ABSTRACT
        This three-phase project sought to ascertain the
effectiveness of cross-divisional Educational Development Teams
(EDT's) as residential change agents for program planning and
development. Staff of 14 North Carolina community colleges and
technical institutes were trained for roles as change agents.
Developmental or remedial programs for non-traditional students were
selected as targets for the development of EDT plans at each
institution. Project evaluation included analyses of the EDT plans
developed and the attainment of plan objectives, and case studies at
seven of the participating institutions to determine how the EDT
construct was perceived by college administrators. Results indicated
that the team change agent strategy for educational development was
viable. However, EDT's whose membership included those with higher
decision-making positions had markedly greater success in achieving
their plan objectives than did those with lower positions.
Decision-making level rather than collegiate responsibility appeared
to be the most important factor in EDT success. On the basis of the
findings, a revised EDT model for planned change is recommended. EDT
plans submitted by participating institutions are appended. (JDS)

COMPREHENSIVE PLANNING AND STAFF TRAINING FOR

COMMUNITY COLLEGE PERSONNEL (STATE AND LOCAL

LEVEL) FOR THE STATE OF NORTH CAROLINA

A FINAL REPORT TO THE OFFICE OF ECONOMIC OPPORTUNITY

CAP GRANT NO. CG 4271 A/O

OCTOBER 31, 1972

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October 10, 1972

Miss Delores Welsch, Project Manager
Office of Program Development
US Office of Economic Opportunity
1200 19th Street, North West
Washington, D. C. 20506

Dear Miss Welsch:

Accompanying this letter of transmittal is the Final
Report of our OEO-funded project entitled Comprehensive
Planning and Staff Training for Community College Personnel
(State and Local Level) for the State of North Carolina.
This report by the Project Staff, in association with the
Junior and Community College Division of NLHE, pertains
to all three phases of the project, for the period July 1,
1970 - June 30, 1972.

As the report narrative and summary data indicate,
we believe the project has been highly valuable to
our division, and to the community colleges and technical
institutes included in the study. We believe that the
concepts and techniques which have been developed and tested
in the study have considerable applicability, not only for
the disadvantaged students who constituted the primary target
groups, but more generally for all students attending "open-
door" two-year institutions.
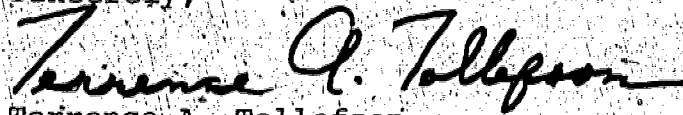
In addition, our division's Accountable Learning Systems
Program has also benefited from the project in several ways:
(1) we were able to assess a sampling of two-year college needs
in a more systematic manner than was previously the case,
(2) we have begun to refine our concept of a single Educational
Development Officer into an emerging concept of an Educational
Development Office and/or an Educational Development Team,
depending on the unique needs, resources, and constraints of each
college, and (3) in the course of conducting the study, members
of the Project Staff inevitable made a number of two-year colleges
more familiar with the constellation of products and related
services available from our division.

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On behalf of the entire staff of the Junior and Community College Division, and particularly of John Pitman, Sam Rigsbee and Francis Costanzo, I wish to express our sincere and heartfelt appreciation for your continuous help, Miss Welsch. We recognize the many invaluable substantive and procedural suggestions you have made, and the long and arduous hours you have devoted to enhance the success of the project. Once again, thank you from all of us.

Sincerely,

Terrence A. Tollefson
Director
Junior and Community College Division

TAT:ejb

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COMPREHENSIVE PLANNING AND STAFF TRAINING FOR
COMMUNITY COLLEGE PERSONNEL (STATE AND LOCAL
LEVEL) FOR THE STATE OF NORTH CAROLINA

A FINAL REPORT TO THE OFFICE OF ECONOMIC OPPORTUNITY
CAP GRANT NO. CG 4271 A/O

Submitted by the OEO Project Staff
in Association with the
National Laboratory for Higher Education

October 31, 1972
John C. Pitman, Director
Miss Sam Rigsbee, Assistant
Director

Foreword

This report covers the progress made on the third and final phase of a three phase grant from the Office of Economic Opportunity entitled "Comprehensive Planning and Staff Training for Community College Personnel (State and Local Level) for the State of North Carolina." Phases I and II dealt with Developmental Planning and the Training Process, respectively. These phases are described in detail in the first year-end report, Educational Development Teams: A Force for Change, July, 1971. Phase III was the Implementation phase of the grant. Essentially, the project staff were to support the Educational Development Teams (EDT's)* as they began to implement their respective plans produced at the end of the three training sessions. A final project evaluation was also conducted. The results of this evaluation will be summarized and discussed in this report.

The above grant was funded through the National Laboratory for Higher Education** (formerly the Regional Educational Laboratory for the Carolinas and Virginia). The National Laboratory for Higher Education through its Junior and Community College Division*** (JCCD) has been and is still

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* Educational Development Team hereafter will be designated EDT.

** National Laboratory for Higher Education hereafter will be designated NLHE.

*** Junior and Community College Division hereafter will be designated JCCD.

working on strategies for implementing a systems approach to developing individualized instructional materials and providing the required administrative and student services support.

Perhaps, the major impacts of this grant were the lessons learned in attempting to use a team as the operating unit for bringing about planned change at a given educational institution, in this case, the public two-year community college. Personnel in the JCCD of NLHE have long recognized that changes introduced by outside change agents are not likely to persist unless on-site experts can be trained so that the impetus for change remains after the external change agents have disengaged from a given program of planned change. Consequently, a series of training materials were developed to provide training for a resident change agent called Educational Development Officer* (EDO). Such a concept has been validated by the work of NLHE over the past four years. However, as the scope of changes required to adequately support individualized instruction increased, the job of the EDO became more and more difficult. It seemed to the project staff that a team approach to educational development was a natural

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* Educational Development Officer hereafter will be
  designated EDO.

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extension of the EDO concept. Under a team development concept a cross-divisional planning team could expect to draw its inputs from a broad base of competencies and apportion the work.

We feel that the evaluation data supports our contention. This in no way detracts from the functions of an EDO as posited by NLHE. In fact, NLHE is now moving toward a broader EDO construct in which several educational development specialists drawn from many areas, i.e., institutional research, instruction, development business management, and counseling and guidance could function as a group with each member receiving specialized training in his or her respective field.

Though this two year grant was primarily directed at the improvement of remedial/developmental programs through cross-divisional planning teams, the concepts could easily be expanded to incorporate any program area(s) in a given institution. Only the content presented in the training sessions would need to be altered.

In conclusion, we feel that a team approach to program planning and development has proved to be a viable educational development strategy. We hope other groups and/or agencies can build on our efforts and improve the Educational Development Team model employed.

We wish to thank NLHE personnel who gave us advice and assistance, particularly those members of the Junior and Community College Division. Our particular thanks is reserved for the presidents, deans, faculty and students of the participating institutions who kept us from "going off the deep end" and who gave so generously their time, advice and friendship.

John C. Pitman, Project Directo
Miss Sam Rigsbee

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TABLE OF CONTENTS

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Section 1 - Statement of Project Objectives
and Accomplishments

This report will be restricted to three major topics.
First, the objectives of the two-year grant will be stated.
Secondly, the project evaluation procedure and summary of
the data obtained will be discussed. A revised or suggested
EDT model will be presented. Finally, a series of actual
programs resulting from the work of selected EDT's will be
included. This report is designed to be primarily our
operational document as opposed to a theoretical statement.
Those readers who wish to review the literature base and
rationale for the training and EDT operation should consult
the document mentioned in the Foreword, Educational Develop-
ment Teams: A Force for Change. (A Final Report to the
Office of Economic Opportunity, July, 1971).

I. Objectives

A. Phase I - Developmental Planning

Objective 1. NLHE will create institutional linkages.

The primary function of NLHE at this stage is coor-
dinative and supportive (in terms of furnishing initial
research information and summarizing and disseminating on-
going committee contributions). The primary program activi-
ties implementing objective 1 are: (1) the formation of

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an Advisory Committee, (2) hosting a formative workshop,
(3) providing results of the interpretation of current
research for the Advisory Committee's consideration--review
and recommendations, and (4) following through on the recom-
mendations of the Advisory Committee.

The products to be developed constitute an Insti-
tutional Support Series composed of: (A) research reports,
(B) agendas, and (C) administrative guidelines.

Objective 2. NLHE will conduct problem-oriented
research.

The primary function of NLHE here is research
directed toward the acquisition of baseline data from which
training programs and coordinative administrative structures
may be developed! The primary program activities implement-
ing objective 2 are: (1) identifying the needs of disad-
vantaged students in North Carolina, (2) determining by sur-
vey the existing resources of agencies dealing with the dis-
advantaged students in North Carolina, and (3) planning for
the coordination of existing resources to meet the identified
needs. The products to be developed are: (1) a narrative
statement of the needs of disadvantaged students in North
Carolina, (2) a survey of available resources, and (3) has
been redirected, rather than produce a single master plan,
consultation aimed at helping EDT's achieve their respective

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plan objectives will be made as part of the follow-up
assistance.

