many as sixty percent of these have educational needs (Cross, 1981).

Cross (1981) stated that "it is difficult to think of any social change, presently occurring or predictable, that would not require increased attention to lifelong learning" (p. 9). The once held notion in industrialized society of separation of education, work, and leisure is being dispelled as we move toward a modern technological society.

Statistics show adults are now better educated than ever before and the better educated these individuals are, the more education they seek. People in general are interested in upward mobility and would like to improve their educational skills to enhance the likelihood of this upward movement. Women are entering the work force at a pace never thought possible and many do not possess the education which will permit them to seek jobs which match their expectations and capabilities. The idea of equal opportunity is fostering the aspirations of the disadvantaged, minorities, and the aged. These external factors could serve as agents for

Table 4

U.S. Population for Selected Age Groups, 1950-2000

	Population Figures (in thousands) and Percentages											
	1950		1960		1970		1980		1990 Projected		2000 Projected	
Age	N	%	N	%	N	%	N	%	N	%	N	%
Under 15	40,530	27	55,595	31	57,900	28	51,202	23	58,089	24	58,564	22
15 - 29	34,400	23	34,782	19	48,919	24	60,430	27	54,913	22	55,348	21
30 - 44	33,009	22	35,920	20	34,519	17	42,926	19	57,450	23	59,304	23
45 - 64	30,662	20	36,015	20	41,811	21	43,688	20	45,693	19	58,679	22
65 and over	12,285	8	16,529	9	20,065	10	24,523	11	28,934	12	30,600	12
Totals	150,886	100	178,841	99	203,214	100	222,769	100	245,079	100	262,495	100

(U.S. Bureau of the Census, 1977, p. 23)

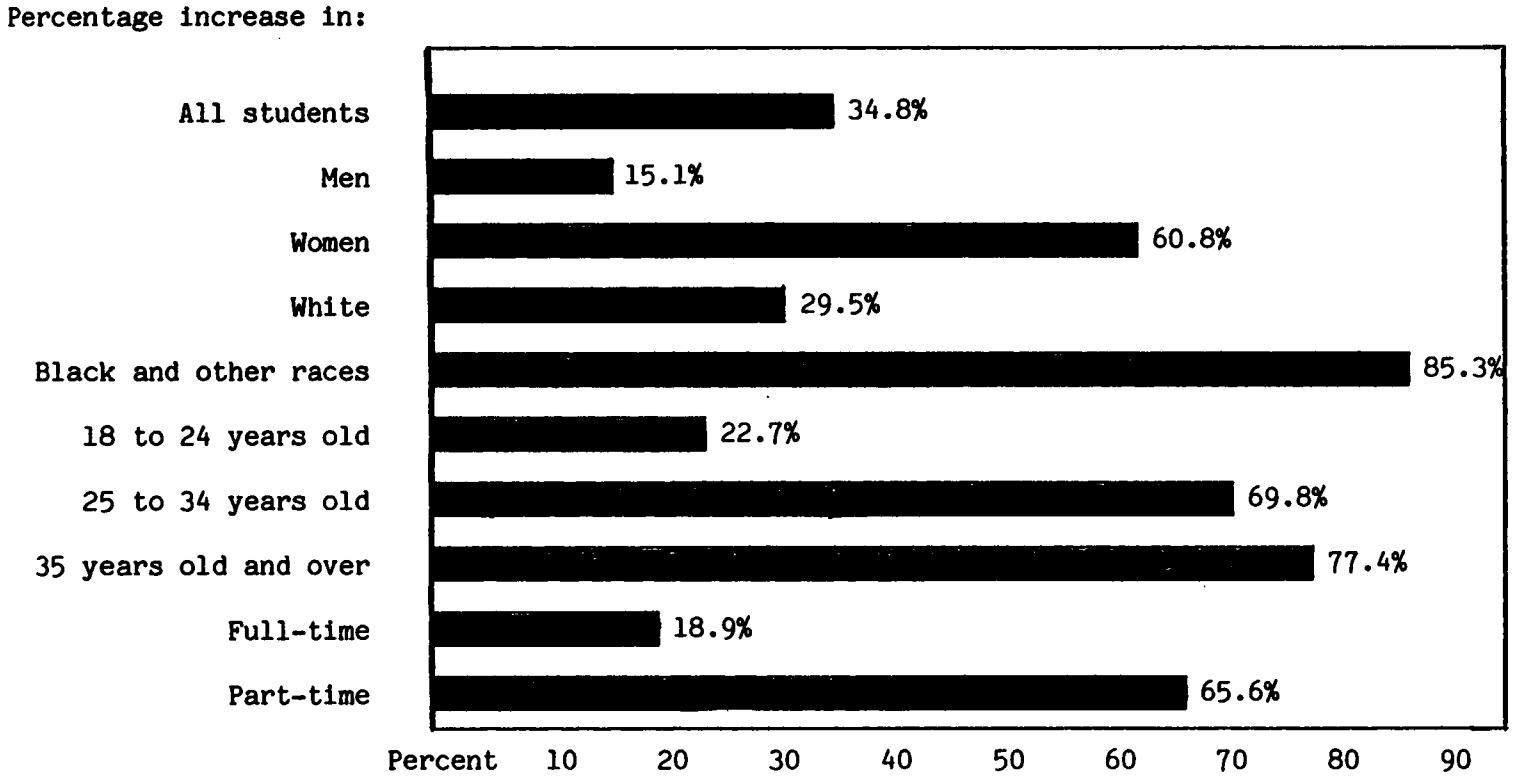
educational opportunity in higher education as they are fully realized (Aslanian & Brickell, 1980; Boaz, 1978; Cross, 1981; Long, 1983).

Additional reports, such as the Carnegie Reports Less Time, More Options (1971) and New Students and New Places (1971), have called on higher education to be more responsive to the needs of adult learners. Specifically, these sources stated that the current practice of higher education reveals prejudice against the older students. They encouraged colleges and universities to allow students the opportunity to reenter higher education through day or evening classes, on or off campus, with new degrees and certifications available as appropriate. Data indicate that these and other motivators have resulted in increased involvement of adult learners in higher education. As depicted in Table 5, major increases have been noted among adult learners over the age of twenty-five (Black Issues in Higher Education, 1985).

Since the late 1960's and early 1970's, possibly the greatest internal force causing administrators in higher education to act on behalf of the adult learner has been the numerous predictions of enrollment decline. When the U.S. Bureau of Statistics began to show birth rates subsiding and eventually declining, many college administrators realized their potential pool of eighteen-year-olds would decline in the early 1980's and this downward trend would continue through the remainder of this century. More revealing was

Table 5

Growth in Nontraditional Students, 1972 to 1982



(Black Issues in Higher Education, 1985, p. 4)

the fact that the sharpest decline in the fertility rate would be among their most sought-after freshmen--the white, middle-class, suburban students (Hodgkinson, 1983; Andersen, 1977; Maxon, 1981).

Knowles (1969) stated that "a genuine interest in continuing education is growing among administrators, faculty members, department chairmen and deans" (p. 21). However, Fink (1981) and Batt (1979) both indicated faculty are still reluctant and are very conservative about changing a curriculum or modifying the college mission. They suggested faculty are like many social groups who feel threatened by a change in the status quo. Loring (1978) emphasized many faculty appear to be obsessed with the fact that education for adults indicates a lowering of academic standards. Averill (1980) simply saw them as selfish and wanting schedules and events planned for the convenience of the faculty, rather than for the students.

Administrators appear to be more receptive to adult learners since they are responsible for the budget and have come to recognize the older student as a new source of revenue. Hruby (1980), in his book, A Survival Kit for Invisible Colleges, gave several examples how Aquinas College had served the adult learner and at the same time had managed to bring a difficult budget to one with a surplus. Shea (1974), Dowd (1979), and Goldberg (1973) gave excellent examples of how the College of New Rochelle and Goddard

College had been very successful in their programs for adults after strong administrative support had encouraged them to move forward in serving adult clientele.

There is mounting evidence that strong internal and external forces are at work impacting the future of higher education. As the Carnegie and Newman reports suggested, it appears that more colleges are delivering their activities to groups away from the main campus.

During the colonial period the clergy and agriculturists demanded and received services from higher education. Of late, numerous special interest constituencies have asked for and received flexibility in meeting training and educational needs. Externally, women, the aged and minority groups have urged those in higher education to assist in meeting their educational needs. Further, high technology, social ills, and demographic shifts are serving as change agents for institutions of higher education. If the above reasons have not been strong enough to gain attention, then certainly the predicted enrollment trends for the 1980's and 90's are serving to increase the emphasis in higher education toward the adult learner. This is evidenced by a large increase in the number of adult learners who have enrolled in college courses over the last twenty years. It appears that some small, private, four-year colleges are capitalizing on these "new learners."

Continuing Education in Small Level II Liberal Arts Colleges

Historically, small private liberal arts colleges have been residential colleges. Little, if any, emphasis was placed on serving the non-traditional student on or off campus (Jonsen, 1984; Finkelstein, Farrar, Pfnister, 1984).

An investigation by Crimi (1957) indicated some small liberal arts colleges have shown an increasing interest in non-traditional student activity through continuing education. Crimi received responses from 404 institutions in a nationwide study of non-traditional activity. Nearly 58% (233) of the colleges reported they were offering varying arrangements of continuing education activities for their local population. Several were observed to be serving as many as 500 students.

The study also revealed vast differences in each institution's mission, objectives, methods, content, and approach to delivery. Usually these programs were designed to serve a local population need and were relatively uninfluenced by similar programs offered by nearby colleges. However, it is significant to note that liberal arts colleges have had concern for the adult learner long before the enrollment and economic strife of the late 1970's and early 1980's.

Andrews (1972) and Simpson (1977), in their unpublished dissertations examining colleges and universities in the Southern Association of Colleges and Schools, indicated some

movement toward off-campus academic credit offerings. Simpson's study showed about fifteen percent of the Level II colleges serving non-traditional students in continuing education activity. A majority of these programs were classified as non-traditional due to the age of the students and the location of the programs in relation to the parent institution.

Andrews (1972), in his study of credit programs in small, private, four-year colleges, indicated that recency of programs was a distinguishing characteristic. Twenty-six percent had been established within the last year while another thirty-six percent had been established within the last two years. Only seven percent had been in existence over six years; therefore, most credit programs were observed to be relatively new.

There are recent indicators which suggest many small, four-year liberal arts colleges (Level II) are considering changes in mission and purpose to accommodate a broader spectrum of non-traditional student. Older learners have always had a place in land grant colleges and universities and in community colleges. Valentine (1975) revealed a growing acceptance among many of our four-year liberal arts colleges of the notion that educational opportunities should be afforded those in their middle and later years. He reported over ninety such colleges were represented at three conferences to discuss the experienced learner as an

"appropriate student" for today's colleges and universities. Many of the colleges represented at these conferences were currently offering or planning to offer programs for the adult learner. Programs at Barat College, College of New Rochelle, Chapman College, and Goddard College were featured in the conferences for analysis. Commonalities found in these programs were (a) recency of the programs (usually in the last five years), (b) a core of creative and capable leaders responsible for the programs, and (c) full trustee and presidential support for the programs. Valentine noted liberal arts colleges must accept full commitment to adult learners as a part of their institutional mission if they are to adapt and accept the "new learners."

Fink (1981) and Averill (1979) indicated the stark reality of significant decline in the 18- to 24-year-old population recently has led to modification of mission by many small liberal arts colleges. Fink went on to say in the last decade many have developed continuing education programs to include evening schedules, weekend colleges, elderhostels, and specialized training programs for professional organizations and industrial employees. Peck (1984) noted these programs have met with limited success in part due to the need for numbers as opposed to a specific commitment to the adult learner. He further stated only minimal changes have been made in the organizational structure to accommodate these new learners.

Fink (1981) cited typical barriers which have led to a lack of program success as the admissions process, financial aid, academic advising, curriculum, scheduling, and administrative and student services. The most important finding by Fink was the uncooperative attitude typically displayed by some faculty and administrators who are more comfortable in dealing with the 18- to 24-year-old learner.

Possibly the greatest difficulty facing small liberal arts colleges as they attempt to serve the non-traditional student is the capacity to deal with two distinct clienteles. Since enrollments and resources are limited, administrators are confronted with trying to support student life programs, academic programs, and the changing of faculty perceptions to serve both groups. Smaller institutions (those under 3000 enrollment) may do well to stay with traditional programs, but to work on creative ways to deliver these to the older students (Maxson, 1981).

In 1973 Kamp asserted there are sound reasons for small private colleges to establish continuing education activities. He offered the following: (a) there is a desire on the part of many adults to return to school to update skills, (b) decreasing enrollments have left faculty without full teaching loads, (c) the generated revenue would enhance stretched budgets, (d) the community would discover what goes on at the college, and (e) it could serve to eliminate indifference and apathy in the community toward the college.

Evidence indicates non-traditional learners are being accepted into the small liberal arts colleges. More colleges are planning new programs. Undertaking the "lifelong learning" concept will not be easy, especially for the smaller private colleges which presently have programming difficulties with the typical 18- to 22-year-old population. The literature provides little research on how the small liberal arts colleges initially conceptualize program design for the non-traditional learner. A review of the literature indicates the primary motivation to date appears to be survival in numbers.

Organization Development in the Small Liberal Arts College

The history of the liberal arts college reveals its uniqueness as an institutional type over the years. Its basic characteristics have remained somewhat stable, but notable changes are recorded at various periods in its historical development. These adaptations have usually been in response to environmental pressure from outside the college. These modifications are noted more as reactive, rather than proactive, indicating a lack of strategic planning on the part of many of the institutions. Modern writers such as Keller (1983) are now issuing recommendations for the need for "better" organizational development for college administrators as they continue to face the economic and demographic changes in the 1980's and 1990's. Emphasis

is being placed on academic strategy, rather than simply reacting to changes in demographic and economic shifts.

Social institutions surfaced to serve the needs of individuals or groups. Many of the older theories of organizational development treated social organizations as closed-systems. These theories explain social institutions as relatively independent of their external environment. The newer "contingency theory" is based on the notion that institutions are open-systems. Katz and Kahn (1966) proposed that all social institutions are dependent upon the interaction within the organizations and their environment. More emphatically, they said "social organizations are flagrantly open-systems in that the input of energies and the conversion of output into further energy input consists of transaction between the organization and its environment" (pp. 16-17). Open-systems, then, are highly dependent both upon the interactions within the system and external environment to produce output and for cycle renewal.