Objective 3.   NLHE will develop training procedures
for EDT's.

The training sessions were divided into three
separate but related components, (a) Affective, (b) Student
Support Services, and (c) Instructional.   For a full descrip-
tion of the activities, materials and evaluation of these
sessions, see Bimonthly Progress Reports (October 30 and
December 30, 1970).   (This objective has been altered from
the original proposal.)

B.   Phase II - Training Process

Objective 4.   NLHE will implement an EDT training
program for community college personnel.

The primary function of NLHE at this stage is
instructional.   The expected outcomes of the instructional
program are: (1) the planning of activities, (2) staff
orientation, (3) participant selection, (4) participant
training through workshops, (5) workshop follow-up by
campus and state visitations, (6) ongoing communication
with participants, and (7) assessment of the format and
content of EDT plans.   The products to be developed are:
(1) a training schedule and (2) a number of training EDT's.

Objective 5.   NLHE can support program development
by EDT's.

The primary function of NLHE here is supportive
and/or advisory. Participants during their training period
will be provided with necessary information pertaining to
disadvantaged students. Such information will be of a
general (research findings) and particular (assistance in
determining unique institutional needs) nature.

The primary program activities implementing ob-
jective 5 are: (1) supplying relevant information on
problems encountered in working with disadvantaged students,
(2) providing guidelines for developing comprehensive pro-
grams, (3) conducting site visits to assist in determining
particular program needs, and (4) assisting institutions
in locating sources of support. The products to be developed
are: (1) comprehensive program plans from junior college
staff participants, (2) proposals for specific research
and demonstration projects, and (3) recommendations for
ongoing training needs and revision of training materials.

(. C. Phase III - Implementation

Objective 6. NLHE will provide technical assistance
for implementing the EDT plans of the participating institu-
tions.

The primary function of NLHE here is consultative.
Such consultative assistance will be concerned with: (1A)
personnel selection, (1C) maximizing the participation of

disadvantaged students in planning for and participating in activities designed for their benefit, (1D) providing information relevant to the instructional needs of disadvantaged students, with special emphasis on communication skills and instructional techniques, and (1E) evaluation procedures. The products to be developed are: (1) summary reports of relevant research, theories, and programs dealing with communication skills and instructional techniques for the disadvantaged community college student, (2A) an evaluation form to collect initial baseline information on such topics as present administrative policies, instructional procedures, attrition rates, etc., (2B) a final evaluation instrument to assess progress made, as a result of implementation of EDT plans.

There has been a redirection required in objectives 5 and 6 due to a cut-back in funds originally targeted for support of selected pilot programs produced by EDT's. Initially Phase III was conceived as being the implementation of selected pilot programs developed from the best EDT plans. Now Phase III is viewed as the on-site development and support of each of the respective EDT plans to the extent that such plans can be implemented with outside funds. This obviously will restrict the scope of the changes sought by the respective institutions.

Such a change also places greater emphasis on the
EDT plans submitted at the end of the three training
sessions. Further, the project staff was reduced in number
necessitating us to drop some of the advisory functions
noted in objective 5. We restricted our advisory role to
specific requests·from an EDT. Proposals for specific
research and demonstration projects could not be considered
(objective 5, section 4b). The respective EDT plans were
taken as given and all support was restricted to assisting
teams on specific problems through on-site consultations.
If another similar project builds on this model, the pro-
posal should include funds for greater support services.

The above comments also apply to objective 6, techni-
cal assistance. Technical assistance was limited to help-
ing.EDT's more effectively utilize existing resources. No
additional resources were available. Consequently, opera-
tional alternatives for implementing EDT plans were arbitrarily
fixed. Had·real alternatives (through increased outside funds)
been available, some EDT's might have tried more comprehensive
approaches. However, the fact that a fair degree of plan
implementation was realized by most EDT's does suggest
that the EDT concept is realistic and can be used in much
less than ideal environments.

D. Summary of Project Accomplishments in Terms of
Project Objectives

The organizational charts following this brief narra-
tive description are subdivided to show the objectives, pro-
ducts to be developed for each objective, and program activi-
ties implementing each objective. An annotated bibliography
of all reports produced by the project staff is included in
Appendix A. The charts following refer to progress reports
as appropriate. All these reports are on file in the Office
of Program Development, Office of Economic Opportunity,
Washington, D. C. Please direct information requests to
this source.

| | Phase I - Developmental Planning | | | Statement of Progress | |
Objectives	Products to Be Developed	Program Activities	Products	Programs
1. NLHE will create institutional linkage	1. Institution Support A. Research reports B. Agendas C. Administrative guidelines	1. Formation of Advisory Committee(s) 2. Host formative Workshops 3. Provide results of current research to Advisory Committee(s) for review and recommendation 4. Follow through on recommendations of Advisory Committee	1. Accomplished	1 - 4 Accomplished
2. NLHE will conduct problem-oriented research	1. Narrative statement of needs of disadvantaged in North Carolina 2. Survey of available resources 3. Tentative coordinating plan	1. Identify needs of disadvantaged students in North Carolina 2. Survey the existing agencies dealing with the disadvantaged to determine available resources 3. Plan for coordination of resources to meet the existing need.	1 - 2 Accomplished 3. Tentative coordinating plan (to be accomplished through separate consultations with EDT's)	1 - 2 Accomplished 3. Accomplished during site visits after EDT plans were submitted (Became part of Phase III)
3. NLHE will develop training procedures and/or demonstration activities	See Progress Reports 1-3 and Final Report, July, 1971 for full description of materials used in the three workshops	See Progress Reports 1-4	Materials developed and/or selected. See Final Report, July, 1971	Training program defined. See Final Report, July, 1971,

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Objectives	Products to Be Developed	Program Activities	Products	Programs
4. NLHE will implement an EDT training program for community college personnel which will: A. Train instructional leaders for community colleges B. Provide a mechanism for applying learning principles to instruction for the disadvantaged C. Increase the contributions of research methodologies to developmental education D. Stimulate a decision-making process based on research data related to student learning	1. Training schedule for 3 workshops 2. Training sessions run and evaluation data collected	1. Planning of activities 2. Staff orientation 3. Participant selection 4. Participant training through workshops 5. Workshop follow-up A. Campus and state visits 6. Ongoing communication with participants 7. Assessment of implementation of training alternatives	Accomplished	1 - 5 Accomplished 6 & 7 Accomplished Evaluation procedure and data for training sessions in Final Report, July, 1971
5. NLHE can support program development by EDT's	1. Comprehensive program plans from participant junior college staff. 2. Proposals for specific research and demonstration projects 3. Recommendation for ongoing training needs	1. Supply relevant information on problem of working with disadvantaged students 2. Provide guidelines for developing comprehensive programs 3. Conduct site visits to help determine program needs 4. Assist institution in locating sources of support	1. Plans collected (by June, 1971) 2. Unable to process separate proposals due to restriction in funding 3. No product but done by on-site consultations	1 - 3 Accomplished by site visits 4. Omitted due to restriction in funding

Objective	Products to Be Developed	Program Activities	Products	Programs

6. NLHE will provide technical assistance for implementation of EDT plans (Limited to on-site assistance with only existing institutional resources)	1. Summary reports for advisory groups and EDT's
	2. Evaluation instruments
	  A. Forms to collect baseline information on institutional procedures
	  B. Final evaluation instrument to assess EDT program impact
		1. Provide assistance in implementing EDT plans
		  A. Personnel selection
		  B. Fiscal management
		  C. Maximizing participation by disadvantaged
		  D. Developing more effective instructional procedures
		  E. Evaluation procedures
			1. Summary reports limited to this report and separate evaluation reports to participating institutions in the evaluation
			2. Data collected
				1. A - D Limited to specific requests of EDT's -- all topics considered but not necessarily with each EDT
				  E Accomplished

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TIME PHASING OF EDT PROGRAM

Time	June 70 (15)	Oct 70	Jan 71	Apr 71	July 71	Oct 71	Jan 72	June 72

Objectives ●----Phase I----●--------Phase II--●----Rhase III==========================●

#1   ●------------●
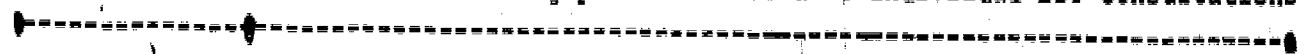
Coordinating plan redirected to individual EDT consultations

#2   ●------------●--●

#3   ●------------●

#4   ●----------------------------●
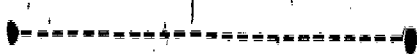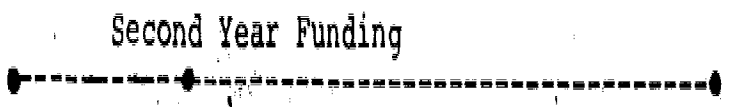
Second Year Funding

#5   ●----------●----------------------------------●

#6   ●----------●----------------------------------●
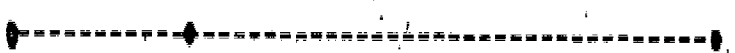
Section 2 - Evaluation Procedures and
                Summary of Evaluation Data

I. Introduction

Due to the absence of initial baseline data against
which one could assess attitude changes, the evaluation
procedures were all process evaluations. Suchman defines
process evaluation as "....the determination...designed to
accomplish some valued goals or objectives."* He lists
six types of considerations for such evaluation:**

     (1) What -- the nature of the content

     (2) Who -- the target group of a given program

     (3) When -- the time the desired change(s)

          is to take place

     (4) Unitary or multiple objectives

     (5) Magnitude of effect

     (6) How -- the process to be used to attain

          the objectives

The implication of the above is that program attributes
(assumptions about the EDT model and/or training rationale
employed) must serve as the criterion for final evaluation
rather than the magnitude of effects produced by the re-

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*   Edward A. Suchman, Evaluation Research: Principles
     and Practice in Public Service and Public Action
     Programs, New York, Russell Sage Foundation, 1967,
     p. 32.

** Ibid., pp. 39-41.

spective EDT's. The attributes evaluated were: (1) the actual composition of the EDT's compared with the recommended composition, and (2) the degree to which final EDT plans actually incorporated elements from all three of the training sessions as posited in the training rationale. The effects or results of EDT operation were assessed by: (1) asking EDT members to submit an annotated copy of their respective plans detailing actions taken (either accomplished, begun or not attempted) on each listed objective, and (2) conducting a case study on selected participating institutions in order to determine how the EDT construct was perceived by administrators in those institutions.

II. Evaluation Procedures

   A. Team Composition Analysis

      The following matrix was used to determine EDT

divisional membership and decision-making responsibility.

INSTITUTION	DIVISIONAL MEMBERSHIP				DECISION-MAKING RESPONSIBILITY		
	A	SS	I		L_1	L_2	L_3

A = Administration; SS = Student Support Services; I = Instructional;
L_1 = Person reporting directly to President; L_2 = Person re-
porting to a Dean or divisional head; L_3 = Person who would
normally have no decision-making function other than those
governing a class or individual responsibility.

   The recommended composition was one representative from

each of the three divisional areas and at least one level

decision-maker.

B. Final EDT Plans

Each plan submitted was evaluated according to content expressed. If all objectives dealt with instructional change desired, the plan was given a weight of one (1). If changes desired involved attitude change and support considerations as well as instructional changes, the plan was given a weight of three (3). If definite policy changes were named, the plan was given a weight of one (1) under an administrative category. Each plan was classified 1, 2, 3, or 4.

C. EDT Plan Achievement

Statements from EDT's were used to determine the accomplishments made in achieving plan objectives. This information was obtained by sending a final plan to each EDT asking them to check to assure that it was, in fact, their latest plan, and then to annotate the plan by indicating portions accomplished, begun, or not yet begun with explanations of partial progress. Once plans were so evaluated, they were compared against the team membership matrix to see if success was related to team composition.

D. Case Study of Administrators in Selected Institutions

This was the major evaluation thrust of the project. The purpose of this evaluation was to assess the perceived validity of the EDT construct and to determine weaknesses enabling the project staff to suggest needed modifications

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to the EDT model. The following six questions were included in the structured interviews used:

1. What are your feelings about the concept of utilizing a cross-divisional planning team for program development?

2. Who do you feel should be on such a team for maximum possible effect at your institution? Why?

3. What type of functions or tasks do you feel should be assigned to such a team assuming it existed as answered in #2 above?

4. Where should such a team be placed in your organizational structure?

5. Do you feel your present EDT has been useful? Why? Why not?

6. What recommendations would you make to improve your present EDT's operation?

(1) Selection of Institutions for Case Study

The EDT consortium consisted of 14 institutions. Two of the schools were technical institutes and were excluded from the sample because the primary design of EDT training focused on community colleges. Also, two institutions became inactive before the end of training and were excluded. The remaining 10 schools are located in the following regions of North Carolina:

Mountain Region   - 2 schools
Piedmont Region   - 4 schools
Coastal Plains Region   - 4 schools

One of the schools in the Piedmont was excluded because of its size; Central Piedmont Community College is more than three times as large as any other school in the consortium. This leaves 2 schools in the Mountain region; 3 schools in the Piedmont; and 4 in the Coastal Plains. Initially, the study was to include 2 schools from each region. However, a third school from the Coastal Plains region was added since it was felt that this area had the largest percentage of non-traditional students and consequently should have greater representation in the final group. The following schools were included in the case study:

1. Surry Community College   - Mountain Region
2. Caldwell Community College   - Mountain Region
3. Davidson Community College   - Piedmont Region
4. Rockingham Community College   - Piedmont Region
5. Wayne Community College   - Coastal Plains Region
6. Lenoir Community College   - Coastal Plains Region
7. Southeastern Community College - Coastal Plains Region

(2) Interview Procedure

The interviewer selected was a psychometrist privately employed. It was decided that if the project staff conducted the interviews, personal ties with many of the interviewees might cause a bias in information received.

The procedure was to interview administrators from each school on a prearranged schedule. The questions were identical for each participant with a standard set of probe questions for no answer or incomplete responses. A time

limit of 45 minutes was set as an outside limit for
questioning time and all responses were taped. The
average number of staff members interviewed at each
institution was nine.

After all interviews were conducted, the tapes from
each institution were analyzed. As comments were made
for a question, they were logged on a sheet. As dupli-
cate comments were made, they were tallied. Each response
made was also coded by President (P), Dean (D), or In-
structor (I). Those classified I were department heads
of Mathematics and English and were included since they
are typically most directly concerned with remedial/de-
velopment programs. The above procedure enabled one to
establish a matrix for each question showing the break-
down of the three classifications of respondents on a
series of classified responses. The number of classifi-
cations of responses was determined by inspection of
tallied responses to each question. To assure reliability
in coding responses, three separate raters were used --
the psychometrist employed, the project director, and one
of the project staff. Where differences did occur, the
three raters discussed the item until consensus was reached.

III. Discussion of Evaluation Data

A. Team-Composition Analysis

Actual team composition varied greatly both in terms of divisional membership and organizational position. In the following analysis of teams, a "dean" is considered as both a representative of administration and the division for which he is responsible. Director of Special Projects is classified as a student personnel divisional function. Educational Development Officer is classified as instructional. Deans of Extension and Administrative Assistants are classified as administrative. Deans of Vocational-Technical or Occupational Education are classified as instructional. Using such a scheme a full team could receive as high a rating under collegiate responsibility as six (three administrators from the first two categories and all three being counted again in the administrative category) or as low as three (no administrators, no count in that category).

The relative decision-making responsibility of EDT members is classified on the following chart as follows:

(a) Deans and administrative assistants reporting directly to the president are classified as one (1),

(b) Directors of programs reporting to a dean are classified as two (2), and

(c) Instructors and counselors are classified as three (3).

In the case of a full team the highest possible rating would

be a three, i.e., all team members having level one decision-

making responsibility. The lowest possible rating for a

full team would occur when all team members were classified

level three in decision-making responsibility giving a

rating of nine.

(1) Collegiate Responsibility -- As can be seen

from Table I, a majority of the teams (64%) did have full

cross-divisional representation. Eight of the teams (57%)

had all three members. Most partial teams (66.7%) failed

to submit a final plan and the two partial teams who did

submit a plan did not reflect cross-divisional content

in their plan. The rationale for a full cross-divisional

team in order to assure cross-divisional EDT plans does

seem to be supported. However, the rather large number

of partial teams does bring into question the voluntary

selection of EDT's and points up the need for more care-

fully planned project introduction activities.

(2) Decision-Making Responsibility -- The informa-

tion here is less clear. Eight of the 14 teams had first

level decision-makers. Only one of the four partial teams

failing to submit a final plan had a first level decision-

maker. Seven of the 14 teams had second level decision-

makers. Combining these two categories (first and second

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level decision-makers) all teams were represented. If one
looks at plan accomplishments vs. presence of at least
one first level decision-maker, the information is more
clear. Of the six teams who had no first level decision-
makers, only one had any success in implementing their
plan -- Rockingham. The other five either failed to sub-
mit a plan or were unable to operationalize their plan
(Caldwell did not get students to enroll in their special
program and Lenoir reported no progress due to lack of
administrative support).

More specifically, the six EDT's rated in Category
Three (greatest plan accomplishment) had an average
weight in decision-making of 4.3. The four EDT's rated
in Categories One or Two had an average weight in decision-
making of 7.8. Clearly, those teams who had higher level
decision-making positions represented had markedly greater
success in accomplishing their plan objectives. Decision-
making level rather than collegiate responsibility appears
to be the more important factor in team success.