Organizational development (OD) as a total field of study is primarily concerned with changing and improving organizations. Nevertheless, most theories are based upon growth and leave managers and administrators unprepared to deal with conditions of decline. Cameron (1983) said most theorists and researchers have either ignored decline or treated it as an unsuccessful aberration from the natural course of events.

One group of organizations, colleges and universities, experienced tremendous growth from the post World War II period until the early 1970's. Now, as these institutions move through the 1980's, the distinct possibility of decline is evident and especially so for those small four-year liberal arts colleges, many of which experienced decline during the 1970's. Boulding (1975) stated that one of higher education's top priorities should be to develop a new generation of college administrators who can adjust to decline. He went on to say that since we know so little about the skills needed to deal with decline, the identification of administrative skills needed for decline should be of high priority. Consequently, administrators in colleges and universities who have only experienced growth phenomena are often in a quandary when faced with changed situations, such as decline, because they do not have adequate coping skills.

Cameron (1983) indicated that when college administrators are confronted with conditions of decline, they see this as a resource allocation problem or an efficiency problem. As a result, they tend to be exclusively conservative, protectionistic, and efficiency oriented. In an earlier study, Cameron (1981) presented supportive data to the effect that strategic planning of top administrators in declining institutions has made use of only budgetary, fiscal, and fund-raising elements. Little attention has focused upon interaction with constituencies outside the

institutions in the way of public relations and public service. This study also concluded that administrator reactions in growth institutions were just the opposite. Great emphasis was placed on public relations and service, whereas finances and budgeting received little emphasis.

Institutions suffering decline tend to deemphasize activities that were thought to be non-essential to the main concerns of the institution. Weick (1976) has suggested adopting characteristics such as innovation, fluidity, and adaptability to external environments as an excellent prescription for institutions facing conditions of decline. Techniques of innovation and adaptability may include such offensive strategies as expansion of current markets by aggressive recruiting, or the expansion of other student groups through the use of non-traditional programming or by cultivating alternative revenue sources. Organizational theories, especially contingency theory, suggest focusing on flexibility, innovation, and proactivity when decline situations evolve. These strategies tend to lead to successful adaptation, whereas conservatism often leads to stagnation and possible demise (Cameron, 1983).

Andrew (1976) stated that "the role of private colleges--and of the small, private, liberal arts college, in particular--in higher education has declined. This decline has been cause for concern because of the colleges' economic contribution to higher education, their historic

role, and, not least, the contribution they make to the diversity of higher education" (pp. 1-2). Pfnister and Finkelstein (1984), furthering this same thought, stated, "The historic dominance of the private sector in American higher education has been steadily eroding with the explosive growth of state systems of higher education in the post-World War II period. Within the private sector it has been the free standing, four-year undergraduate college--for two-and-a-half centuries the form of American education--that has been most seriously threatened" (p. 117). Nevertheless, these authors did not view this situation an irreversible characterological trend among these free-standing institutions. The result could be institutional ingenuity in the discovery of new expressions of an already diverse group of colleges. Inevitably, it will be the manner in which these institutions adapt to their environment using strategic planning that will determine their fate. They emphasize adaptation rather than organizational change because adaptation makes no assumptions that organizational response must constitute complete departure from current identity and practice, e.g., marketing existing programs to the new non-traditional students, locating new support groups for the development of new programs, seeking new revenues through an aggressive development program, or improving recruiting skills to enable these colleges to better compete for traditional students.

Pfnister (1984) emphasized the adaptive abilities of these four-year liberal arts colleges over the years. He listed three serious challenges to their viability over time. As they were being established in America, many debated the shape and even the purpose of collegiate education in this new nation. Secondly, as the nineteenth century neared end, the land grant colleges were becoming well established, the American University was emerging as a distinctive institution, and both were making serious challenges for available students, thus eroding the strength of some liberal arts colleges. However, the resiliency of these colleges became apparent as their adaptive abilities ensured a rather healthy state until the 1970's. At this time the third and most serious challenge occurred. The emphasis on collegiate education was increasingly becoming more vocationally oriented. With the state universities and comprehensive colleges on one end and the newly developed community colleges on the other, it seemed as if there was little room for an essentially single-purpose institution. How they are able to respond or adapt to this new challenge is still being formulated and only time will render a decision.

In his 1981 study of 3,266 institutions of higher education, Zammuto (1984) found many of the sub-population--liberal arts schools--appeared to have started focusing on adaptive strategies to meet this third challenge. They were developing new competencies and

changing their program emphasis from the liberal arts to a more comprehensive nature and to more professional programs. Adding new programs while maintaining their diverse liberal arts programming may indicate a fair proportion of these colleges can survive the environmental pressures of the 1980's. One key problem remains: Can these smaller private colleges compete with the comprehensive state colleges in the quality of these new educational services and in the cost of delivering them?

Chaffee (1984), in indicating the need for strategic planning in the future for small private colleges, put forth two models of strategic planning for their consideration. The "adaptive model" involves attuning the organization to changes in market demands and reorientating the organization as needed to meet these demands. "On the basis of this model, colleges and universities have been advised to conduct market research, monitor trends in the environment, increase their flexibility (hiring part-time faculty, limiting tenure awards, relaxing regulations), and update their program offerings" (p. 213). The second model, the "interpretative model," portrays the organization as a network of self-interested individuals. Here the skillful use of communication is employed to encourage the creative ability of the participants. Simply stated, the faculty and staff of a college must buy into its mission and find ways to creatively deliver those services.

Using these models as a guide, Chaffee (1984) conducted a study of fourteen institutions trying to recover from serious financial decline. She found that half of the colleges were most resilient in their efforts to rebound and that their resiliency was assisted through the use of the "adaptive model." Only about half of the colleges had used the "adaptive model" simultaneously with the "interpretative model," thus facilitating rapid recovery. More importantly, this study substantiated Katz and Kahn's (1966) open-systems theory for social organizations. Both the internal participants and the environment have serious impacts on the organization. No matter how efficient the internal operations of these small, four-year liberal arts colleges, they must in turn be effective in offering programming and in marketing this programming to suitable audiences.

Peck (1984) cited the nature of their leadership as an important ingredient in the success of the small liberal arts colleges. Leaders must be committed to the mission of the college since it is the driving force behind the curriculum, marketing, and the support elements of the college. If adaptations are made, the backing of all support elements must be solicited, e.g., faculty, deans, governing boards, and revenue providers. Leadership without this entrepreneurship characteristic may be destined for failure. Finkelstein, Farrar and Pfnister (1984) indicated that even though many small private colleges appear vulnerable to

enrollment decline, inflation, and fiscal austerity, they have adopted effective responses. Some have merged, some have expanded the mission and programs, while others have moved to refocus and have even narrowed their mission. Four major changes seem to dominate in regard to curriculum. They have changed requirements for the baccalaureate degree and have established new degrees, graduate programs, and off-campus programs.

As small, private colleges contemplate their current predicament, certainly strategic planning must be considered as part of their menu for the future. Baldridge and Okimi (1982) stated "the goal of strategic planning is not so much producing plans as it is in making decisions wisely. It is not so much interested in doing things right, it is more concerned with doing the right things. Effectiveness, not efficiency, is the watchword of strategic planning" (p. 16). Jonsen (1984), in agreement with Chaffee (1984), said strategic planning treats the organization as an organism surviving in a critical environmental sea and whose adaptive responses must be sanctioned and feasible internally. However, Keller (1983) emphasized that looking outwardly toward the environment is "strategic planning's single most important contribution to organizational decision making" (p. 145). His reasoning for this was based upon the last decade when nearly three-quarters of all decision making in institutions of higher education were triggered by outside

factors, e.g., shifts in job markets, governing boards of directors, demographic shifts, State Boards of Higher Education, new laws from Washington, and changes in government politics.

Keller (1983) offered the following prescription for those academic administrators in higher education who need to improve their academic strategic planning in a highly competitive market. The distinctive features of his plan are:

1. Academic strategic decision making means that a college, school, or university and its leaders are active rather than passive about their position in history.

2. Strategic planning looks outward and is focused on keeping the institution in step with the changing environment.

3. Academic strategy making is competitive, recognizing that higher education is subject to economic market conditions and to increasingly strong competition.

4. Strategic planning concentrates on decisions, not on documented plans, analyses, forecasts, and goals.

5. Strategy making is a blend of rational and economic analysis, political maneuvering, and psychological interplay. It is therefore participatory and highly tolerant of controversy.

6. Strategic planning concentrates on the fate of the institution above everything else. (pp. 143-150)

As small colleges observe attentively their possibility of survival in the future, the ability to utilize strategic planning effectively appears worthy of consideration. To act

proactively rather than reactively seems to assure a much better chance of survival.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

The central purpose of this study was to determine why various small, private, four-year liberal arts colleges (Level II) have made the decision to offer off-campus credit courses while many similar institutions have made no attempt to extend their efforts in a like manner. In attempting to isolate institutional reasoning which might have been responsible for initiating strategies to offer off-campus credit courses, this study has focused upon three configurations of data gathering and analysis: (1) to gather a broad base of data assumed to impact upon the decisions to offer credit courses off campus; (2) to examine these data as a function by category in order to determine if any relationships, trends, or patterns might be present for accepting or rejecting an institutional decision for offering credit courses off campus; and (3) to disseminate the findings of the analysis to serve as an initial guide for institutions which in the future might be considering the off-campus credit market.

DESIGN OF THE STUDY

Survey research is the design method used in the study. Institutional mission statements, enrollment information, and funding coefficients were taken from official college catalogs, reports from the Southern Association of Colleges and Schools, and the National Center for Educational Statistics (NCES). Two questionnaires were designed and sent to a preselected group of small, private, four-year liberal arts colleges to solicit very specific institutional data. One questionnaire was designed for participating colleges, colleges which were currently offering off-campus credit courses. A second questionnaire was designed for non-participating colleges--colleges which were not offering credit courses off-campus.

Survey research was selected because the study was designed to describe and compare those colleges in the region served by SACS which were involved in off-campus credit activities. Further, the study was designed to compare various institutional and community characteristics of those participating colleges with a selected group of similar non-participating institutions. Kerlinger (1964) indicates survey research is a very effective method for collecting factual data in regard to past history, present conditions, and future considerations.

Data were collected from the latest existing official documents as this enabled collection of data for nonrespondents, another procedure strongly suggested by Kerlinger. This method was selected because it allowed the researcher to survey the total population of participating colleges and a matched sample of non-participating colleges located over a wide geographic area. Since the population and sample were small in number, follow-up phone calls were used to encourage response and to clarify the meaning to responses. Lastly, the mail questionnaire was the most efficient method to collect the necessary information for the study.

The researcher operated under the assumption that data gathered from catalogs and SACS reports were accurate and that respondents to the mail questionnaire gave accurate responses to the questions. The identity of all respondents was kept anonymous and coding was used only to assist with follow-up to non-respondents.

POPULATION AND SAMPLE

There were 148 Level II small, private, four-year liberal arts colleges in the Southern Association of Colleges and Schools which were considered for exploration in this study. The Southern Association of Colleges and Schools identified only twenty-five of this total population as being

involved in offering off-campus credit instruction. Since this group of participating colleges seemed to be a manageable number, it was decided that the total population of twenty-five participating colleges would be used in the study (see Appendix A).

To obtain a matched sample from the remaining 123 non-participating colleges (See Appendix D), a three by six matrix was designed and both participating and non-participating colleges were assigned a cell according to three factors: (1) size, (2) affiliation, and (3) tuition charged (see Appendices B, E). To assure further uniformity, the colleges were grouped according to the program offerings at each college. The groupings used were liberal arts and general, teacher preparation, and professional programs (see Appendices C, F). After the second groupings were made, a matched sample was selected for the non-participating colleges (see Appendix G).

The selected colleges were contacted by telephone to verify they had not become involved in off-campus credit instruction since the latest SACS data were gathered and to secure their participation in the study. If they were ruled ineligible because they had recently become involved in off-campus instruction or because of refusal to participate, the college below or above their listing within the appropriate cell was chosen. The identical procedure was then applied until suitable cell matching was completed.

INSTRUMENTATION

Two methods were used in the collection of data for this study. Information was first collected from existing official documents which included college catalogs, SACS reports, and the National Center of Educational Statistics. Enrollment data were collected from the most recent annual SACS membership list and computer printouts. Financial data were assembled from the National Center of Educational Statistics. Mission statements were taken from official college catalogs; the Higher Education Directory was used for data on tuition, affiliation, and program diversification.

Two questionnaires were designed by the investigator to collect the remaining data for the study (see Appendices I, K). Assistance was obtained from the chairman and the research advisor for the study in assessing clarity and readability of questions and to assure the questionnaire would solicit the necessary information to answer the research questions in Chapter 1.

The questionnaires were field tested for the purpose of further refining readability, content, and clarity. Similar colleges not involved in the study were asked to review the instrument with the same intent. After reviewing the responses, appropriate corrections were made in consultation with the chairman and the research advisor for this study.

DATA GATHERING

Individual colleges selected for the study were contacted by letter to secure one of their 1984-85 college catalogs, and SACS was contacted by telephone to obtain their 1983-84 official document listing all member colleges. Agreement was reached via telephone with NCES to use their assembled financial data.

The questionnaire, a cover letter, and a stamped return envelope were mailed to the presidents of all colleges included in the study. The cover letter explained the purpose of the study, the protection of the respondents, and requested the support and cooperation of the college officials (see Appendices H, J).

A follow-up postcard was mailed to the non-respondents two weeks after the initial mailing to encourage participation (see Appendix L). Two weeks later a second questionnaire, a revised cover letter and a return envelope were mailed to those who had not responded (see Appendix M). Finally, telephone calls were made to all those who had not responded to solicit their support for completing the questionnaire. A specific timetable was established for the collection of data.

ANALYSIS OF DATA

The questions posed in the opening chapter of this study were used as a basis for the analysis of the data. Data from the mailed questionnaires, SACS, NCES, and official catalogs which received codings were placed on scan sheets for tabulation. The data for all coded questions were treated using subprogram FREQUENCIES from the SPSS Users Guide, Statistical Package for the Social Sciences (Nie and others, 1983). The Chi-square test of relationship was applied to obtain the incidence of significance for categorical data. The T-test and ANOVA techniques were applied to determine the significance between means on non-categorical items for the participating and non-participating colleges. Statistical hypotheses investigated were tested at the .05 level of significance using the Chi-square, T-test, and ANOVA.

Written data on the two questionnaires and from college catalogs were reduced to phrases and grouped according to degree of relatedness to the questions and specificity of content. Items classified as "write in" were then assembled for special analysis with reference to magnitude of impact on the topic under exploration by this writer.