TABLE I

EDT TEAM COMPOSITION

Institution	Collegiate Responsibility				Decision-Making Level			
	Adm	Instr	SPS	Weight	L_1	L_2	L_3	Weight
Caldwell Com. Col.	(x)	xx	x	4		x	xx	8
Central Piedmont Com. Col.	x		x	2*		x	x	5*
Central Carolina Tech. Institute	(x)	xx		3*	x		x	4*
Coastal Carolina Com. Col.	(x)	x	x	3*	x		x	4*
College of the Albermarle	(x)	x	x	3**		x	x	5**
Davidson Com. Col.	(x) (x)	xx	x	5	x	x	x	6
Gaston College	(x) (x)	x	x	4*	xx			3*
Johnston Tech. Institute	(x)	xx	x	4	x		xx	7
Lenoir Com. Col.	x		xx	3		x	xx	8
Rockingham Com. Col.	(x)	xxx		4		x	xx	8
Sandhills Com. Col.	(x)		xx	3*		x	x	5*
Southeastern Com. Col.	(x) (x)	xx	x	5	xx		x	5
Surry Com. Col.	(x) (x)	xx	x	5	xx		x	5
Wayne Com. Col.	(x) (x)	x	x	5	xxx			3

* = partial team -- only two team members   ** = withdrew after first training
     ' = submitted no final EDT plan   session

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B. Final EDT Plans

A total of 11 of 14 EDT's submitted a final plan.
Only 10 are discussed here since one plan was received a
year after the others from a reconstituted team. Three
institutions submitted no plans and although they were
technically still in the project consortium they became
inactive. The three inactive institutions were Sandhills
Community College, Coastal Carolina Community College and
College of the Albermarle.* A total of 71 per cent of
the EDT's submitted a final plan by March of 1971 and 29
per cent failed to do so.**

The following procedure was used to classify the sub-
mitted EDT plans. The purpose statement and objectives
of each EDT plan were reviewed and a determination was
made as to whether the statements reflected training sessions.
For example, statements or objectives involving improved
communications or greater understanding of the needs of
non-traditional students reflected the first training work-
shop or attitudinal issues. Statements concerning counsel-
ing procedures, recruitment or financial aid reflected the
second workshop or student support issues. Statements con-
cerning individualized instruction, non-punitive grading,

_____

* This institution withdrew from active participation
after the first training session.

** If Central Piedmont's later team plan were included,
the percentage of completed plans would be 79% and 21%.

or alternate learning approaches reflected the third train-
ing session or instructional issues. Statements directly
calling for changing of existing institutional policies
were classified as administrative. There is a high degree
of overlap between attitudinal issues and administrative
issues since a change in policy is likely to come only
as a result of changed attitudes. However, this rather
arbitrary classification scheme was used in order to reduce
the subjectivity involved in trying to determine if an
implied end of an attitudinal program or activity was a
policy change. Unless such an end was actually stated
in a given EDT plan it was not credited with an admini-
strative objective or purpose.

If it was not clear from the purpose and objectives
of EDT plans what classification should be made, the
listed activities were reviewed and classification was
then made as above. The complete plans from the ten
institutions are included in Appendix B. Only summary
data will be presented here. A matrix listing the in-
stitutions and the four above classifications will be
used to present the summary data. Since the plans are
quite varied in purpose and degree of detail, no attempt
is made here to order or establish relative weights for
the four classifications used.

TABLE II   25

| INSTITUTION | TYPE OF CONCERNS OR ISSUES INVOLVED BY AN EDT PLAN | | | |
	Attitudinal	Student Support	Instructional	Administrative
1. Caldwell County Community College and Tech. Inst.	X	X	X	X
2. Central Carolina Tech. Institute	X			
3. Davidson County Community College	X	X		X^2
4. Gaston Community College	X			
5. Johnston County Tech. Institute	X	X	X	X
6. Lenoir Community College	X		X^3	
7. Rockingham Community College	X	X	X	X^4
8. Southeastern Community College			X	X
9. Surry Community College	X	X^5	X	
10. Wayne Community College	X		X^6	X

1. Plan directed at improving overall institutional communications procedures involving cross-sectional committees, counselors, faculty, administrators, students, but no specific activities other than attitudinal changes mentioned.

2. Administrative support of committee work implied, as are policy changes on admissions procedure but not specifically stated.

3. More a research effort to investigate a variety of instructional techniques than to actually initiate instructional change.

4. Administrative in that students in program would be under separate special project staff even though in regular programs not case now.

5. Increased small group counseling implied but not directly stated.

6. Relationship to instruction implied but specifics to be used not stated.

The above summary of the final plans shows that 90% of the EDT's plans did concentrate on attitudinal or affective problems through various attempts to institute or improve existing internal communications procedures through the use of total cross-sectional committees or task forces. It would appear that the heavy emphasis on interpersonal communication and affective issues during training was most effective in terms of EDT plan objectives.

Beyond this the information is less clear. Only fifty per cent of the plans incorporated activities from

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the student support services training session and one of
those was implied. In most cases peer counseling or some
form of increased use of paraprofessional counseling was
suggested. Though disappointing, this is not surprising
in light of the weakness noted for the second training
session.

Instruction was included in 70 per cent of the EDT
plans. Actually this figure is misleading. Two of the
institutions who did not mention this in their plans
already place considerable emphasis on individualized
instruction instituted by earlier training sessions run
by the Junior and Community College Division of NLHE.
If one included these two institutions among those whose
plans made specific mention of instruction, 90 per cent
of the EDT's submitting a final plan were working on
instructional issues.

Six of the teams, two by implication, included admini-
strative issues. Again this figure (60 per cent) is probably
understated. Cross-sectional committees and/or task forces
working in institutional communications problems would
probably need the support of administration and/or sanction
of recommendations made. Consequently the administrative
area is at least indirectly involved in most if not all plans.

The foregoing suggests that the cross-divisional
nature of the training rationale is generally supported
except for the noted weakness in the support service
area. Only Gaston Community College failed to evidence
any cross-divisional planning.

C. EDT Plan Achievement

Since the degree of comprehensiveness evidenced
in the respective EDT plans varied widely and the com-
pleteness of responses from EDT's also varied widely,
a rather gross categorization procedure was used.
Three general categories were established. Category
One was defined as little or no implementation and
accomplishment of EDT plan objectives. Category Two
was defined as partial implementation and accomplishment
of EDT plan objectives -- between one-third and two-
thirds of plan objectives implemented and less than 50
per cent of the objectives accomplished as of June, 1972.
Category Three was defined as general implementation
and accomplishment of EDT plan objectives -- more than
two-thirds of the objectives implemented and at least
50 per cent of the objectives accomplished as of
June, 1972.

1. <u>Caldwell County Community College and</u>

<u>Technical Institute</u>

The EDT here developed a comprehensive program

of <u>Educational Development for Non-Traditional Students</u>.

The program was presented to the curriculum committee

and approved. It was then approved by the General Faculty

Senate. Classes were scheduled, rooms secured, and in-

structors assigned. From the foregoing, it can be seen

that the plan had full institutional support. However,

the program had to be dropped since sufficient students

to allow program operation were not obtained. The writers

talked with several people involved in recruitment in an

attempt to discover reasons for failure. Apparently, the

major problem was an acute shortage of unskilled labor

in the area. Prospective students were more interested

in immediate employment than in a lower stipend provided

for attending a developmental program. The argument of

greater reward in the future simply was not strong enough

to off-set higher immediate monetary rewards. The above

discussion is presented to show that, although Caldwell's

EDT is classified <u>Category</u> <u>One</u>, it is more due to cir-

cumstances than to lack of support for the EDT or inaction

of the EDT.

2.   Central Carolina Technical Institute

This EDT plan was revised from the original one submitted in February, 1971.   The revised plan (June, 1971) stresses instructional aspects as well as improved com-munication.   The objectives of the revised plan are:

1.   Increase the frequency of incidents in which students, faculty, administration and trustees engage in free and open discussion on various school related topics.

2.   To reduce the attrition rate of all students.

3.   To have measurable objectives written for each course and given to the students.   .

4.   To increase the number of students who are taking individualized (packaged) courses.

Evaluation

Objective 1 has been partially implemented.   Trustees have not yet been included in discussions.   However, students have been added to all existing committees.   It was decided not to expand committees but to enlarge existing committee structure by adding students.   The primary topic considered to date was the grading system.   Objective 2 was found to be most difficult to tackle.*   No operational procedure

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*   This problem was found to be generally true across all EDT's.   The real problem is "Just what is attrition?" Even the new state reporting system which established categories for students leaving programs is perceived as inadequate.   Simply using leaving a program prior to completion as a base fails to accurately reflect those students who left for a job or because they felt they had achieved their goals.

has yet been developed that will allow for accurate measurement of attrition. Objectives 3 and 4 were accomplished. The number of students in individualized courses increased almost 100 per cent (106-209); and the number of courses individualized did increase 100 per cent (5 to 10 courses). In summary, all objectives were implemented and 50 per cent were accomplished. Central Carolina is classified <u>Category Three</u>.