Profiles were arranged for each of the colleges under study using data from official documents and the mailed questionnaires. Compilations once grouped were then arranged for the participating and the non-participating colleges.

the motivators for some private, four-year liberal arts colleges to offer off-campus credit courses. Based on these analyses, conclusions and recommendations were made in regard to off-campus credit programs in small, private liberal arts colleges.

Chapter 4

ANALYSIS OF THE DATA

The purpose of this chapter is to present the findings and analyses of the data. The chapter is divided into three major sections: (a) population characteristics and rate of response, (b) descriptive analyses of the Level II institutions of higher education in the Southern Association of Colleges and Schools currently offering off-campus programs, and (c) descriptive analyses of selected variables between participating and a matched sample of non-participating colleges from the same region. The research questions addressing off-campus credit programs under investigation in section (b) of the study were:

1. What year did these colleges begin to offer off-campus credit programs and was this considered a part of their initial mission?

2. What factors contributed to the decision to implement those off-campus credit programs?

3. What percentage of the total FTE enrollment can be attributed to the off-campus credit programs?

4. What is the organizational structure for operating off-campus credit programs?

5. What financial and budgetary procedures are employed in the offering of off-campus credit programs?

6. What facilities and resources are provided for off-campus programs?

7. What academic disciplines are offered and to what extent and frequency?

8. What is the composition of the clientele served in off-campus credit programs?

9. What effect have off-campus credit programs had on other programs at the college?

10. How are faculty selected and compensated for teaching at off-campus locations and do these colleges employ quality controls for courses and faculty?

The following research questions were used to ascertain if, by pairing participating and non-participating colleges, factors could be identified which may have initiated the implementation of off-campus programs where their counterparts elected not to participate. Research questions used in comparing the participating and non-participating colleges were:

1. Did participating and non-participating small, private, four-year liberal arts colleges differ in their enrollment patterns over the past five years?

2. Did participating and non-participating small, private, four-year liberal arts colleges differ in their curricular offerings?

3. Did participating and non-participating small, private, four-year liberal arts colleges differ in their faculty characteristics?

4. Did participating and non-participating small, private, four-year liberal arts colleges differ in their perceived effects of off-campus credit programs on other programs at their colleges?

5. Did participating and non-participating small, private, four-year liberal arts colleges differ in their transportation characteristics?

6. Did participating and non-participating small, private, four-year colleges differ in their emphasis on public service-type activities as stated in their institutional mission statements?

7. Did participating and non-participating small, private, four-year colleges differ in their number of competitors for off-campus credit programs?

8. Did participating and non-participating small, private, four-year liberal arts colleges differ in their sources of revenue or in any category of expenditures per student FTE?

POPULATION CHARACTERISTICS AND RATE OF RESPONSE

The institutions of higher education in this study were composed of all Level II colleges in the Southern Association of Colleges and Schools which were offering off-campus credit programs and a matched sample of similar (non-participating) colleges. At the time of initial contact with the Southern Association of Colleges and Schools, it was indicated that twenty-four colleges were offering credit programs at locations off campus. A matched sample was selected from the non-participating colleges. The colleges were paired using control (private), size, tuition, and affiliation.

Phone calls were made to all selected non-participating colleges to solicit their assistance with the study. The calls revealed that one college (Guilford), which was selected for the study as a non-participating college, was involved in off-campus credit activities; therefore, the population of participating colleges was increased to twenty-five. An additional randomly-matched college (Wofford) was selected from the non-participating colleges.

After pairings were completed, the initial mailing, which included a questionnaire and a cover letter, was sent on August 15, 1985. This mailing resulted in fourteen of the participating colleges and eight of the non-participating colleges responding. Two of the participating colleges indicated they did not currently offer off-campus programs

and again, one of the non-participating colleges indicated involvement with off-campus credit activities. The institutions within the participating colleges and non-participating colleges were reduced to twenty-three and twenty-four, respectively.

Three weeks later, on September 5, a follow-up postcard was mailed to the non-respondents. Two additional participating and three additional non-participating questionnaires were received. Two weeks later, on September 19, another questionnaire and a revised cover letter were mailed to the remaining non-respondents. Intervening phone calls were made to further solicit the assistance of the non-respondents. The rate of response for the participating colleges was twenty-one of twenty-three, or 91.3 percent, and twenty-two of twenty-four, or 91.6 percent, for the non-participating colleges. Enrollment profiles, financial data, and mission statements were gathered from existing sources.

DESCRIPTIVE ANALYSES OF COLLEGES OFFERING OFF-CAMPUS CREDIT PROGRAMS

Research Question 1

What year did these colleges begin to offer off-campus credit programs and was this considered a part of their initial mission?

Analysis of the data revealed that 87 percent of the institutions offering off-campus credit programs began their efforts within the past ten years. Over half of the schools, 52.4 percent, had been operating off-campus programs for over seven years. It was found that eight colleges implemented off-campus programs between years two and seven. More specifically, the pattern of development of off-campus programs is shown in Table 6. As depicted in the table, only one such institution had implemented off-campus endeavors before the 1970's.

Examination of the data offered special insights into the reasons why the participating colleges investigated in this study elected to initiate off-campus programs.

The findings suggest some institutions (15 percent) developed mission statements to allow the serving of off-campus students and proceeded to implement programs at off-campus sites. Interestingly, 28.6 percent of the colleges actually took credit courses off campus, which understandably resulted in the adoption of a mission statement encompassing off-campus programs. Historical mission, which simply meant a long history of serving the local region, had prompted 19 percent of the institutions to service off-campus constituents.

While most the participating colleges demonstrated a serious commitment to serving the non-campus community with credit courses, a few presented evidence which questions

Table 6

Off-Campus Program Initiation By Year

1984	1983	1981	1980	1979	1978	1977	1975	1974	1973	1970	1968
1	3	1	2	2	2	5	1	1	1	1	1

serious commitment to any extent. The growth in recent years, however, clearly indicates a trend toward the practice of entering the business of offering off-campus programs.

Research Question 2

What factors contributed to the decision to implement these off-campus programs?

As Table 7 indicates, forces internal and external to the colleges were influential in initiating off-campus credit programs. The respondents indicated that 72.6 percent of the presidents were very influential and 9.5 percent had some influence in the initiating of off-campus programs. Other internal forces that were very influential or had some influence on off-campus activities were the academic deans (95.2 percent), the governing board (70 percent), and a declining enrollment (65 percent). External to the college, 95 percent of the respondents stated that individual or group educational needs were very influential or had some influence in establishing education programs at locations other than the main campus. Some 70 percent said that business and industry groups were important and 60 percent said women and professional groups were either very influential or had some influence in initiating their off-campus activities. The department chairpersons or the full-time faculty were not serious factors in implementing off-campus programs. Other external factors with little or no influence on initiating

Table 7

Factors Influencing the Initiation of Off-Campus Programs

Factors	Percent of Influence According to Category			
	Very	Some	Little	No
Presidents	76.2	9.5	14.3	0
Educational needs of individuals or groups	55	40	0	5
Declining enrollment	55	10	15	20
Academic deans	52.4	42.9	4.8	0
Governing boards	45	25	15	15
Educational needs of business or industry	30	40	25	5
Educational needs of professional groups	20	40	10	30
Educational needs of blacks and other minorities	20	25	20	35
Educational needs of women	15	45	15	25
Means to gain public support	15	35	35	15
Seed money from foundations or other sources	15	10	0	75
Full-time faculty	10	45	20	25
Educational needs of government agencies	10	25	20	45
Public transportation not available for student travel	10	0	20	70
Road conditions not conducive to travel to on-campus classes	10	0	0	90
Educational needs of the aged	0	25	20	55

off-campus programs were public transportation or road conditions, blacks or minorities, and the aged or government agencies.

The respondents' written comments as to why they initiated off-campus programs mostly dealt with external factors. Some 40 percent of the institutions indicated enrollment as a major influence for offering off-campus programs. Other colleges listed the educational needs of ministers, teachers, law enforcement personnel, and business and industry frequently in their response. Adults who have completed the A.A. Degree at two-year colleges and the two-year colleges themselves were noted by several of the responding colleges as having an impact on their decision to offer off-campus activities.

In over 90 percent of the institutions, the leadership which initiated off-campus programs was responsible for their continuance. Those factors which were responsible for colleges going off-campus were the primary stimulators for keeping the programs active.

Research Question 3

What percentage of the total FTE enrollment can be attributed to off-campus credit programs?

The data disclosed that colleges with off-campus credit programs were experiencing different levels of participation (see Table 8). Some colleges were realizing rather

Table 8

Percentage of FTE Attributed to Off-Campus Credit Enrollment
1983-84

Colleges	Year Off Campus Established	FTE Enrollment		Percent Off Campus
		Total	Off Campus	
Limestone	1975	1394	700	50
Tift	1977	617	142	23
N. C. Wesleyan	1973	828	181	22
Texas Lutheran	1968	1098	240	22
High Point	1979	1273	235	18
Pfeiffer	1977	730	121	17
Mars Hill	1970	1393	195	14
Florida Memorial	1981	1613	190	12
Paine	1975	700	75	11
East Texas Baptist	1980	708	68	10
Eckerd	1977	1164	100	9
Tennessee Wesleyan	1978	441	35	8
Central Wesleyan	1983	371	25	7
Bethune-Cookman	1979	1702	100	6
Sacred Heart	1984	319	15	5
Bethel	1977	445	15	3
Birmingham-Southern	1978	1455	40	3
Freed-Hardeman	1977	1135	20	2
Guilford	1983	1443	30	2
Howard Payne	1974	990	20	2
Spring Hill	1980	1047	30	2
Totals		20866	2577	12.35%

substantial contributions in FTE's from their efforts, while other schools were showing low enrollment figures. Seven colleges showing a substantial portion of their total FTE enrollment from off-campus programs were Limestone (50 percent), Tift (23 percent), N. C. Wesleyan (22 percent), Texas Lutheran (22 percent), High Point (18 percent), Pfeiffer (17 percent), and Mars Hill (14 percent). With the exception of High Point College, all of these flourishing programs had been established prior to 1978. Some of the programs with low enrollments were established for a single clientele (e.g., ministers, a specific industry need, nurses); therefore, their enrollments were not flourishing.

It is noteworthy that this group of institutions is getting 12.35 of their total FTE enrollment from their off-campus programs. The reporting of these data do not take into account any impact the programs might have had in increasing on-campus enrollment.

Research Question 4

What is the organizational structure for operating off-campus credit programs?

It is important to mention that the survey instrument did not measure the organizational structure, but simply served to collect data in regards to the administrative unit for off-campus credit programs. Administrative visibility for off-campus credit programs was very evident among the

colleges in the Southern Region. A large percentage (95.2) indicated they had an established administrative unit with the responsibility for off-campus programs, while only 4.8 percent did not. In 85.7 percent of the colleges this responsibility was assigned to an administrator, 9.5 percent had a faculty member directing the program, and 4.3 percent had delegated off-campus responsibilities to a staff member.

It appears that off-campus programs are important in the fact that they are controlled by the highest academic officials in the colleges. The data show that 4.3 percent of those who administer these programs report directly to the president; a large percentage (81) report to the academic vice-president or dean of the college. Only 14.3 percent of those in control of off-campus activities report to someone at a lower level than dean of the college.

Research Question 5

What financial and budgetary procedures are employed in the offering of off-campus credit programs?

The evidence of financial planning was obvious among those colleges with off-campus credit programs. A large proportion (85.7 percent) of the institutions stated they had a budgeting procedure for operating off-campus programs, while only 14.3 percent did not. Although 76.2 percent indicated that the off-campus director had immediate input

in planning the off-campus budget, another 23.8 percent were not involved in the budget process.

It appears that the colleges with off-campus credit programs are concerning themselves with the impact such programs may have on their total budget, with 66.7 percent reporting direct costs and overhead for the program being recovered from tuition and fee revenue. The percentage of institutions which indicated their programs were self-supporting, direct costs being recovered, totaled 23.8. Only 9.5 percent of those with off-campus programs had experienced a financial loss.

Research Question 6

What facilities and resources are provided for off-campus programs?

The data revealed diverse locations were used to conduct off-campus credit courses. As Table 9 shows, public school facilities were used most frequently. Rented or owned permanent space, industrial settings, and two-year colleges were the second most frequent locations, with churches, hospitals, and military facilities ranking third in popularity. It is apparent those with educational needs (e.g., ministers, teachers, industry) appear to be providing available space for these private colleges to conduct their classes.

Table 9

Off-Campus Facilities

Location	Utilization
Public school facilities	7
Industrial settings	3
Rented or owned permanent space	3
Two-year colleges	3
Churches	2
Community centers	2
Hospitals	2
Military institutions	2
Correctional institutions	1
Homes	1
Police stations	1
Postal service facilities	1

It is evident from the data that careful consideration has been given to providing resources for those students who are enrolled in off-campus courses. As Table 10 depicts, financial aid was made available by the colleges and used by the students in 95.2 percent of the cases. In 90.5 percent of the institutions advising and on-site registration were provided and utilized by the same percentage of the students. Although not as prevalent, on-site textbook sales and counseling were provided and utilized in a high percentage of the colleges. The resources with the lowest availability were library and placement services. More specifically, Table 10 shows exact percentages of resources which were made available and utilized by off-campus students.

Research Question 7

What academic disciplines are offered and to what extent and frequency?

The interpretation of the extent and frequency of academic disciplines being offered at non-campus locations is given to question because 50 percent of the institutions did not record data in exact categories. Nevertheless, of those whose accounting procedures provided data in specific academic categories, business and accounting, education, psychology, religion and criminal justice were the most commonly-offered off-campus disciplines. Although the frequency varied among the institutions, these areas appeared

Table 10

Resources Provided and Utilized by Off-Campus Students

Resources	Available		Utilized	
	Yes	No	Yes	No
Financial aid	95.2	4.8	95.2	4.8
Advising	90.5	9.5	90.5	9.5
On-site registration	90.5	9.5	85.7	14.3
On-site textbook sales	85.7	14.3	85.7	14.3
Counseling	71.4	28.6	66.7	33.3
Library	66.7	33.3	66.7	33.3
Placement	38.1	61.9	33.3	66.7

to be evident in the majority of the programs. Nearly one-third of the institutions reported broad programs covering the majority of academic disciplines offered by these small liberal arts colleges.