3. <u>Davidson County Community College</u>

Many of the objectives of this EDT were accomplished in conjunction with a Self-Study for the Southern Association of Colleges and Schools. There are also two sets of objectives, one set of objectives which are general in nature and one set which pertain to Student Personnel Service functions. Information on the second set of objectives was augmented by information given in an interview with the Dean of Student Affairs. The following objectives were listed:

General Objectives

1. Disappearance of isolated groups (cliques).

2. Regular meetings held in which there is a free exchange of ideas and feelings.

3. Faculty of different divisions cooperating on specific projects.

4. Problems being attacked and corrected.

5. Problems identified and clearly stated.

6. Students actively involved in college affairs.

Student Personnel Objectives

7. Dean of Student Affairs will assess current
   relations between students, faculty and
   student personnel staff to determine the
   effectiveness of student personnel services
   including counseling.

8. Use of counselors as recruiters.

9. Develop positive support from area junior and
   senior high school counselors through the
   establishment of an advisory council.

10. Establishment of student recruiting teams
    utilizing college students in visitations
    to local junior and senior high schools in
    order to publicize programs offered at the
    college.

11. Use of local school counselors and other
    agencies in the area to establish contact
    with potential and actual "drop-outs" and
    those with no future plans with the hope of
    drawing them into an appropriate college pro-
    gram.

12. Implementation of an "applied Psych" course
    in order to allow students the opportunity
    to discuss their feelings and problems openly;
    out of this the development of "peer counseling
    groups."

13. Evaluation sessions with state personnel
    in order to get further suggestions for
    improvements that might be needed.

Evaluation

Objectives 1-6 have all been implemented. Objective

1 was defined as improved but not solved. Objective 2 was

achieved through the establishment of a Student-Faculty-
Administrative Forum with definite rules established for
freedom of speech. The group meets once a month and has
averaged about 40 people/session. It is felt that during
the 1972-73 school year the numbers involved will increase.
Objectives 3-6 have been accomplished largely in conjunction
with the Self-Study and later recommendations of the
accrediting team. Objective 7 was redefined and accomplish-
ed through a Comparative Guidance and Placement Program
Student Questionnaire. This was given to freshmen and
sophomores. The data was summarized and will be given
to instructors and administrators this fall (1972). It
is hoped it can serve as a base for needed changes. Ob-
jective 8 has been accomplished through school visits,
attendance at high school and college career days and
by providing information about the DCCC programs to high
school and college counselors. Objective 9 has not been
done. Objective 10 has been partially accomplished. No
student teams as such have been formed. However, students
are used as guides for visiting groups and faculty are
used in outside recruiting visits along with counselors.
Objective 11 has been accomplished. Objective 12 has not
been accomplished as such, but an experimental group

counseling session was established and received high response.
Students also could achieve part of this objective through
the earlier mentioned Forum. Objective 13 was accomplished.

In summary, all but one of the objectives were at
least partially implemented. · Eight of the objectives
were accomplished as stated. Davidson is classified as
Category Three.

4. Gaston College

Gaston's EDT plan focused entirely on the evening
program. Information was obtained through interviews
with the Dean of Instruction and Dean of Student Personnel.
The objectives were:

1. Involve evening students in more of college
life.

2. Successful completion of program of study.

3. Fewer complaints from evening students.

Evaluation

Objectives 1 and 3 were accomplished and objective
2 is under way, but cannot yet be evaluated since there
has not been enough time to allow for comparisons of
completion data. Students were involved through the
establishment of an Advisory Committee made up of evening
students and faculty. The faculty are full-time faculty --
the same ones who teach in the day program. The committee
worked with a counselor and the Dean of Student Personnel.

The committee was representative of the three major
program divisions (college parallel, technical, vocational).
The committee met monthly. In a practical sense, it
functioned as a separate student government body. It
was believed necessary since the regular Student Govern-
ment Association was almost 100 per cent day students.
Both administrators felt the evening student governing
body was far more effective than the regular SGA. As a
result of the Advisory Committee's work, the newspaper
established an evening reporter. Social events were
planned which were more informal and appropriate for
evening students. Most of these activities were designed
so class groups could attend during breaks. It was noted
that practically all committee requests were honored by
the administration and that much better understanding be-
tween all involved was achieved. The committee was
so successful that the procedure will be continued as
a regular practice. In summary, all objectives were
implemented and 67 per cent (2 of 3) accomplished.
Gaston is classified Category Three.
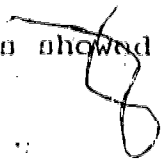
5. Johnston County Technical Institute
    The information for this EDT plan was obtained
through interviews with two of the three EDT members.
The objectives for the plan are:

1. To enroll more students, especially
    non-traditional students.

2. To reduce attrition of students, especially
    non-traditional students who are more likely
    to withdraw.

3. To increase number of students who experience
    success in satisfying course objectives.

4. To increase the flow of interpersonal
    communication of feelings between students
    and faculty members and thereby increase
    understanding and acceptance of students
    and their specific needs.

5. To increase the number of individual con-
    ferences voluntarily initiated by students.

6. To increase the number of informal con-
    versations between students and instructors
    outside of class, in contrast to more formal
    individual conferences in the instructor's
    office.

Evaluation

Objective 1 was accomplished. This institution is
rapidly growing -- 350 FTE in Fall of 1970 to an expected
1000 FTE in Fall of 1972. Several new courses and programs
were added in 1971. These additions were in both day and
evening programs. Objective 2 has been implemented through
the addition of a counselor and a basketball team. It was
believed that both additions tended to reduce attrition,
but no data was available to support this belief. .Objective
3 was partially accomplished through the addition of two
new individualized courses -- Introduction to Business and
Sociology. Student evaluations of these courses showed

higher rates of completion than in traditional courses, and students highly favored the approach. Objective 4 was accomplished through the establishment of a Student Government Association providing a channel for student needs -- Fall, 1971. Objectives 5 and 6 were assessed as improved, but not through any planned procedure. The two major actual steps taken were: (1) an experimental faculty evaluation by students -- not decided if this will be continued, and (2) a definite increase in and support for instructors wishing to individualize courses.

In summary, four objectives were implemented (67%) and one clearly accomplished with the other three that were implemented not clearly evaluated. Johnston is classified Category Two.

6. Lenoir Community College

This EDT plan is oriented more toward assessing problems or needs than toward improving same. The objectives listed are:

1. To identify subjects of interest to students.

2. To specify the concerns or problems students face.

3. To determine why students cut class, fail to complete assignments, avoid

taking part in class discussion, do not consult instructors about their learning problems.

4. To determine what learning techniques students find most effective and what specific characteristics of a learning situation are most conducive to student success.

5. To communicate the information described above to all faculty members.

Evaluation

Objective 1 was described by the team as "unbelievably vague." We assume this means the objective was dropped. Objective 2 was accomplished. Objective 3 was accomplished through giving a survey questionnaire to a representative sample of students. It was indicated that there were "many, many varied responses." Objective 4 was implemented. The team indicated that there was "general agreement that lecture and discussion is the most favorable and effective (approach)." No information is available to indicate how "general agreement" was achieved. Objective 5 was not done, but will be done in Summer, 1972. Three of the five objectives were accomplished. One was to be done in Summer, 1972. One was not done. Lenoir is classified as Category Two. This evaluation may, in reality, be too high if one was to consider operational change as a base. Yet, taking the objectives at face value, Category Two applies.

7. <u>Rockingham Community College</u>

The EDT plan from Rockingham is unique in one respect. It is based on a fully elaborated proposal for changing the remedial/development program over a three-year period. All the objectives listed are long-term. In this sense, one could not list any of the objectives as accomplished at the end of a one-year period. However, in terms of actual change proposed and begun, this plan is far more ambitious than most others received. The objectives are:

1. To chart and describe the life style of each individual student.

2. To diagnose, describe and prescribe approaches to the learning style of each individual student.

3. To diagnose, describe and prescribe approaches to the personality dynamics of each individual student.

<u>Evaluation</u>

All objectives have been implemented and partially achieved. A psychometrist, Dr. Kenneth Waugh from West Texas State University, was hired and is developing a model for a Diagnostic Clinic that will chart objectives 1-3. Rockingham is classified <u>Category Two</u>. In this case, the classification may be too low, but, taking the objectives at face value, must be so placed.

8. <u>Southeastern Community College</u>

This EDT plan had a single objective, "To individualize instruction by the use of the systems approach." The details of the plan were scant. Three activities to achieve the above were listed: (1) Workshop for selected instructors on accountability and behavioral objectives, (2) Departmental planning, and (3) Quarterly evaluation, follow-up and revision. This will be called <u>plan</u> <u>one</u>. A second more specific plan was directed at establishing, training, and implementing peer groups sponsored by the Student Personnel Service Office. This will be called <u>plan</u> <u>two</u>.

<u>Evaluation</u>

Plan one was described as implemented fully with the listed three activities being 90 per cent accomplished.

Plan two was described as having been about 80 per cent implemented through the establishment of a Learning through Encouragement, Action and Progress Program (LEAP). It was further indicated that "this program has not followed the precise form and schedule as outlined" in the plan, "but it has accomplished the same goals." A full evaluation will be conducted in the Summer of 1972. On the basis of this data from the team Southeastern is

classified as <u>Category Three</u>. However, it should be noted that specifics are not available to support the general evaluations made by the team.

9.   <u>Surry Community College</u>

Information on this plan was obtained through an interview with the Dean of Instruction, an EDT member. The major activity of the EDT here concerned objectives 5 and 6. A complete Developmental Studies Program was generated, approved and will become operational in the Fall Semester, 1972. The objectives of the EDT plan are:

1.   That faculty and administration will know the names of the students.

2.   Students to be involved in the learning situation.

3.   Students, faculty and staff will be given the opportunity to discuss their attitudes and feelings openly and freely.

4.   To develop an attitude of trust between students and faculty.

5.   To foster constructive changes in the instructional program which would better suit the needs of non-traditional students.

6.   Reduce the failures and drop-outs in the non-traditional group by meeting their needs.

<u>Evaluation</u>

All objectives have been implemented. Objective 1 was partially completed. It was indicated by the Dean that on

a scale of one to five (five being high) he would rate
objective 1 three-four. Objective 2 was accomplished
by adding students to the Academic Council. Objective
3 was accomplished by adding students to all existing
committees and informally by administrators encouraging
greater student-faculty interaction and discussion. Ob-
jective 4 was assessed at a level of four on a five-point
scale. The Dean felt this objective was a natural out-
growth of the first three objectives. No objective data
was available on this point. Objective 5 was accomplished
through the formal Developmental Studies Program. Ob-
jective 6 could not be fully evaluated until Spring, 1972
after the formal Developmental Studies Program had been
in operation a year.

In summary, all objectives were implemented. Three
of the objectives had been accomplished and two others
almost accomplished (four on a scale of five). Surry
is classified as Category Three. However, it just does
meet the criteria for that category and could be cate-
gorized as two.

10. Wayne Community College.

The objectives for Wayne Community College are:

1. Establish additional channels to provide
the opportunities for improved communication.

2. Involve more disadvantaged students in Student Government.

3. Involve more students in interpersonal relationships with instructors, e.g.,

   a. Instructors spending more time with the students and in their office.

   b. Instructors becoming involved in student functions including S.G.A. Committees and attending student social functions.

   c. Instructors making more contact in the halls and other informal areas.

   d. Instructors displaying greater ability to call on students by name, in class and out.

   e. Instructors sharing with Department Chairman and administrators information from and reaction to interpersonal relations with students.

4. Involve more students in interpersonal relationships with administrators. (Supply criteria from #3 above.)

5. Develop faculty attitudinal changes toward the disadvantaged students.

6. To provide students the opportunity to become more responsible for informing and assisting present and potential students.

7. To inform the college community of the opportunities available through the college.

Evaluation

All objectives except objective 5 have been implemented. Objective 5 was dropped since it was contingent upon a Title III grant which was not awarded. All objectives were accom-

plished." In the case of Wayne, the evaluation format is changed for the following reasons. The EDT at Wayne was by far the most effective. It has been earlier noted that their team composition was closest to the ideal posited in the EDT rationale. Also, Wayne has been very actively involved with NLHE, as well as with the EDT project. The entire institution has been involved in changes. Many of these changes went beyond the scope of the EDT plan, but were implemented by the EDT members. Five major programs of change have occurred. First, a goals setting process was instituted in which students, faculty, administrators and citizens helped rate a set of institutional goals and priorities for same. The Board of Trustees endorsed the result and pledged its support of the priorities established. Further, the Board issued a statement of accountability for student learning. Secondly, all instructors were required to submit measurable program and course objectives which were given to students. A series of workshops were held to train faculty in individualizing instruction. As a result, instructors in all departments -- not all in any given department -- have begun to individualize courses. Third, students were given evaluation forms for each course and the results were discussed with instructors by the department heads in order to improve

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instruction. Fourth, a Student-Faculty Forum was established. This was a formal process chaired by the President of the Student Government Association and supported by the Dean of Instruction. Set departments were scheduled to attend these meetings on a rotating basis (four departments each session) and students could raise questions about instructional processes. Gradually these Forums have become accepted by the faculty and students and have greatly opened student-faculty interaction and understanding. Fifth, students (2nd year) were trained and used as Student Information Specialists (really adjuncts to the regular counselors). All of these things taken as a whole have brought about nearly total involvement of all personnel in the institution. There is presently little separation between students and faculty, faculty and administration, etc. Wayne is classified as Category Three.

11. Summary

The following table shows the classification of accomplishment for each EDT in terms of actual plan objectives.

TABLE III

CATEGORIES OF EDT PLAN ACCOMPLISHMENT

INSTITUTION	CATEGORY		
	Level 1	Level 2	Level 3
1. Caldwell Community College	x		
2. Central Carolina Technical Institute			x
3. Davidson Community College			x
4. Gaston Community College			x
5. Johnston Technical Institute		x	
6. Lenoir Community College		x	
7. Rockingham Community College		x	
8. Southeastern Community College			x
9. Surry Community College			x
10. Wayne Community College			x

D. Case Study of Seven Participating Institutions

The following table shows the seven institutions which participated in the case study and the number and type of participants from each institution. The following abbreviations are used throughout this section: (1) P = President, (2) D = Deans or divisional directors and administrative assistants, and (3) I = Department heads and Educational Development Officer.

TABLE IV

POSITION AND NUMBER OF CASE STUDY PARTICIPANTS

INSTITUTION	P	D	I	TOTAL
1. Caldwell Com. Col.	1	4	3^2	8
2. Davidson Com. Col.	1	4	3^2	8
3. Lenoir Com. Col.	1	9^1	2	12
4. Rockingham Com. College	1	6^1	2	9
5. Southeastern Com. College	1	6^1	2	9
6. Surry Com. Col.	1	5	2	8
7. Wayne Com. Col.	1	4^1	3^2	8

1 = includes Administrative Assistant

2 = includes EDO

> Question One - What are your feelings about the
> concept of utilizing a cross-divisional planning
> team for program development?

Statements obtained here were all clearly in favor of
or not in favor of the concept, so a simple yes-no dichotomy
was used as the overall grouping for responses. Table V
presents the summary data:

TABLE V

	YES	NO
P	7	0
D	37	1
I	17	0

The cross-divisional planning team was strongly
supported by 98 per cent of the respondents.

> Question Two - Who do you feel should be on
> such a team for maximum possible effect
> at your institution? Why?

Statements obtained here were much more difficult to
classify. The one logical categorization scheme seemed
to be a continuum ranging from total representation of
all subgroups involved with the college to more limited

representation. No respondent suggested limiting the re-
presentation to one single subgroup. Student representa-
tion or lack of same was the most apparent dividing point
among the respondents. Four categories were established
as follows:

    I - Cross section of everyone represented on campus.

    II - Cross section of everyone represented on campus
       except students.

    III - No students and less than full representation
       of other major subgroups, i.e., no student
       personnel representatives, or no instructors,
       or any combination of subgroups excluded.

    IV - Other - specific person such as instructional
       expert added to present team rather than
       representatives from existing subgroups;
       or impossible to classify into above.

A fifth category (no response) was added.

TABLE VI

SUMMARY DATA - QUESTION TWO

	I	II	III	IV	V
P	3	3	0	0	1
D	15	14	5	3	1
I	8	7	1	1	-

Wide representation was favored by all institutions
and basic subgroups in the study. However, student re-

presentation was the major issue with the total group dividing nearly equally for and against. Deans were less apt to favor student representation than presidents or department heads. There was little apparent relationship between success of EDT plans and the ways administrators answered the question.

Question Three - What type of functions or tasks do you feel should be assigned to a team, assuming it existed as you have just put it together? (As answered in #2)

A continuum of functions ranging from broad, all-encompassing functions to much more specific functions was established and the following five categories were used:

    I. Overall institutional planning -- team would be involved in a full range of activities with special emphasis on institutional goals and purposes.

    II. Communications problems -- this would be quite general in that such problems would generally involve all groups represented in the institution.

    III. Analysis of and planning for curriculum or program areas -- this would be general but a step below institutional goals and purposes.

    IV. Analysis of and planning for instructional improvement -- this would involve cognitive and affective training. It could be general but could also be directed at a single group or department of instructors.

V.   Other -- single response statements that
     would not logically fit in the other four
     groups and those who did not feel an EDT
     was needed to augment other committees.