The data did reveal that 61.9 percent of these colleges were offering programs for those seeking a baccalaureate degree or to update their professional skills. A moderate percentage of the colleges (38.1), however, offered courses for those wishing to acquire personal, social, or leisure skills. An important statistic evident in Table 11 is the 95.2 percent of the institutions offering programs that allowed degree-seekers and professionals in their particular region to further their educational pursuits. It is interesting to note that none of the colleges were operating off-campus programs for the sole purpose of meeting the needs of professional groups.

Research Question 8

What is the composition of the clientele served in off-campus credit programs?

It was detected through the data that a broad range of constituents were served in off-campus programs, with 66.7 percent taking courses offered to meet the needs of a particular occupational profile. In order of priority, those occupational profiles served with the greatest frequency were accountants, managers, public school teachers, ministers, law

Table 11

Broad Educational Groups Served at Off-Campus Settings

Categories	Percentages
Those seeking to earn a baccalaureate degree	38.1
Those seeking to update their professional skills	00.0
Those seeking to take courses to meet personal, social, or leisure skills	4.8
Those seeking to earn a baccalaureate degree and to update their professional skills	23.8
Those seeking to earn a baccalaureate degree, to update their professional skills, and to take courses to meet personal, social, or leisure skills	33.3

enforcement personnel, social workers, and nurses. The remaining 33.3 percent disclosed those seeking the baccalaureate degree being the most frequently served group. The evidence insinuates that private liberal arts colleges offer educational programs off campus for those who are in traditional service occupations (e.g., teachers, ministers, accountants) or for those adults who are seeking to earn a baccalaureate degree.

Research Question 9

What effect have off-campus programs had on other programs at these colleges?

The evidence in this study clearly suggests off-campus programs have had no adverse effects on main campus college programs. All of those colleges responding indicated that other programs suffered no adverse effects because of off-campus programs. A high percentage (85) of the institutions reported the programs had definite positive effects at their colleges. The most commonly-mentioned benefits were (a) recruitment of full-time on-campus students, (b) enthusiasm of the faculty teaching in the programs, (c) increased enrollment and additional income, (d) increased visibility, and (e) expanded horizons and visions for the college. Three of the most recent programs indicated that off-campus programs were not having positive effects at their colleges or that it was too early to

determine what effects the off-campus programs were having on other regular on-campus programs.

Research Question 10

How are faculty selected and compensated for teaching at off-campus locations and do the colleges employ quality controls for faculty and programs?

The data showed off-campus courses being taught by a combination of regular full-time and adjunct faculty. Almost 50 percent of the institutions used adjuncts in 75 to 100 percent of their courses. Of the remaining 50 percent of the institutions, about half of all courses off-campus were taught by part-time faculty. Therefore, the largest percentage appeared to be part-time adjunct faculty.

The regular full-time tenured and non-tenured faculty appeared to be very or somewhat receptive to teaching at locations other than the main campus. At the same time, it was evident that age was not a serious concern when considering faculty receptivity to teaching at off-campus locations (see Table 12). Since the majority of those responding were administrators of off-campus activities, caution is warranted when interpreting the faculty data from this study.

Remuneration varied for regular full-time faculty and adjuncts who taught at off-campus locations. Compensation for teaching a three-semester-hour course ranged from $550

Table 12

Receptivity of Regular Full-Time Faculty to Teaching Off-Campus Courses by Tenure and Age

Faculty Characteristics	Very Receptive	Somewhat Receptive	Not Receptive
Tenured	21.1	73.7	5.7
Non-tenured	36.8	57.9	5.3
Above age 50	23.5	64.7	11.8
Between ages 40-49	41.2	52.9	5.9
Between ages 30-39	29.4	64.7	5.9
Below age 30	28.6	64.3	7.1

to $2,500. These were the extremes, however, with a majority of the colleges paying their part-time faculty between $1,000 and $1,500. Approximately 20 percent of the colleges made a distinction by paying full professors, associate professors, assistant professors, and instructors at a different level of compensation. A portion of the colleges (25 percent) allowed their full-time faculty to teach off-campus as part of their regular load. From the data observed in this study, pay scales for off-campus faculty were not equal to salaries paid regular full-time faculty.

Quality control factors in selecting faculty and programs have been employed by a high percentage of the colleges with off-campus credit programs. The colleges have adopted stringent procedures for approval of off-campus courses, in the hiring of adjunct faculty, and in allowing students the opportunity to evaluate the quality of instruction. Most appear to use normal academic procedures for approval of programs and in the hiring of adjunct faculty. In 81 percent of the institutions students were currently evaluating both the quality of courses and instructors.

COMPARATIVE ANALYSES OF SELECTED VARIABLES IN PARTICIPATING AND NON-PARTICIPATING COLLEGES

Research Question 1

Did participating and non-participating small, private, four-year liberal arts colleges differ in their enrollment patterns over the past five years?

SACS yearly FTE enrollment data were used to prepare tables for the participating and non-participating colleges. First, a rate of 10 percent was set to determine growth or decline on a yearly basis. All participating and non-participating colleges which were under 10 percent growth or decline each year were considered stable (see Tables 13 and 14). Secondly, the growth and decline over the five-year period was considered. Colleges with enrollment below 700 were considered a growth or decline institution if their enrollment showed an increase or decrease of one hundred or more FTE from 1978-79 to 1983-84. For those colleges above 700 FTE, a 200 FTE ceiling was set to determine growth or decline over the same period as seen in Tables 15 and 16.

No significant difference was found between the participating and non-participating colleges when their growth pattern was compared on a yearly basis over the past five years. As shown in Table 17, the significance level for Chi-square was 0.1406, which was far above the.05 level required for statistical significance. However, when FTE

Table 13

Enrollment Changes for Participating Colleges 1978-79 to 1983-84

Colleges	78-79	79-80	Code	80-81	Code	81-82	Code	82-83	Code	83-84	Code	Code Ave.
Birmingham-Southern	1152	1313	1	1358	2	1450	2	1467	2	1455	2	2
Spring Hill	882	896	2	915	2	1008	1	945	2	1047	1	2
Bethune-Cookman	1734	1736	2	1718	2	1631	2	1609	2	1702	1	2
Eckerd	890	1054	1	1189	1	1058	3	1102	2	1164	2	1
Florida Memorial	870	916	2	1210	1	877	3	921	2	1613	1	1
Paine	817	780	2	697	3	796	1	783	2	700	3	2
Tift	677	689	2	648	2	688	2	604	3	617	2	2
High Point	1037	969	2	1365	1	1319	2	1279	2	1273	2	2
Mars Hill	1647	1739	2	1689	2	1584	2	1385	3	1393	2	2
N. C. Wesleyan	618	751	1	744	2	747	2	726	2	828	1	2
Pfeiffer	884	805	2	762	2	742	2	723	2	730	2	2
Sacred Heart	305	431	1	367	3	377	2	377	2	319	3	2
Guilford	1525	1474	2	1482	2	1487	2	1458	2	1443	2	2
Baptist at Charleston	1896	2411	1	2411	2	2025	3	1800	3	1640	3	3
Central Wesleyan	413	376	2	383	2	400	2	382	2	371	2	2
Coker	282	267	2	226	3	236	2	276	1	314	1	2
Limestone	1073	1133	2	1388	1	1502	1	1536	2	1394	3	1
Bethel	323	357	1	401	1	395	2	421	2	445	2	2
Freed-Hardeman	1403	1428	2	1441	2	1312	2	1190	3	1135	2	2
Tennessee Wesleyan	404	423	2	475	1	462	2	424	2	441	2	2
East Texas Baptist	757	784	2	916	1	918	2	789	3	708	3	2
Howard Payne	1180	1066	2	1092	2	1071	2	1020	2	990	2	2
Texas Lutheran	1135	1235	2	1175	2	1134	2	1083	2	1098	2	2

CODE: 1 - Growth 2 - Stable 3 - Decline 10% change = Growth or decline <10% = Stable

Table 14

Enrollment Changes for Non-Participating Colleges 1978-79 to 1983-84

Colleges	78-79	79-80	Code	80-81	Code	81-82	Code	82-83	Code	83-84	Code	Code Ave.
Stillman	596	633	2	551	3	515	2	509	2	626	1	2
Oakwood	1337	1338	2	1311	2	1306	2	1268	2	1401	2	2
Wesleyan	494	435	3	380	3	323	3	364	2	341	2	3
Agnes-Scott	536	523	2	523	2	542	2	518	2	531	2	2
Transylvania	748	778	2	762	2	742	2	673	2	622	2	2
Belhaven	537	644	1	681	2	720	2	675	2	635	2	2
Tougaloo	898	841	2	832	2	751	2	670	2	606	2	2
Belmont Abbey	671	746	1	831	1	794	2	783	2	802	2	2
Atlantic Christian	1520	1569	2	1547	2	1453	2	1426	2	1389	2	2
Wingate	1346	1459	2	1496	2	1456	2	1423	2	1476	2	2
Chaflin	852	859	2	729	3	643	3	636	2	626	2	2
Wofford	960	1045	2	1006	2	990	2	1017	2	1017	2	2
Lane	661	665	2	743	1	785	2	731	2	712	2	2
Lemoyne-Owen	975	993	2	1032	2	1026	2	1072	2	919	2	2
Carson-Newman	1559	1616	2	1702	2	1694	2	1689	2	1678	2	2
Southern 7th Day Adv.	1640	1780	2	1876	2	1646	2	1598	2	1426	3	2
Huston-Tillotson	596	623	2	623	2	643	2	557	3	502	2	2
Paul Quinn	411	400	2	424	2	459	2	459	2	470	2	2
Bishop	1136	926	3	900	2	1107	1	1164	2	1164	2	2
St. Paul's	407	608	1	630	2	604	2	676	1	692	2	2
Virginia Union	1096	1112	2	1112	2	1293	1	1167	3	1195	2	2
Randolph-Macon	946	957	2	951	2	910	2	919	2	917	2	2
Washington and Lee	1721	1687	2	1618	2	1666	2	1699	2	1700	2	2
Ferrum	1494	1565	2	1528	2	1560	2	1576	2	1492	2	2

CODE: 1 - Growth 2 - Stable 3 - Decline 10% change = Growth or decline <10% = Stable

Table 15

Colleges Participating in Off-Campus Programs
Enrollment Changes from 1978-79 to 1983-84

Colleges	FTE Enrollment 1978-79	FTE Enrollment 1983-84	Code
Birmingham-Southern	1152	1555	1
Spring Hill	882	1047	2
Bethune-Cookman	1734	1702	2
Eckerd	890	1164	1
Florida Memorial	870	1613	1
Paine	817	700	2
Tift	677	617	2
High Point	1037	1273	1
Mars Hill	1647	1393	3
N.C. Wesleyan	618	828	1
Pfeiffer	884	730	2
Sacred Heart	305	319	2
Guilford	1525	1443	2
Baptist at Charleston	1896	1640	3
Central Wesleyan	413	371	2
Coker	282	314	2
Limestone	1073	1394	1
Bethel	323	445	1
Freed-Hardeman	1403	1135	3
Tennessee Wesleyan	404	441	2
East Texas Baptist	757	708	2
Howard Payne	1180	990	2
Texas Lutheran	1135	1098	2
Totals	21904	22920	

CODE: 1 - Growth
2 - Stable
3 - Decline

700 or fewer FTE ± 100 FTE = Growth or decline
Less than 100 FTE = Stable

701 or above FTE ± 200 FTE = Growth or decline
Less than 200 FTE = Stable

Table 16

Colleges Not Participating in Off-Campus Programs
Enrollment Changes from 1978-79 to 1983-84

Colleges	FTE Enrollment 1978-79	FTE Enrollment 1983-84	Code
Stillman	596	626	2
Oakwood	1337	1401	2
Wesleyan	494	341	3
Agnes Scott	536	531	2
Transylvania	748	622	2
Belhaven	537	635	2
Tougaloo	898	606	3
Belmont Abbey	671	802	1
Atlantic Christian	1520	1389	2
Wingate	1346	1476	2
Chaflin	852	626	3
Wofford	960	1017	2
Lane	661	712	2
Lemoyne-Owen	975	919	2
Carson-Newman	1559	1678	2
Southern 7th Day Adventists	1640	1426	3
Huston-Tillotson	596	502	2
Paul Quinn	411	470	2
Bishop	1136	1164	2
St. Paul's	407	692	2
Virginia Union	1096	1195	2
Randolph-Macon	926	917	2
Washington and Lee	1721	1700	2
Ferrum	1494	1492	2
Totals	23117	22939	

CODE: 1 - Growth
2 - Stable
3 - Decline

700 or fewer FTE ± 100 FTE = Growth or decline
Less than 100 FTE = Stable
700 or above FTE ± 200 FTE = Growth or decline
Less than 200 FTE = Stable

Table 17

Chi-Square Analysis of Enrollment
for Participating and Non-Participating Colleges
Fiscal Years 1978, 1979, 1980, 1981, 1982, and 1983

Colleges	Enrollment			Row Total
	Growth	Stable	Decline	
Participating	3	18	2	23 48.9
Non-Participating		23	1	24 51.1
Column Total	3 6.4	41 87.2	3 6.4	47 100.0

Chi-Square	D.F.	Significance
3.92359	2	0.1406

enrollment for the participating and non-participating colleges were compared using the 1978-79 and the 1983-84 FTE enrollment data, a statistical significance at the 0.0346 level was evident between the participating and non-participating colleges (see Table 18). The participating colleges evidencing significant growth numbered seven, while only one of the non-participating colleges had experienced significant growth. The declining institutions for the non-participating colleges outnumbered the participating by 4 to 3. After summing the totals for the participating and non-participating colleges for 1978-79 and 1983-84, the participating colleges showed a gain from 21,904 FTE enrollment to 22,920. A total gain of 1,016 FTE was experienced by the participating colleges. During the same time period, the non-participating colleges experienced a decline from 23,117 to 22,939. A decline of 178 FTE was evident for the non-participating colleges. Some caution is warranted when interpreting Chi-square results in the study due to small number of responses reported in some cells.

Research Question 2

Did participating and non-participating small, private, four-year liberal arts colleges differ in their curricular offerings?