TABLE VII

SUMMARY DATA - QUESTION THREE

	I	II	III	IV	V	NO RESPONSE
P	5	1	1	1	0	0
D	15	2	12	7	5	2
I	5	3	9	7	0	0

Most of the group (85%) saw functions for such a
team clustering around three areas, overall institutional
planning, selected curriculum or program area planning,
or instructional planning. Looking at the three basic
subgroups, a clear trend emerged in regard to overall
vs. more specific function, with presidents most strongly
in favor of an overall function (75%), deans next (42%),
and department heads last (33%). The converse of this
also followed -- more specific planning categories (III-V)
were rated highest by department heads (67%), next by
deans (58%) and last by presidents (25%). Only one
institution, Lenoir, gave a low rating to functions of
an EDT.   Compared with actual content of EDT plans,
functional priorities expressed reflected the orientation

of the plans except for Southeastern whose plan was
strongly oriented toward instruction while administra-
tor responses to functions were mixed.

Question Four - Where should such a team
be placed in your organizational structure?

A continuum based on the relative position of the
person to whom the team should respond is used to group
the responses. In only two cases was line authority
suggested. Consequently, the assumption that the team
would have staff or advisory roles is made at all levels
established by the categories. The categories are:

I. Committee reporting to and located on
presidential level -- highest organiza-
tional level.

II. Committee reporting to a dean, generally
the Dean of Instruction -- second organ-
izational level.

III. Permanent advisory committee, no set
reporting level, but assumed to be on
first or second level.

IV. Sub-committee to an existing standing
committee or an ad hoc committee --
probably a third level since it would
be subordinate to a committee as in
#3 above.

V. No set place.

VI. No comment, don't know, or do not need
another team or committee.

TABLE VIII

SUMMARY DATA - QUESTION FOUR

	I	II	III	IV	V	VI	NO RESPONSE
P	0	1	2	1	0	1	2
D	8	6	5	6	7	4	1
I	4	3	3	4	1	1	1

Placement of the EDT was widely varied. It was, however, clearly noted by 95 per cent of those responding (57) that the team should be given a staff or advisory role regardless of the level placed in the organizational hierarchy.

> Question Five - Do you feel that your present EDT has been useful? Why?

This question requires two separate analyses. First, was or was not the team seen as useful? Secondly, the reasons for or against the team must be reviewed. A tabulation of responses viewing the team as useful, not useful or unaware of the team is presented in the follow-ing table.

TABLE IX

SUMMARY DATA - QUESTION FIVE

	YES	NO	NOT AWARE
P	5	1	1
D	19	4	13
I	7	1	10

In the final section of question five data are presented the reasons given by those 37 respondents who viewed the EDT as positive or negative without a probe question. The following categories will be used:

I. Team seen as useful in a general way - helped to make people aware of problem areas.

II. Team seen as useful in assisting a specific program or fostering a specific instructional change.

III Team seen as useful but no reason given

IV. Team served no real purpose and not generally known, or no reason given

V. Other

TABLE X

SUMMARY PROBE DATA - QUESTION FIVE

	I	II	III	IV	V
P .	1	1	3	1	0
D	6	3	10	4	0
I	3	1	2	1	1

The majority of those responding saw the EDT as
useful (84%). However, 39 per cent of the total group
were unaware there was an EDT at their institution.
This certainly points out the need for more effective
initial publicity for and later validation of such a
team. Again a clear trend emerged in terms of EDT
awareness among the three basic subgroups, presidents
(86%), deans (64%), department heads (44%). This
drop in EDT awareness seems to be consistent with the
earlier noted need for wider EDT membership which hope-
fully would improve the apparent lack of communication
expressed here. The group who was aware of the EDT split
about evenly on the reasons for team usefulness -- half
said generally or specifically useful and half said useful
but gave no reason. There was clear agreement in the
reasons given by those who felt the team was not useful.

This group felt it was due to a general lack of under-
standing within a given institution as to the purposes
of the team.

.Question Six - What recommendations would
you make to improve your present EDT's
operation?

The responses cluster about four general areas.
A total of 18 administrators did not respond to this
question; most of this group were the deans (12). The
categories established are as follows:

    I.   Enlarge the team so that it could
        expand its activities.

   II.   Find ways to give greater support
        to the team -- particularly in terms
        of money or released time for team
        members.

  III.   Consider ways to more effectively
        validate the team -- gain support
        for its activities internally and
        externally.

  IV.   Would suggest no changes.

   V.   Not possible to categorize into
        above categories.

TABLE XI

SUMMARY DATA - QUESTION SIX

	I	II	III	IV	V	NO RESPONSE
P	3	1	0	0	1	2
D	8	2	8	7	1	12
I	1	1	3	7	1	4

Approximately half of the respondents had no recommendations for improvement of the EDT. Those who did make recommendations felt enlarging the team and better supporting and/or validating a given team were the primary needs. When responses for individual institutions were examined, it was noted that two institutions accounted for 72% of those not responding.

Section 3 - Conclusions and Discussion of a
Revised EDT Model

Conclusions and Recommendations

I. Introduction

Two concepts have been developed in this study.
First, a cross-divisional training rationale was ad-
vocated. Training was developed and presented in a
series of three workshops, each concentrating on one
general aspect believed necessary for effective reme-
dial/developmental program planning -- attitudinal
training, support services training, and instructional
training. Support for such a training rationale was
evaluated by assessing the cross-divisional composition
of the teams attending, the cross-divisional nature
of their final plans, and individual team member evalua-
tions submitted after each training session.

Secondly, a team approach to planning for educa-
tional development was advocated. A model for a three
person educational development team was suggested. The
effectiveness of the educational development team model
was assessed by reviewing accomplishments of the respective
teams in achieving their final plan objectives and through
a case study of 62 administrators in seven participating
institutions.

In this section, conclusions derived from the discussion of the data will be presented and a revised Educational Development Team model will be suggested.

II. Conclusions

    A. Cross-Divisional Training Rationale

        1. The evaluations of the individual training sessions showed that the first session (attitudinal issues) and the third session (instructional issues) were rated highly positive. The second session (support services issues) was negatively rated. <u>Implementation of the cross-divisional training rationale was partially success-ful with major revisions required in the support services segment.</u>

        2. A content analysis of the final plans sub-mitted after the final training session and allowing for modifications in these plans prior to actual implementation showed that 90 per cent of the plans submitted (10 of 14 received) did incorporate attitudinal and instructional objectives. Only 50 per cent of the plans submitted included support

service objectives. <u>Workshop evaluations</u>

<u>and actual plan objectives are consistent,</u>

<u>both showing strong support for sessions</u>

<u>one and three and poor support for session</u>

<u>two.</u>

3. Hypothesis Two - EDT's with full cross-

divisional representation (all three

areas) will be most likely to incorporate

all three areas into their final plans.

<u>This hypothesis was not supported by the</u>

<u>present data.</u> Only 50 per cent of the teams

with full cross-divisional representation also

reflected all three areas in their final plans.

There appeared to be little relationship be-

tween cross-divisional representation on teams

and cross-divisional plan content. There was

a relationship between full teams (3 members)

versus partial teams (2 or less members) and

actually submitting a final plan. Only two

of the six partial teams submitted a final

plan, while all full teams did submit a final

plan. <u>Where institutions sent only partial</u>

<u>teams, there was less likelihood that the team</u>

<u>would produce a plan.</u>

3. | Hypothesis One - Those teams having all
three divisions represented and having
members with major decision-making re-
sponsibilities will be most likely to
achieve the objectives of their plans.

This hypothesis was partially supported.
As noted above, cross-divisional representa-
tion had little relationship to plan content
or accomplishment. However, those six teams
who had greatest plan accomplishment had
markedly greater average decision-making
levels than those teams with lesser plan
accomplishments (4.3 as opposed to 7.9 with
a lower score representing greater decision-
making levels).

Summary

Evaluating the impact of the cross divisional training
rationale was confounded in part due to the weakness of
the support services training session. However, it is clear
that full teams were more successful than partial teams,
and that the presence of higher level decision-makers on
a given team improves its chance of successful plan
accomplishment.

B. Educational Development Team Model

5. ┌───┐
    │ Hypothesis Three - Administrators in   │
    │ participating schools interviewed will   │
    │ find a team change agent strategy for   │
    │ educational development viable.   │
    └───┘

        This hypothesis was supported by 61 of

    62 interviewed (98%).

6. No respondent favored team representation

    limited to a single subgroup within a given

    institution. The major issue in team repre-

    sentation was whether or not students should

    be included. All groups interviewed divided

    about evenly on this point. Successful plan

    accomplishment appears to have no relationship

    to the inclusion of students on a team.

    Though those persons in the highest decision-

    making positions tended to ascribe more

    generalized functions to teams, the extent to

    which any given team expands its functions to

    include overall institutional planning will

    probably depend upon the orientation of the

    president and his key deans.

8. No set level within a given institutional organizational hierarchy was generally favored. However, 96 per cent of the respondents felt such a team,' even though it had line members, should function in a staff capacity.

9. The fact that 36 per cent of the deans and department heads were unaware of the team until asked a probe question suggests that greater emphasis should have been given to the initial introduction of the team and its purposes.

10. Increased efforts need to be given to assisting the teams in gaining credibility once the formal training is ended - validation of the respective teams is necessary if they are to achieve their objectives. Teams achieving the greatest plan implementation were also rated as useful by most of their administrators. Teams achieving little success in plan implementation were generally not known to their administrators.