When considering the curricular offerings between participating and non-participating colleges, the

Table 18

Chi-Square Analysis of Enrollment
for Participating and Non-Participating Colleges
Fiscal Years 1978 and 1983

Colleges	Enrollment			Row Total
	Growth	Stable	Decline	
Participating	7	11	5	23 48.9
Non-Participating	1	19	4	24 51.1
Column Total	8 17.0	30 63.8	9 19.1	47 100.0

Chi-Square	D.F.	Significance
6.72621	2	0.0346

statistical procedure Chi-square was performed for each major field of study available in the institutions in the study population. Only "education," at the 0.0076 level of significance, showed a statistically significant difference between the participating and non-participating colleges with participating colleges more likely to offer a major in education (see Table 19). This is not surprising because of the requirement in most states for certification renewal for public school teachers. Since a majority of the participating colleges indicated education as one of the curricular offerings off campus, it appears that education is a promising candidate for institutions having off-campus credit programs. Two other curricular areas, business and psychology, approached significance, as shown in Tables 20 and 21. These two curricular areas are mentioned in that both areas were cited as highly visible curricular offerings by the participating colleges at their off-campus locations. When the institutions were asked to specify other majors not listed in the questionnaire, one addition, criminal justice, was listed by one-third of the participating colleges and by none of the non-participating colleges. Again, this is noteworthy in that courses in the criminal justice area were highly visible among the offerings at off-campus locations. Several of the participating colleges even noted that requests from law enforcement agencies were the primary

Table 19

Chi-Square Analysis of Education Major
for Participating and Non-Participating Colleges
Fiscal Year 1984

Colleges	Education Major		Row Total
	Yes	No	
Participating	21		21 48.8
Non-Participating	14	8	22 51.2
Column Total	35 81.4	8 18.6	43 100.0

Chi-Square	D.F.	Significance	
7.13417	1	0.0076 *	Includes Yates correction

Table 20

Chi-Square Analysis of Business Major
for Participating and Non-Participating Colleges
Fiscal Year 1984

Colleges	Business Major		Row Total
	Yes	No	
Participating	21		21 48.8
Non-Participating	18	4	22 51.2
Column Total	39 90.7	4 9.3	43 100.0

Chi-Square	D.F.	Significance	
2.33057	1	0.1269 *	Includes Yates correction

Table 21

Chi-Square Analysis of Psychology Major
for Participating and Non-Participating Colleges
Fiscal Year 1984

Colleges	Psychology Major		Row Total
	Yes	No	
Participating	20	1	21 48.8
Non-Participating	16	6	22 51.2
Column Total	36 83.7	7 16.3	43 100.0

Chi-Square	D.F.	Significance	
2.51382	1	0.1129 *	Includes Yates correction

motivation which encouraged their involvement in off-campus activities.

Research Question 3

Did participating and non-participating small, private, four-year liberal arts colleges differ in their faculty characteristics?

It is important to note that information in regards to faculty characteristics is based on administrator perception rather than faculty response. Faculty characteristics compared between the participating and non-participating colleges were the receptivity of tenured and non-tenured faculty to teach at sites other than the main campus and the percentage of regular full-time faculty who currently held tenure. No statistically significant differences were established between faculty characteristics in the participating and non-participating colleges, although, a much larger percentage of the non-participating colleges indicated that their tenured faculty would not be receptive to teaching at off-campus locations (see Table 22). Surprisingly neither group of institutions had heavily tenured faculties.

Research Question 4

Did participating and non-participating small, private, four-year liberal arts colleges differ on their perceived

Table 22

Chi-Square Analysis of Tenured Faculty Receptivity for Participating and Non-Participating Colleges Fiscal Year 1984

Colleges	Tenured Faculty Receptivity			Row Total
	Very Receptive	Somewhat Receptive	Not Receptive	
Participating	4	14	1	19 47.5
Non-Participating	2	12	7	21 52.5
Column Total	6 15.0	26 65.0	8 20.0	40 100.0

Chi-Square	D.F.	Significance
5.23360	2	0.0730

effects of off-campus credit programs on other programs at their colleges?

A statistically significant difference (0.0275) was evident between the participating and non-participating colleges in their view that off-campus programs would adversely affect main-campus programs. None of the officials from the participating colleges saw off-campus programs as having any serious effects on other programs while 30 percent of the non-participating colleges saw such programs as being detrimental to the college in various forms. Those mentioned with the greatest frequency were (a) resource drain, (b) mission compromise, (c) lowering of reputation and the degree, and (d) compromising the faculty's attention to on-campus undergraduate education (see Table 23). The respondents for the participating colleges generally refuted these charges since they viewed their off-campus programs with a very positive attitude.

The positive effects, with a significance level of 0.0564 between the participating and non-participating groups, approached the .05 level of significance (see Table 24). The majority of officials responding to the survey question in the participating colleges noted positive effects for their colleges. Those listed were (a) increased enrollment, (b) increased revenue, (c) renewed enthusiasm of faculty who teach in the programs, (d) expanded horizons and visions, and (e) increased visibility in the local and

Table 23

Chi-Square Analysis of Perceived Adverse Effects of Off-Campus Programs on Main Campus Programs for Participating and Non-Participating Colleges Fiscal Year 1984

Colleges	Perceived Adverse Effects		Row Total
	Yes	No	
Participating		21	21 50.0
Non-Participating	6	15	21 50.0
Column Total	6 14.3	36 85.7	42 100.0

Chi-Square	D.F.	Significance	
4.8611	1	0.0275 *	Includes Yates correction

Table 24

Chi-Square Analysis of Perceived Positive Effects of Off-Campus Programs on Main Campus Programs for Participating and Non-Participating Colleges Fiscal Year 1984

Colleges	Perceived Positive Effects		Row Total
	Yes	No	
Participating	17	3	20 48.8
Non-Participating	11	10	21 51.2
Column Total	28 68.3	13 31.7	41 100.0

Chi-Square	D.F.	Significance	
3.63986	1	0.0564 *	Includes Yates correction

regional community. Three of the colleges did indicate their programs were in their infancy; therefore, it was too early to make a definite determination as to what positive effects these off-campus programs may be having on the college as a whole. Although not as high a percentage, nearly 50 percent of the non-participating colleges did denote possible positive effects from going off campus with their credit programs. Those listed were (a) increased enrollment and income, (b) greater exposure, (c) good public relations, and (d) improved enrollments in some curricular offerings.

Research Question 5

Did participating and non-participating small, private, four-year liberal arts colleges differ in their transportation characteristics?

Both the participating and non-participating colleges stated rather emphatically that transportation was not a serious factor in their decision to offer or not to offer off-campus credit programs. Ninety percent of the non-participating colleges indicated that road conditions and public transportation had little or no influence on their decision not to initiate off-campus programs. The same percentage of participating colleges reported that road conditions and public transportation had little or no influence on their decision to implement their current off-campus programs; therefore, it is rather conclusive that

neither group of colleges saw transportation as being a very important concern when considering whether to go off campus with their credit programs.

Research Question 6

Did participating and non-participating small, private, four-year colleges differ in their emphasis on public-service-type activities as stated in their institutional mission statements?

Mission statements by the participating and non-participating colleges in their most recent catalogs revealed a difference between the two groups on their emphasis in serving the public through off-campus-type activities. Thirteen of twenty-three of the participating colleges indicated a serious interest in public-service-type activities. Many of these colleges made specific reference in their catalogs to adult student commitment. These participating colleges cited an interest in continuing education activities, lifelong learning, or noted they currently have divisions of adult studies or continuing education. These data were verified in the questionnaire items. Nine colleges indicated their mission had been changed to allow their college to provide off-campus credit activities to adults. Four institutions stated that their mission had always allowed for such activities; thus, the two sources of data produced virtually the same results.

Three of twenty-four non-participating colleges mentioned public service activities in their mission statements. None of these colleges indicated any attempts on the part of the college to provide services to anyone other than their regular full-time on-campus students. Again, questionnaire items verified to some extent this same feeling in that seventy-four percent of the colleges stated that their mission statement was very influential or had some influence on their college not initiating off-campus credit programs. It appears that intended mission is a serious deterrent when considering implementation of off-campus programs.

Research Question 7

Did participating and non-participating small, private, four-year colleges differ in their number of competitors for off-campus credit programs?

The T-test technique was used to compare the means for competitors from public and private universities, public and private four-year colleges, public and private two-year colleges, and for the total competitors between the participating and non-participating colleges. The results from the analyses revealed no significant differences for any of the categories of competition. The data did show the mean average for the participating colleges was higher than the non-participating group by a ratio of 4.29 to 3.39. This

higher level of competition did not deter implementation of off-campus programs in the participating colleges.

Research Question 8

Did participating and non-participating small, private, four-year liberal arts colleges differ in their sources of revenue or in any category of expenditures per student FTE?

The ANOVA technique was used to compare sources of revenue and expenditures by category for the participating and non-participating colleges. To better determine the funding pattern for the two groups of institutions, the revenue sources compared were tuition and fees, Federal appropriations, grants and contracts, state grants and contracts, private gifts, endowments, other revenues and total revenues. Expenditure categories examined for statistical analysis were instructional costs, public service, academic support, libraries, student services, institutional support, operation and maintenance, scholarships, education and general transfer, and total expenditures.

Since one matching factor was tuition and fees, it was understandable that no significant difference was evidenced between the two groups of institutions for revenues from this source. Analysis of the data for the source of revenue, Federal appropriations, grants and contracts between participating and non-participating, showed a statistically

significant difference. As can be seen from Table 25, the significance level for the fiscal year 1983-84 was 0.023. This table shows that non-participating colleges were receiving $1,624 per FTE student in comparison to $862 for the participating colleges.

The analysis of data indicated that no statistically significant differences were evidenced from state gifts and grants, private gifts and grants, endowments and other sources of revenue. However, total revenues between the two groups of colleges produced a statistically significant difference. Table 25 depicts a significance level of 0.019 for the fiscal year considered. This difference was attributed to better non-enrollment sources of revenue. As the two groups were compared on all sources of revenue other than tuition and fees, a statistically significant difference was evident at the 0.012 level (see Table 26). The non-participating colleges had more dollars from total revenue sources per FTE student ($7,723) when compared to the participating colleges which experienced total revenues of $6,354. The difference cited was $1,369 per full-time student enrolled at the college.

Three expenditure categories showed statistically significant differences between the two groups of colleges. As can be seen from Table 27, academic support had a significance level of 0.013, library expenditures had a significance level of 0.048, and operations and maintenance

Table 25

Mean Dollars, Percent, F-Scores, and Significance of Sources of Revenue Per Student for Participating and Non-Participating Colleges
Fiscal Year 1983

Revenue Sources	Participating		Non-Participating		Part. by Non-Part.	
	Dollars	Percent	Dollars	Percent	F-Score	Significance
Tuition and fees	$3376	53.1	$3586	46.4	0.473	0.495
Federal appropriations, gifts, and grants	862	13.6	1624	21.0	5.513	0.023*
State gifts and grants	137	2.2	52	.1	1.777	0.189
Private gifts and contracts	1377	21.7	1347	17.4	0.024	0.877
Endowments	366	5.8	825	10.7	2.105	0.154
Other	207	3.3	283	3.7	0.713	0.403
Total Revenues	$6354	100.0	$7723	100.0	5.932	0.019*

* Denotes revenues that are significant.

Table 26

T-Test Analysis for Total Revenues
Excluding Tuition and Fees

T Value	Degrees of Freedom	Significance
-2.62	45	0.012

Table 27

Mean Dollars, Percent, F-Scores, and Significance of Expenditures Per Student for Participating and Non-Participating Colleges
Fiscal Year 1983

Expenditures	Participating		Non-Participating		Part. by Non-Part.	
	Dollars	Percent	Dollars	Percent	F-Score	Significance
Instruction	$2022	30.5	$2187	28.3	0.485	0.490
Public service	34	0.1	47	0.1	0.251	0.618
Academic support	319	4.8	547	7.1	6.744	0.013*
Libraries	181	2.7	281	3.6	5.237	0.027*
Student services	697	10.5	703	9.1	0.004	0.948
Institutional support	1221	18.4	1522	19.7	3.685	0.061
Operations and maintenance	775	11.7	1041	13.5	4.340	0.048*
Scholarships	1404	21.2	1544	20.0	0.741	0.394
Education and general transfer	23	0.0	24	0.0	0.191	0.664
Total Expenditures	$6626	100.0	$7719	100.0	3.064	0.087

* Denotes expenditures that are significant.

experienced a significant level of 0.048. In all three categories the non-participating colleges expended more dollars per category than did the participating colleges.

The analysis of data did not indicate any levels of significance for instructional, public service, student service, institutional support, scholarships, educational and general transfers, or in total expenditures. It appears that the participating colleges, despite a much lower dollar amount in total revenues, spent almost as much as the non-participating colleges on instructional costs. Dollar expenditures for instructional costs were $2,187 for the non-participating institutions and $2,022 for the participating institutions. One possible explanation could be that the participating colleges are trying to be competitive in the quality of their faculty. Neither group evidenced a high percentage of their revenue for public service activities.

The data did indicate that the non-participating colleges were more financially stable than the participating group. For the fiscal year 1983-84 the non-participating colleges showed a surplus of $4 per student while the participating colleges showed a deficit of $272 per student. The non-participating colleges had total revenues of $7,723 per FTE student and expenditures of $7,719 per student, as opposed to the participating colleges which evidenced

revenues of $6,354 and expended $6,626 per FTE student (see Tables 25 and 26).

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The research reported herein was undertaken to determine why selected small, private, four-year liberal arts colleges (Level II) in the Southern Association of Colleges and Schools were offering off-campus credit programs while other similar colleges were electing not to participate in off-campus credit endeavors. The study was designed to describe those colleges with off-campus programs and to compare them with a matched sample of non-participating colleges. These two groups of institutions were compared using selected variables to ascertain whether specific conditions were present which might have been responsible for the implementation of off-campus credit programs. The population consisted of twenty-five Level II colleges within SACS which had off-campus credit programs and a matched sample of non-participating colleges.

A prevailing theme in the literature portrays small, private, four-year liberal arts colleges as the most vulnerable to enrollment decline as the traditional pool of college-age students (18-24) declines. It was evidenced during the boom years that public institutions with diverse

programming and lower tuition rates experienced large enrollment increases. During the same period, smaller private liberal arts colleges with somewhat limited missions were managing only slight enrollment gains. With the smaller traditional-age student pools in the late 1970's and early 1980's, research indicators were suggesting that these small, private institutions might suffer drastic enrollment declines. This fact has been substantiated, as a number of these colleges have been forced into mergers. Some have even closed their doors over the last few years (Pfnister, 1984; Jonsen, 1984; and Zammuto, 1984). Pfnister and Finkelstein (1984) emphasized that the eventual future of these small, private institutions will be determined by the manner in which they adapt to their environment. Thus, colleges with off-campus programs have adapted by expanding their missions to serve students at locations other than on their main campuses.

Off-campus programs in these small, private institutions are relatively new. The findings in this study confirm this notion as a majority (87 percent) were implemented during the past ten years. Only one college sampled had begun a program before the decade of the 1970's. A low percentage of small, private colleges intentionally changed their mission to accommodate off-campus activities. Interestingly, though, other institutions have changed their mission after having initiated off-campus involvement. Another group had

historical missions which held a philosophy appropriate to participation in off-campus programs. A remaining group of colleges presented evidence which questioned serious commitment of any kind.

Both internal and external factors were important in initiating the development of off-campus programs. The presidents, deans, and governing boards, along with enrollment declines, were important factors influencing the initiation of off-campus credit programs. These small, private colleges indicated educational needs had been identified and that they were very influential in the decision to implement off-campus programs. Specifically, they targeted the educational needs of business and industry, professional groups, and women as being important in their decision. Typically, groups such as managers, public school teachers, ministers, accountants, law enforcement personnel and those seeking the baccalaureate degree were found to be most often served through their off-campus endeavors.

A considerable amount of attention had been given to organizing the administrative structure for off-campus programs. Strong administrative visibility was evidenced among a majority of these colleges. The off-campus administrators had budget procedures in place which allowed for fiscal accountability within the total budget of the colleges in a high percentage of the programs (85.7 percent).

Participating colleges were exhibiting serious concern over selection of faculty and quality of courses and instruction. In a majority of colleges normal academic channels were being followed in the selection of faculty. However, it was evident that faculty in off-campus programs were not compensated at a rate equivalent to regular full-time faculty.

Diverse locations and varied facilities were used to house off-campus courses by these institutions. Most frequently used were public schools, industrial settings, two-year colleges, and rented or owned permanent space. It was indicated by the colleges that the recipients of these educational programs were often the providers of facilities.

A broad range of resources were provided by a majority of these institutions with off-campus programs. A high percentage of the colleges provided financial aid, advising, on-site registrations and textbook sales, and counseling services. The lack of library and placement services were a notable weakness.

Colleges with newly implemented off-campus programs indicated a positive attitude toward their off-campus enterprises. None of the colleges were experiencing any effects assumed to detract from main campus programs. They deemed the programs as being beneficial in: (a) increasing enrollment and income, (b) recruiting full-time on-campus students, (c) renewing enthusiasm of the faculty who teach

in the programs, (d) increasing visibility in the region, and (e) expanding horizons and visions for the college.

The research design provided for selected variables to be compared between the participating and non-participating colleges. The variables selected for comparison were enrollment patterns, curricular offerings, faculty characteristics, perceived positive or negative effects on on-campus programs, transportation characteristics, mission statements, relatedness to public service activities, competition, and revenue and expenditure patterns. The major findings from these comparisons are presented and summarized in capsule form.

Neither the participating nor the non-participating colleges experienced substantial growth from the fiscal years 1978 to 1983. Collectively, the participating colleges were experiencing modest growth while the non-participating colleges were experiencing slight declines in enrollment. The increases experienced by the participating colleges could be traced in large measure to off-campus enrollment patterns.

The curriculum patterns for both groups of colleges were similar in that both groups had majors in the majority of the traditional arts and sciences. However, the data did reveal a statistically significant difference between the two groups for the major in education. The participating group had a much higher percentage of colleges offering a degree in education. Though not significant, the participating

colleges had a larger number of institutions with degrees in business, psychology, and criminal justice.

There were no major differences found between the participating and non-participating colleges when selected faculty characteristics were considered. Both groups indicated a large percentage of their faculties as very receptive to somewhat receptive toward teaching at locations other than on main campuses.

The data showed differences in perception between the two groups for off-campus programs effects on main campus programs. A sizable group of the non-participating colleges indicated that going off-campus would have the following adverse effects: (a) resource drain, (b) mission compromise, (c) lowering of reputation and quality of degrees, and (d) compromise with regard to the faculty commitment to on-campus undergraduate education. None of the participating colleges, however, reported perceiving any serious adverse effects.

No major differences were evidenced between the two groups in their transportation characteristics. Both groups indicated transportation was not an important factor in their decision to develop off-campus programs.

An examination of most recent college catalogs showed important differences between the two groups in their emphasis on serving the broader community. The participating colleges evidenced a more serious commitment to public service-type activities then their counterparts. Thirteen

of twenty-three of the participating colleges made specific references to lifelong learning or continuing education activities in their purpose statements. Only three of twenty-four non-participating colleges indicated any interest in public service-type activities.

No major differences were apparent between the participating and non-participating colleges when the number of competitors for off-campus credit courses were compared. Collectively, the participating colleges did indicate competition as being greater for off-campus programs than for the non-participating group.

The data revealed statistically significant differences between the two groups with regard to sources of revenue from the Federal Government and total revenues. This difference was most probably attributed to non-tuition sources of revenue. Non-participating colleges received more money from these non-tuition revenue sources than did the participating colleges.

Three expenditure categories were found statistically significant. The categories which surfaced between the two groups were: (1) academic support, (2) library support, and (3) operations and maintenance. The non-participating colleges expended more dollars in all three categories than did the participating group.

CONCLUSIONS

Historically, small, private, four-year liberal arts colleges have been primarily residential colleges. Little, if any, emphasis has been placed on serving the non-traditional student in any manner (Jonsen, 1984; Finkelstein, Farrar, and Pfnister, 1984). Although, as early as 1957 Crimi's benchmark study did show some activity in continuing education activities by small, private, four-year liberal arts colleges. It was concluded from the data in this study that only recently have small, private colleges in the Southern Region taken their credit programs off campus.

The findings lead to other conclusions about the nature of current off-campus programs in small, private, four-year liberal arts colleges. The number of colleges which expanded their missions to allow for serving more diverse clientele was notable. Currently, these institutions are providing educational off-campus opportunities to meet the needs of a wide range of clientele. Some of the needs identified were, desiring to earn the Baccalaureate degree, upgrading professional skills, and fulfilling personal and social goals. This group of colleges had altered their mission to accommodate a new group of learners in their local communities.

A combination of factors was found to be responsible for the decision to implement programs at off-campus locations.

institutional budgets, faculty, and the overall curriculum. It was also apparent these colleges were successful in identifying individuals and groups with educational needs which these colleges could satisfy. Strong administrative support was evidenced by the governing boards, presidents, and deans in the development of off-campus programs to meet these needs. Keller (1983) stated that in the future, colleges must be responsive to environmental pressures, including economic conditions and demographic shifts in society. Their approaches will require the leadership of colleges to be proactive in response rather than merely passive. As these small, private institutions of higher education in the southern region realized a need for more students, assertive measures had to be taken to serve the broader educational needs of their regions. This action has met with moderate success. A majority of these institutions with off-campus programs have enrollments which are stable or are beginning to show enrollment gains.

The data showed strong evidence of a high level of financial support by the colleges to their newly-developed off-campus programs. Administrative support was highly visible and operated at an appropriate level within the colleges administrative structure. In a majority of the institutions the administrators of off-campus activities were directly responsible to the highest academic officials in the college. This indicates a serious commitment to assure

proper management and control of off-campus programs. Other evidences of support were: (a) yearly budgets; (b) provisions for adequate facilities and resources to support student needs; and (c) a serious concern for the quality of faculty and programs.

The participating colleges were realizing a reasonable degree of success with their programs. It was evident from the data that clientele had been identified and were being successfully attracted to enroll in off-campus programs. Collectively, a small, but important, proportion of the total FTE enrollment (12.35%) was attributed to off-campus enrollments.

These institutions with off-campus programs were experiencing a high degree of satisfaction as a result of their efforts off-campus. No adverse effects were mentioned by any of the participating institutions. Furthermore, the colleges were experiencing enrollment benefits which have potential institution-wide effects.

The findings from comparing these two groups of colleges (participating and non-participating) on selected variables form the basis for the conclusions offered in this study.

The enrollment patterns for both groups of colleges were found to parallel the literature review findings. These small, private, four-year colleges are experiencing problems with enrollment stabilization as indicated in their responses. The data showed that neither group of colleges

had experienced large enrollment gains from 1978-79 through 1983-84; however, the group with off-campus programs showed more growth in enrollment than did the non-participating group. The growth observed could be attributed to the enrollments which were being realized from their off-campus programs. Without this substantial portion of FTE's from off-campus locations, the participating colleges' enrollments would perhaps experience decline at a greater level than those recorded for the non-participating group.

The curricula in both groups of institutions were similar, but the group of colleges with off-campus programs was more likely to have majors in education, business, psychology, and criminal justice. It was also apparent that these majors were those which were offered with the greatest frequency at off-campus sites. Colleges with these majors would appear more likely to meet with success as they move to take their programs off campus.

Historically, institutions of higher education have offered activities consistent with their mission and purpose statements. When the mission statements for these two groups of colleges were reviewed and compared, it was apparent that the participating colleges were more favorable toward meeting the needs of the larger community than were the non-participating colleges. A majority of the participating colleges made specific reference to divisions of adult studies, continuing education, and lifelong learning. A very

small percentage of the non-participating colleges did note an interest in public service, but none mentioned were activity-specific. Therefore, it was concluded that colleges whose leadership had fostered a positive attitude toward serving the non-traditional student were more likely to take their programs off campus.

The faculty in colleges investigated were depicted as being generally favorable to teaching at off-campus locations. These findings are contradictory to a sizable portion of the literature which portrays faculty from liberal arts colleges as being resistant to off-campus programs. Fink (1981) and Batt (1979) both indicate faculty as very conservative, and reluctant about changing curriculum and modifying their mission in the college. Loring (1978) saw faculty as being "obsessed" with the idea of off-campus credit offerings for adults as indicating a lowering of standards. Averill (1980) simply noted faculty as selfish and wanting schedules planned for them, without considerations for student convenience. Since the data in the study convey a positive faculty attitude, an assumption could be made suggesting that faculty are changing their opinions toward going off-campus with programs. However, since all the respondents in the study were administrators, caution and further study are recommended before making such an assumption.

In some degree, the administrators in the non-participating institutions saw off-campus academic activity as detracting from on-campus programs, taking away valuable resources, needed revenues and faculty time. The participating colleges tended to refute these claims. A few held to the idea that off-campus teaching lowers the reputation of their institution and the quality of their degrees. One-half of the non-participating colleges saw positive benefits from off-campus programs. The benefits addressed enrollment increase, income gains, greater institutional visibility, and improved public relations. A small group of these non-participating institutions indicated a future interest in developing limited off-campus programs.

Small private four-year colleges are basically weak competitors for off-campus credit programs. Andrew (1976) and Peck (1984) indicate this limitation in their research. Their findings suggest small liberal arts colleges have difficulty competing with public universities, comprehensive colleges and even community colleges. These larger institutions have curriculum diversity, lower tuition rates and a superior advantage with marketing for student audiences. Andrew and Peck advance the notion that marketing for the non-traditional student would be indeed difficult in small, liberal arts colleges. Both the participating and non-participating colleges under examination in this study were found to have substantial numbers of competitors. The

average number of competitors for the participating colleges outnumber those of the non-participating institutions (4.29 to 3.39). Therefore, one concludes that the number of competitors was not a serious deterrent to implementing off-campus programs. Evidently, the participating colleges have identified successful mechanisms for locating and marketing for non-traditional students.

This study found participating colleges receiving smaller revenues per student FTE than for the non-participating colleges. The difference could be attributed mainly to non-enrollment sources of revenue. Two of the major non-tuition sources which showed the greatest discrepancy were Federal sources and endowments. Participating colleges were receiving $1,221 fewer dollars from these two sources, and $1,369 fewer dollars per student FTE from all sources of revenue. Apparently, the participating colleges were not as successful as their counterparts in soliciting Federal dollars and endowment money from private sources. Nevertheless, they had established off-campus credit programs as one means of generating new revenues and further promoting their efforts through public service. Cameron (1981, 1983) suggested that colleges which react to possible enrollment decline in a positive manner, with improved public relations and public service ventures, tend to show more growth than colleges which de-emphasize these kinds of activities. Her theory

seems appropriate, since these less affluent participating colleges had experienced larger enrollment growth than had the non-participating colleges.

The data did indicate non-participating colleges spent more dollars per student FTE in all expenditure categories than the participating colleges. A statistically significant difference was noted for academic support, libraries, operations and maintenance. An explanation, in part, suggests they had $1,369 more dollars per student FTE in revenues. This is in agreement with Bowen's (1980) revenue theory which states that colleges typically spend the total number of dollars they are able to raise. However, it was apparent from the data that the participating colleges were expending a larger percentage of their budget for activities directly related to students. From analysis of the data, the participating colleges showed a higher percentage of their budget expended for instruction, student services, and scholarships than did the non- participating colleges. These areas however, did not show statistically significant differences and offered limited evidence for promoting any specific conclusions.

An important finding in the study was that non-participating colleges were more financially stable than were the participating colleges. The non-participating group showed a small surplus while the participating institutions were experiencing a rather substantial deficit per student

FTE. It could be that the participating colleges viewed off-campus credit programs as a means of strengthening their overall budgets.

RECOMMENDATIONS

As a result of the findings from this study, the following recommendations are offered for further research:

(1) Since the population investigated in this study was relatively small, similar research should be undertaken on a regional and national basis for comparison of findings to determine whether similar outcomes can be verified.

(2) Since academic faculty are essential to quality off-campus program development, an extensive effort should be made to assess more accurately faculty attitudes toward teaching away from campus.

(3) Since student attitudes and needs heavily impact upon off-campus programming, research should be conducted to explore a range of student factors vital to the success of off-campus program development in the small four-year liberal arts college.

(4) Since institutional finance is of extreme importance to the future of small four-year liberal arts

colleges, comprehensive study should be undertaken to evaluate off-campus programming and its financial impact on the total operating budget.

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APPENDIX A

LEVEL II COLLEGES IDENTIFIED BY SACS AS PARTICIPATING IN OFF-CAMPUS INSTRUCTION

LEVEL II COLLEGES IDENTIFIED BY SACS
AS PARTICIPATING IN OFF-CAMPUS INSTRUCTION

COLLEGES	1984 FTE	CHURCH RELATED	NON-AFFILIATED	1984 TUITION
Birmingham-Southern	1467	*		$5120
Judson	307	*		2530
Spring Hill	945	*		5150
Bethune-Cookman	1609	*		3337
Eckerd	1102	*		6090
Florida Memorial	921		*	4810
Florida Southern	2575	*		3645
Paine	783	*		3135
Tift	604	*		2865
High Point	1279	*		3550
Mars Hill	1385	*		3850
North Carolina Wesleyan	726	*		4130
Pfeiffer	723	*		3700
Sacred Heart	377	*		3270
Baptist at Charleston	1800	*		4140
Central Wesleyan	382	*		3990
Coker	276		*	4680
Limestone	1536		*	4300
Bethel	421	*		2400
Freed-Hardeman	1190	*		3000
Tennessee Wesleyan	424	*		3450
East Texas Baptist	789	*		2730
Howard Payne	1020	*		2310

Texas Lutheran	1083	*	3225
Guilford	1458	*	5236

APPENDIX B

TABULATIONS FOR LEVEL II COLLEGES PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

TABULATIONS FOR LEVEL II COLLEGES NOT PARTICIPATING IN OFF-CAMPUS INSTRUCTION

		Under 1000	1000 - 1500	Over 1500	
Under $2000	Church Affiliated	Cell 1 2	Cell 2 1	Cell 3 1	4
	Non-Affiliated	Cell 4 2	Cell 5	Cell 6	2
$2000-$4000	Church Affiliated	Cell 7 42	Cell 8 9	Cell 9 11	62
	Non-Affiliated	Cell 10 8	Cell 11 6	Cell 12 1	15
Over $4000	Church Affiliated	Cell 13 23	Cell 14 5	Cell 15 3	31
	Non-Affiliated	Cell 16 8	Cell 17	Cell 18 1	9
TOTALS		86	20	17	125

APPENDIX C

CELL LISTING OF LEVEL II COLLEGES IDENTIFIED BY SACS AS PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

CELL LISTING OF LEVEL II COLLEGES IDENTIFIED BY SACS AS PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

CELLS	COLLEGES	LIBERAL ARTS AND GENERAL	TEACHER PREPARATORY	PROFESSIONAL
1-6	No colleges involved			
7	Judson	*	*	
	Paine	*	*	
	Tift	*	*	
	Pfeiffer	*	*	
	Sacred Heart	*	*	
	Central Wesleyan	*	*	
	Bethel	*	*	
	Tennessee Wesleyan	*	*	
	East Texas Baptist	*	*	
8	High Point	*	*	
	Mars Hill	*	*	
	Freed-Hardeman	*	*	
	Howard Payne	*	*	
	Texas Lutheran	*	*	
9	Bethune-Cookman	*	*	
	Florida Southern	*		
10-12	No colleges involved			
13	Spring Hill	*	*	
	North Carolina Wesleyan	*	*	
14	Birmingham-Southern	*	*	
	Eckerd	*	*	
	Guilford	*	*	*
15	Baptist at Charleston	*	*	
16	Florida Memorial	*	*	
	Coker	*	*	
17	No colleges involved			
18	Limestone	*	*	

APPENDIX D

LEVEL II COLLEGES IDENTIFIED BY SACS AS NOT PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

LEVEL II COLLEGES IDENTIFIED BY SACS
AS NOT PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

COLLEGES	1984 FTE	CHURCH RELATED	NON-AFFILIATED	1984 TUITION
Wingate	1443	*		2950
Benedict	1350		*	3170
Chaflin	636	*		2652
Morris	608	*		2548
Newberry	671	*		5000
Presbyterian	895	*		4920
Voorhees	623	*		4191
Wofford	1017	*		4295
Belmont	1927	*		2500
Bryan	522		*	3600
Carson-Newman	1689	*		3300
Christian Brothers	1518	*		3590
David Lipscomb	2208	*		2982
Johnson Bible	375		*	1760
King	381	*		3860
Knoxville	479	*		2970
Lambuth	654	*		3770
Lane	731	*		2400
Lee	1134	*		1980
Lemoyne-Owen	1072	*		2650
Lincoln Memorial	1175		*	2400
Maryville	604	*		4300
Memphis Academy of Arts	175		*	4100

Milligan	597		*	3998
Southern-7th Day Adventists	1598	*		4840
Southwestern at Memphis	989	*		5670
Trevecca Nazarene	912	*		3030
Tusculum	328	*		3840
Union	1252	*		2650
Bishop	1164	*		3000
Concordia Lutheran	422	*		2650
Gulf Coast Bible	363	*		2576
Huntingdon	617	*		2850
Miles	736	*		3000
Mobile	833	*		3015
Oakwood	1268	*		4290
Stillman	509	*		2180
Talladega	497		*	2967
Baptist Bible Institute	377	*		1064
Edward Waters	859	*		2500
Flagler	955		*	3050
Palm Beach Atlantic	581	*		4150
Ringling School of Art	459		*	4050
St. John Vianney Seminary	56	*		3500
St. Leo	2647	*		4454
Warner Southern	291	*		3400
Webber	232		*	5820

Agnes Scott	518		*	6590
Atlanta College of Art	290		*	4650
Clark	1950	*		3780
Covenant	510	*		4520
Morehouse	1892		*	3760
Morris Brown	1328	*		5941
Piedmont	360		*	1939
Savannah College of Art	397		*	3810
Shorter	746	*		3200
Spelman	1430		*	3815
Toccoa Falls	609		*	2800
Wesleyan	364	*		4350
Alice Lloyd	483		*	2200
Asbury	1166		*	3215
Berea	1599		*	130
Brescia	664	*		3296
Campbellsville	628	*		2710
Centre	714		*	6335
Cumberland	1607	*		2580
Kentucky Wesleyan	775	*		3620
Pikeville	501	*		2994
Thomas More	898	*		4500
Transylvania	673		*	8150
Dillard	1132	*		3370
Louisiana	904	*		2246

Our Lady of the Holy Cross	449	*		2365
St. Joseph Seminary	108	*		2500
St. Mary's Dominican	525	*		4000
Belhaven	675	*		3670
Blue Mountain	295	*		2314
Rust	848	*		2499
Tougaloo	670	*		2800
Atlantic Christian	1426	*		3620
Barber-Scotia	371	*		3130
Belmont Abbey	783	*		3896
Bennett	587	*		3000
Catawba	925	*		4355
Davidson	1400	*		6390
Elon	2460	*		3040
Greensboro	556	*		4130
Johnson C. Smith	1170		*	3018
Livingstone	592	*		2840
Meredith	1403	*		3600
Methodist	681	*		4229
St. Andrews Presbyterian	693	*		5350
St. Augustine's	1547	*		2900
Salem Academy	565	*		5170
Shaw	1832	*		2500
Huston-Tillotson	557	*		2686
Jarvis Christian	539	*		3400
LeTourneau	1011		*	3796

Lubbock Christian	908	*		3270
Mary Hardin-Baylor	983	*		3040
McMurry	1051	*		2400
Paul Quinn	459	*		2669
Southwestern Adventist	637	*		4740
Southwestern	939	*		4300
Texas	602	*		1800
Wiley	528	*		2100
Bluefield	377	*		1990
Bridgewater	874	*		4900
Eastern Mennonite	969	*		4820
Emory and Henry	769	*		3936
Ferrum	1576	*		4230
Hampton-Sydney	777	*		7050
Liberty Baptist	3268	*		2000
Mary Baldwin	835	*		5650
Randolph-Macon	919	*		6000
Randolph-Macon Woman's	757	*		6580
Roanoke	1259	*		5650
St. Paul's	656	*		2690
Sweet Briar	716		*	10500
Virginia Intermont	580		*	3800
Virginia Union	1167	*		3240
Virginia Wesleyan	811	*		4750
Washington and Lee	1699		*	5870

APPENDIX E

TABULATIONS FOR LEVEL II COLLEGES NOT PARTICIPATING IN OFF-CAMPUS INSTRUCTION

TABULATIONS FOR LEVEL II COLLEGES PARTICIPATING IN OFF-CAMPUS CREDIT INSTRUCTION

		Under 1000	1000 - 1500	Over 1500	
Under $2000	Church Affiliated	Cell 1	Cell 2	Cell 3	
	Non-Affiliated	Cell 4	Cell 5	Cell 6	
$2000-$4000	Church Affiliated	Cell 7 9	Cell 8 5	Cell 9 2	16
	Non-Affiliated	Cell 10	Cell 11	Cell 12	
Over $4000	Church Affiliated	Cell 13 2	Cell 14 3	Cell 15 1	6
	Non-Affiliated	Cell 16 2	Cell 17	Cell 18 1	3
TOTALS		13	9	3	25

APPENDIX F

CELL LISTING OF LEVEL II COLLEGES IDENTIFIED BY SACS AS NOT PARTICIPATING IN OFF-CAMPUS INSTRUCTION

CELL LISTING OF LEVEL II COLLEGES IDENTIFIED BY SACS AS NOT PARTICIPATING IN OFF-CAMPUS INSTRUCTION

CELLS	COLLEGES	LIBERAL ARTS AND GENERAL	TEACHER PREPARATORY	PROFESSIONAL
1-6	No colleges involved			
7	Huntingdon	*	*	
	Miles	*	*	
	Mobile	*	*	
	Stillman	*	*	
	Edward Waters	*	*	
	St. John Vianney Seminary	*	*	
	Warner Southern	*	*	
	Shorter	*	*	
	Brescia	*	*	
	Campbellsville	*	*	
	Kentucky Wesleyan	*	*	*
	Pikeville	*	*	*
	Louisiana	*	*	
	Our Lady of the Holy Cross	*	*	
	St. Joseph Seminary	*		
	St. Mary's Dominican	*	*	*
	Belhaven	*	*	
	Blue Mountain	*	*	
	Rust	*		
	Tougaloo	*		
	Barber-Scotia	*	*	
	Belmont Abbey	*	*	
	Bennett	*	*	
	Livingstone	*	*	
	Chaflin	*	*	
	Morris	*	*	
	King	*	*	
	Knoxville	*	*	
	Lumbuth	*	*	
	Lane	*	*	
	Trevecca Nazarene	*	*	
	Tusculum	*	*	
	Concordia Luthern	*	*	
	Gulf Coast Bible			*
	Huston-Tillotson	*		
	Jarvis Christian	*	*	
	Lubbock Christian	*	*	
	Mary Hardin-Baylor	*	*	
	Paul Quinn	*	*	

	Wiley	*	*	
	Emory and Henry	*	*	
	St. Paul's	*	*	
8	Dillard	*	*	
	Atlantic Christian	*	*	
	Meredith	*	*	
	Lee	*	*	
	Lemoyne-Owen	*	*	
	Union	*		
	Bishop	*	*	
	McMurray	*	*	
	Virginia Union	*	*	
9	Clark	*	*	
	Cumberland	*	*	
	St. Augustine's	*	*	
	Shaw	*		
	Wingate	*		
	Belmont	*	*	
	Carson-Newman	*	*	
	Christian Brothers	*	*	
	David Lipscomb	*	*	
	Liberty Baptist	*	*	
	Elon	*	*	
10-12	No colleges involved			
13	Palm Beach Atlantic	*	*	
	Covenant	*	*	
	Wesleyan	*	*	
	Thomas More	*	*	
	Catawba	*	*	
	Greensboro	*	*	
	Methodist	*	*	
	St. Andrews Presbyterian	*		
	Salem Academy	*	*	
	Newberry	*	*	
	Presbyterian	*	*	
	Voorhees	*	*	
	Maryville	*	*	
	Southwestern at Memphis	*	*	
	Southwestern Adventist	*	*	*
	Southwestern	*	*	
	Bridgewater	*	*	
	Eastern Mennonite	*	*	
	Hampden-Sydney	*		
	Mary Baldwin	*	*	
	Randolph-Macon	*	*	

	Randolph-Macon Woman's	*	*	
	Virginia Wesleyan	*	*	
14	Oakwood	*	*	
	Morris Brown	*	*	
	Davidson	*		
	Wofford	*	*	
	Roanoke	*	*	
15	St. Leo	*	*	
	Southern-7th Day Adventists	*	*	
	Ferrum	*		
16	Ringling School of Art			*
	Webber	*		
	Agnes Scott	*	*	
	Atlanta College of Art			*
	Centre	*	*	
	Transylvania	*	*	
	Memphis Academy of Arts			*
	Sweet Briar	*		
17	No colleges involved			
18	Washington and Lee	*		*

APPENDIX G

MATCHED SAMPLE OF NON-PARTICIPATING COLLEGE RANDOMLY SELECTED

Matched Sample of Non-Participating Colleges

Stillman

Belhaven

Tougaloo

Belmont Abbey

Chaflin

Lane

Huston-Tillotson

Paul Quinn

St. Pauls

Atlantic Christian

Lemoyne-Owen

Bishop

McMurray

Virginia Union

Wingate

Carson-Newman

Wesleyan

Randolph-Macon

Oakwood

Wofford

Southern Seventh Day Adventists

Agnes-Scott

Transylvania

Washington and Lee

Ferrum

APPENDIX H

LETTER OF INTRODUCTION

PARTICIPATING COLLEGES

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, VA 24061

August 15, 1985

Dear

As part of the requirements for the Ed.D. in Adult and Continuing Education, I am conducting a research project to determine why some small, private, four-year liberal arts colleges in the region served by the Southern Association of Colleges and Schools have chosen to offer programs at off-campus locations and like colleges have not. Included in the study are all those colleges which have indicated they currently offer off-campus credit instruction and a matched sample of colleges with similar characteristics which do not engage in off-campus credit instruction.

The purpose of the study is to determine if there are identifiable factors which prompt institutions to deliver certain of their programs off campus while other like colleges have elected not to do so.

Field testing indicates it will take approximately 20 to 25 minutes of your time to complete the enclosed questionnaire. Your responses will be kept strictly confidential. Coding of the questionnaire will be used only to allow follow-up of non-respondents.

Your assistance with the study will be greatly appreciated. If you wish to receive an abstract of the findings from this research, please indicate on the attachment at the end of the questionnaire.

Sincerely,

R. Winston Ely
Director of Continuing Education
Clinch Valley College

Charles A. Atwell
Professor and Principal Advisor
for Dissertation Project

Enclosures

APPENDIX I

QUESTIONNAIRE

PARTICIPATING COLLEGES

AN INVESTIGATION OF OFF-CAMPUS CREDIT PROGRAMS IN SMALL, PRIVATE FOUR-YEAR LIBERAL ARTS COLLEGES

R. Winston Ely
Principal Investigator

Virginia Polytechnic Institute and State University
College of Education
Adult And Continuing Education Program Area
Blacksburg, Virginia

QUESTIONNAIRE

DIRECTIONS: Please respond to all items. Place a check (✓) on the line beside your answer, except where written response is requested.

1. This questionnaire is being completed by:
   - ___ President of the college
   - ___ Academic dean
   - ___ Full-time administrator of off-campus credit programs
   - ___ Other (Specify)_____

2. What baccalaureate majors are currently offered on campus at your institution?
   - ___ Accounting
   - ___ Allied Health
   - ___ Art
   - ___ Biology
   - ___ Business
   - ___ Computer Science
   - ___ Earth Science
   - ___ Education
   - ___ English
   - ___ Foreign Language
   - ___ History
   - ___ Mathematics
   - ___ Medical Technology
   - ___ Music
   - ___ Nursing
   - ___ Philosophy
   - ___ Physical Education
   - ___ Psychology
   - ___ Religion
   - ___ Social Work
   - ___ Sociology
   - ___ Theatre

   Others (Specify)_____
   _____

3. In what year did your college first offer off-campus credit courses?_____

4. Briefly describe why and how your institution decided to offer credit courses at off-campus locations:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Did a change in the mission of your institution promote offering off-campus credit programs?

___ Yes ___ No

Briefly explain:_____

_____

_____

_____

_____

_____

_____

6. Did the creation of off-campus credit programs promote a change in the mission of your institution?

___ Yes ___ No

Briefly explain:_____

_____

_____

_____

_____

_____

_____

7. How many FTE's were generated off campus for each of the following areas during the fiscal year 1984-85?

___ Accounting
___ Allied Health
___ Art
___ Biology
___ Business
___ Computer Science
___ Earth Science
___ Education
___ English
___ Foreign Language
___ History
___ Mathematics
___ Medical Technology
___ Music
___ Nursing
___ Philosophy
___ Physical Education
___ Psychology
___ Religion
___ Social Work
___ Sociology
___ Theatre

Others (Specify)_____

_____

8. Does your college have an identifiable administrative unit that has the responsibility for off-campus credit courses?

___ Yes ___ No

9. Is the person in charge of off-campus courses classified as:
(Specify title and academic rank)

	Title	Rank
___ Administrator	_____	_____
___ Faculty	_____	_____
___ Staff	_____	_____
___ Clerical	_____	_____

10. To whom does the administrative officer for off-campus programs report?
___ President
___ Academic dean
___ Other (Specify)_____

11. Does the college have a procedure for budgeting off-campus credit courses on an annual basis?
___ Yes ___ No

12. If yes, does the administrative officer for off-campus courses have input into the budget?
___ Yes ___ No

13. Are off-campus credit courses operated on a financial basis as:
___ Self-supporting/direct costs only
___ Self-supporting/direct costs plus overhead
___ Other (Specify)_____
_____
_____

14. How many institutions in your local geographic region are your competitors for off-campus credit programming?

	Number of Public	Number of Private
Universities	_____	_____
Four-year colleges	_____	_____
Two-year colleges	_____	_____

Other (Specify)_____
_____

15. Indicate the services which are available and are utilized by students in the college's off-campus credit programs:

	Available	Utilized
Advising	_____	_____
Financial aid	_____	_____
Library resources	_____	_____
On-site registration	_____	_____
On-site textbook sales	_____	_____
Counseling	_____	_____
Placement	_____	_____

16. What generally are the physical facilities used for off-campus courses? (e.g., unused school plants, banks, storefronts, etc. If permanent centers have been established, please indicate.)

_____

_____

_____

_____

_____

_____

17. What percentage of your current full-time faculty is tenured?

____ Above 90% ____ 75-90% ____ 50-74% ____ Less than 50%

18. What role does your faculty have in deciding which courses or programs will be taught off-campus?

_____

_____

_____

_____

_____

_____

19. Are tenured and non-tenured faculty receptive to teaching off-campus courses?

Tenured
____ Very receptive
____ Somewhat receptive
____ Not receptive

Non-tenured
____ Very receptive
____ Somewhat receptive
____ Not receptive

20. By age, what is the degree of receptivity of your full-time faculty to teaching off-campus credit courses?

Above 50
____ Very receptive
____ Somewhat receptive
____ Not receptive

Between 40-49
____ Very receptive
____ Somewhat receptive
____ Not receptive

Between 30-39
____ Very receptive
____ Somewhat receptive
____ Not receptive

Below 30
____ Very receptive
____ Somewhat receptive
____ Not receptive

21. What percentage of your off-campus courses are taught by adjunct faculty?

____ 75-100% ____ 50-74% ____ 24-49% ____ Fewer than 25%

22. Regular full-time faculty teach off-campus credit courses as:

____ Overload with additional salary

____ Regular load with no additional salary

____ Other (Specify)_____

_____

_____

_____

_____

_____

_____

23. If a fixed amount, what is the financial compensation received by full-time faculty per credit hour for teaching off-campus courses out of load?

_____

If not a fixed amount, please explain your system for payment:_____

_____

_____

_____

_____

_____

_____

_____

_____

24. If a fixed amount, what is the financial compensation per credit hour for adjunct faculty who teach off-campus courses?_____

If not a fixed amount, please explain your system for payment:_____

_____

_____

_____

_____

_____

_____

_____

_____

25. What is the procedure for selection of adjunct faculty to teach off campus?

_____

_____

_____

_____

_____

_____

_____

_____

26. Check each instructional area below in which course syllabi, textbooks, procedures, reading lists, and length of class are the same for off-campus courses as their on-campus counterparts:

___ Accounting
___ Allied Health
___ Art
___ Biology
___ Business
___ Computer Science
___ Earth Science
___ Education
___ English
___ Foreign Language
___ History
___ Mathematics
___ Medical Technology
___ Music
___ Nursing
___ Philosophy
___ Physical Education
___ Psychology
___ Religion
___ Social Work
___ Sociology
___ Theatre

Others (Specify)_____

_____

27. Are your off-campus credit courses designed to meet the needs of a particular occupational area or interest profile? (eg., teachers, accountants, nurses)

___ Yes ___ No

If yes, please indicate:_____

28. For which groups are your off-campus credit courses offered? (Check all that apply.)

___ Those seeking to earn a baccalaureate degree
___ Those seeking to update their professional skills
___ Those seeking to take courses to meet personal, social, or leisure skills

29. Do students formally evaluate the quality of courses in off-campus programs?

___Yes ___No

30. Do students formally evaluate the quality of instruction in off-campus courses?

___Yes ___No

31. Has your off-campus program adversely affected other programs at your college?

___Yes ___No

If yes, tell how:_____

_____

_____

_____

_____

_____

_____

_____

32. Has your off-campus program positively affected other programs at your college?

___Yes ___No

If yes, tell how:_____

_____

_____

_____

_____

_____

_____

_____

33. Listed below are factors that often influence or have an impact upon the initial offering or continuance of off-campus credit programs. Please use the scale below in rating your perception of the items as they relate to your off-campus credit programs:

1 - very influential 3 - little influence
2 - some influence 4 - no influence

Circle the number which best describes the importance each of the following had on your college's decision to initially offer and to continue to offer off-campus credit programs:

Program Initiation					Program Continuance			
1	2	3	4	The governing board	1	2	3	4
1	2	3	4	The President of the college	1	2	3	4
1	2	3	4	The academic dean(s) of the college	1	2	3	4
1	2	3	4	The department chairpersons of the college	1	2	3	4
1	2	3	4	The full-time faculty of the college	1	2	3	4
1	2	3	4	Seed money from a foundation or other private source	1	2	3	4
1	2	3	4	A declining enrollment at the college	1	2	3	4
1	2	3	4	As a means to gain public support for the college	1	2	3	4
1	2	3	4	The educational needs of individuals or groups	1	2	3	4
1	2	3	4	The educational needs of government agencies	1	2	3	4
1	2	3	4	The educational needs of business or industry	1	2	3	4
1	2	3	4	The educational needs of professional groups (e.g., educators, accountants)	1	2	3	4
1	2	3	4	The educational needs of women	1	2	3	4
1	2	3	4	The educational needs of the aged	1	2	3	4
1	2	3	4	The educational needs of blacks and other minorities	1	2	3	4
1	2	3	4	Public transportation not available for students to come on campus to take courses	1	2	3	4
1	2	3	4	Road conditions not conducive for travel by private vehicle to on-campus classes	1	2	3	4
1	2	3	4	Other (Specify)_____	1	2	3	4

APPENDIX J

LETTER OF INTRODUCTION

NON-PARTICIPATING COLLEGES

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, VA 24061

August 15, 1985

Dear

Thank you for talking with me recently regarding my doctoral research project. I am appreciative you have consented to complete one of the questionnaires for me. As we discussed, this study will include those colleges in the region served by the Southern Association of Colleges and Schools which are currently offering off-campus credit courses and a matched sample of like colleges which have chosen not to offer off-campus courses as of this date. Your college was selected randomly from a matched group of non-participating colleges.

The focus of the study is to examine off-campus, credit course offerings in small, private, four-year liberal arts colleges. Specifically, I want to determine if there are identifiable factors which prompt some institutions to "go off campus" while like institutions have elected not to do so.

The attached questionnaire has been field tested and I believe you will be able to complete it in no more than fifteen minutes. When you have completed it within the next few days, please return the questionnaire to me in the self-addresed, stamped envelope which I have enclosed.

Again, thank you for making a contribution to my study. If you wish to receive an abstract of the findings from this research project, please indicate at the end of the questionnaire.

Sincerely,

R. Winston Ely
Director of Continuing Education
Clinch Valley College

Charles A. Atwell
Professor and Principal Advisor
for Dissertation Project

Enclosures

APPENDIX K

QUESTIONNAIRE

NON-PARTICIPATING

AN INVESTIGATION OF OFF-CAMPUS CREDIT PROGRAMS IN SMALL, PRIVATE FOUR-YEAR LIBERAL ARTS COLLEGES

R. Winston Ely
Principal Investigator

Virginia Polytechnic Institute and State University
College of Education
Adult And Continuing Education Program Area
Blacksburg, Virginia

QUESTIONNAIRE

DIRECTIONS: Please respond to all items. Place a check (/) on the line beside your answer, except where written response is requested.

1. This questionnaire is being completed by:
   ____ President of the college
   ____ An assistant to the President
   ____ An academic dean
   ____ Other (Specify)_____

2. What baccalaureate majors are currently offered on campus at your institution?

   ____ Accounting
   ____ Allied Health
   ____ Art
   ____ Biology
   ____ Business
   ____ Computer Science
   ____ Earth Science
   ____ Education
   ____ English
   ____ Foreign Language
   ____ History
   ____ Mathematics
   ____ Medical Technology
   ____ Music
   ____ Nursing
   ____ Philosophy
   ____ Physical Education
   ____ Psychology
   ____ Religion
   ____ Social Work
   ____ Sociology
   ____ Theatre

   Others (Specify)_____
   _____

3. Of the above areas for which you offer degree programs, indicate which, if any, you feel would draw sufficient enrollments off campus:_____
   _____
   _____
   _____
   _____

4. Has your college ever considered offering off-campus credit programs?
   _____ Yes _____ No
   If *yes*, briefly describe why your college has decided not to offer off-campus credit instruction at this date:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

5. How many institutions in your local geographic region currently offer off-campus credit courses according to the following categories?

	Number of Public	Number of Private
Universities	_____	_____
Four-year colleges	_____	_____
Two-year colleges	_____	_____

Other (Specify)_____

_____

6. Listed below are factors that often influence or have an impact upon a college's decision to offer off-campus credit programs. Please use the scale below in rating your perception to the items as related to your college not offering off-campus programs:

1 - very influential
2 - some influence
3 - little influence
4 - no influence

Circle the number which best describes the importance each of the following had on your college's decision not to offer off-campus credit programs:

1 2 3 4	The governing board
1 2 3 4	The President of the college
1 2 3 4	The academic dean(s) of the college
1 2 3 4	The department chairpersons of the college
1 2 3 4	The full-time faculty of the college
1 2 3 4	Unable to obtain facilities or provide adequate resources
1 2 3 4	Financial conditions prohibitive
1 2 3 4	Insufficient clientele groups which the college could adequately serve
1 2 3 4	Insufficient public support or encouragement
1 2 3 4	Not considered a part of the mission of the college
1 2 3 4	Public transportation available for potential students to come on campus
1 2 3 4	Road conditions conducive for travel by private vehicle to on-campus classes
1 2 3 4	Little pressure to increase or maintain enrollment levels
1 2 3 4	Other (Specify)_____
	_____

7. Would your tenured and non-tenured faculty be receptive to teaching at locations other than the main campus?

Tenured	Non-tenured
___ Very receptive	___ Very receptive
___ Somewhat receptive	___ Somewhat receptive
___ Not receptive	___ Not receptive

8. What percentage of your current full-time faculty is tenured?
___ Above 90% ___ 75-90% ___ 50-74% ___ Less than 50%

9. Do you perceive that offering off-campus courses at your college would have adverse effects on current programs?
_____ Yes _____ No

If yes, tell how:_____

10. Do you perceive that offering off-campus courses at your college would have positive effects on current programs?
_____ Yes _____ No

If yes, tell how:_____

APPENDIX L

FIRST FOLLOW-UP

(POSTCARD)

Clinch Valley College
Wise, Virginia
September 5, 1985

Dear Colleague:

Two weeks ago you were asked to participate in a study of off-campus credit programs in small, private, four-year colleges in the Southern Association region. Would you please assist me in this project by taking a few minutes to complete the questionnaire that was mailed to you on August 26, 1985? I will be responsive to any questions you might have in regard to the study.

I thank you in advance for your assistance. All colleges will be mailed an abstract of the findings. Your help is greatly appreciated.

Sincerely,

R. Winston Ely
Director, Continuing Education

Office: (703) 328-2431
Home:

APPENDIX M

SECOND FOLLOW-UP

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, VA 24061

September 19, 1985

Dear Colleague:

Enclosed is a duplicate copy of a survey instrument which was mailed to you on August 26, 1985. In partial fulfillment of the requirements for the Ed.D. in Adult and Continuing Education, I am conducting a research project to determine why some small, private, four-year liberal arts colleges in the region served by the Southern Association of Colleges and Schools have chosen to offer programs at off-campus locations and like colleges have not. Included in the study are all those colleges which have indicated they currently offer off-campus credit instruction and a matched sample of colleges with similar characteristics which do not engage in off-campus credit instruction.

Since the sample is relatively small, your assistance is crucial to the completion of the study. A summary of findings will be sent to all colleges participating in the project. Please take a few minutes of your valuable time to respond and return the instrument in the accompanying stamped envelope. I will gladly answer any questions you may have by mail or phone.

Thank you in advance for your contribution to this study.

Sincerely,

R. Winston Ely
Director of Continuing Education
Clinch Valley College

Charles A. Atwell
Professor and Principal Advisor
for Dissertation Project

Office: (703) 328-2431, Ext. 260
Home:

Enclosures

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