Summary

The EDT model in general was rated favorably by most

administrators. The cross-divisional team membership feature was fully supported as was the idea of using the trained team as a nucleus around which other members could be added as perceived necessary. Leaving the actual team functions and placement at a given institution open to allow for specific selection of content and problems in the respective institutions seems to be realistic. However, the initial contacts with participating institutions were too limited, causing later problems for teams in generating support for their plans. Follow-up support from the project staff also was inadequate. The process of helping teams become validated upon return to their respective institutions was left entirely up to the teams. This process is apparently considerably more complex and difficult than was anticipated, resulting in decreased effectiveness of several teams. Three of the institutions who failed to submit a plan might well have, had they received more immediate outside support. Though this idea cannot be supported objectively, the fact that extensive support by the writers to one institution made it possible to reconstitute an inactive team (Central Piedmont Community College) suggests that the same approach with the other inactive teams might have produced similar results.

III.   Recommendations for a Revised EDT Model

The following revised EDT model is based·on the data
obtained and experiences of the writers during the project
and on a series of six papers presented by faculty members
at Northwestern University who are specialists in organiza-
tional behavior, the diffusion of innovations, and educa-
tion.   The papers were presented at the Annual Meeting of
the American Educational Research Association, Symposium
26.3, Change Process in Education: Some Functional and
Structural Implications, April 7, 1972.   Since these papers
were done independently of the EDT project and largely
supported the conclusions of this project, they are of
particular importance to the presentation of a revised
team model for educational change.

A.   Introduction of a Change Agent Strategy

It was noted in the Conclusions that project staff
probably placed too much emphasis on the training to be
given teams and not enough emphasis on the purposes of the
team and its selection within a given institution.   It was
also noted earlier that the lack of baseline data from
participating institutions later severely limited final
project evaluations of teams.   The importance of these two
aspects of planning for a change team strategy are discussed

in the Northwestern papers.

Radnor and Coughlan note that there are two require-
ments for affecting administrative change: (1) "providing
program participants with specific training for their change
agent roles, and (2) concentrating on the school systems
from which they come, to develop the support and receptivity
for the new perspectives that change agents bring into the
system." [1] (emphasis supplied).

Coughlan and Zaltman note that the work of a change
agent team has two dimensions: (1) "planning for and
managing specific changes which systems might need or
desire," and (2) "assisting in facilitating and perpetua-
ting a climate in which change and innovation might flourish
as a natural feature of systems operation." [2]

Finally, Robert Duncan notes that "one of the first
tasks a change agent faces is to establish a relationship

[1] Michael Radnor and Robert Coughlan, "A Training and
     Development Program for Administrative Change in
     School Systems," [paper presented at Symposium 26.3,
     Change Process in Education: Some Functional and
     Structural Implications] Chicago: American Educa-
     tional Research Association, April 7, 1972, p. 3.

[2] Robert J. Coughlan and Gerald Zaltman, "Implementing
     the Change Team Concept," [paper presented at
     Symposium 26.3, Change Process in Education: Some
     Functional and Structural Implications] Chicago:
     American Educational Research Association, April 7,
     1972, p. 4.

with the change target or client system... [and that] the
client system has to acknowledge him and view him [or them]
as legitimate in the change agent role." [3]

These comments suggest that the general functions of
change agent teams should have been more clearly elaborated
at the start. Rather than directing all preliminary ex-
planations to the presidents and leaving the final choice
up to them, short one-day or half-day on-site visits could
have been scheduled to assure that all major administrators
were aware of the potential scope of EDT functions both
in terms of specific change needs and more the general
problems involved in creating a climate for change. Hope-
fully, such an introduction would focus the thinking of
administrators in a potential participating institution
on the possible functions of a change agent team.

B.   Selection of Representatives for a Change Agent
Team

Earlier, the size of a change agent team was
discussed, and the reasons for a three-man team used in

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[3]   Robert B. Duncan, "Criteria for Type of Change-Agent
in Changing Educational Organizations," [paper pre-
sented at Symposium 26.3, Change Process in Educa-
tion: Some Functional and Structural Implications]
Chicago: American Educational Research Association,
April 7, 1972, p. 2.

this project were given. The case study data supported
the cross-divisional nature of a change agent team and
suggested the need for enlarging team membership. The
actual number on a given team should be variable so long
as the team remains small enough to be workable. In this
section, the nature of membership, rather than size of
the team, is the primary concern.

Coughlan and Zaltman note:

> No sound case can be made for the
> inherent superiority of any one team
> approach over others except as it
> better meets the demands of the total
> situation, of the people involved,
> their functioning as members of a
> group, and the formal organization
> and societal environment in which
> they operate. [4]

This certainly brings into question the advisability of
positing definite positional representation, i.e., Dean
of Instruction or Dean of Student Personnel Services.
It may even be advisable not to posit set program areas
for representation as was the case in this EDT project.

There is strong support for an interdisciplinary
team approach if actual area or program representation
is left open. Radnor and Coughlan further state that:

---

[4] Robert J. Coughlan and Gerald Zaltman, op. cit., p. 1.

> Working together from this interdisci-
> plinary and varied role base, the team
> would be in the position to pool in-
> sights, skills, and resources leading
> to the attainment of a 'critical mass'
> in thinking and action from which lever-
> age could be developed in effecting
> constructive planned innovation. [5]

The key points in the above quote are: (1) attainment of
a "critical mass," (2) leverage, and (3) effecting con-
structive planned innovation. If the initial introduction
of a change agent team strategy for constructive planned
innovation succeeded in directing administrators' thinking
toward possible team functions, one could then build a
case for the selecting of team members who would: (1) be
most directly involved in those general functioning areas
selected and (2) be critical later in terms of their formal
and/or informal leverage.

Summary

Step one should open communication among administrators
and generate at least minimal agreement on the purposes of
and general functions for a change agent team. If such
agreement could not be achieved, there would be little
likelihood that sufficient support could be generated for
change agent team success at that time. Step two would

---

5 Michael Radnor and Robert J. Coughlan, op. cit., p. 12.

be a natural outgrowth of step one. Once administrators
accepted the concept of a change agent team and defined
desired general functions, they could more reasonably
be expected to select personnel who would later have the
needed leverage in the desired change areas.

C. Determination of Changes to be Attempted

Here again the present EDT model was shown to be
weak. No initial needs survey or evaluation of partici-
pating institutions was possible, consequently later pre
and post assessments of EDT impact was not possible.
Even recognizing this limitation, training of EDT's should
have included a needs assessment of their respective insti-
tution. If the EDT Model suggested here were to be general-
ized beyond just remedial/developmental programs, such an
initial team determination of needs would be even more
critical to assure that changes posited were, in fact,
consistent with institutional needs.

Robert Duncan discusses the overall role and operation
of a change agent(s) and views the process as a six step
operation. His general assessment clearly shows a team to
be superior to a single change agent strategy. 6

6 Robert B. Duncan, op. cit., p. 11.

The second step in his formulation had direct impli-
cations for this section. If the value of an interdisci-
plinary team for effecting planned changes is to be fully
realized, a rather complete diagnosis of potential prob-
lem areas should be made. Two outcomes should result
from such a diagnosis. First, the extent of existing
problems and/or needs would be clarified as well as the
potential difficulties associated with implementing
possible changes. Secondly, the needs assessment itself
would provide valuable baseline data against which pro-
jected change activities could be assessed or modified.
Also, the importance of built-in evaluation procedures
to monitor later selected changes would be reinforced.

Once teams had been selected, the first training
session should have concentrated on the functions and
purposes of an EDT, which was done to an extent. In
addition, procedures for conducting a diagnosis of po-
tential needs and/or problems should have been considered.
Such a process would appear to have the following ad-
vantages: (1) it would provide teams with data necessary
for selecting later plan objectives, (2) it would assist
the team in selecting the best implementation strategy

for a given objective, (3) it would signal the need
for and importance of built-in evaluating procedures
to assess both formative and summary team progress in
plan implementation, (4) it would provide data upon
which training alternatives could be selected and/or
modified to better assist EDT's in meeting problems
or needs as suggested by the diagnosis of respective
EDT's and (5) it would provide data against which
the training rationale and EDT model could be
assessed.

A more immediate implication of such a procedure
would be that actual selection of content for train-
ing sessions would be delayed. The cross-divisional
nature of the training rationale could still apply.
However, the specific selection of presented alter-
natives within each training session would depend
upon the results of the respective needs assess-
ments. The revised training rationale might look
like this:

1. Introduction of the change agent team concept to administrators in potential participating institutions.

EXIT
no agreement
or
functions

↓

2. Selection of team members based on administrators' general description of team functions.

↓

3. First team meeting to discuss purposes of a change team and procedures to make a needs analysis (diagnosis).

↓

4. Feedback of needs analysis to project staff and selection of content alternatives for three training sessions.

↓

5. Training Sessions
   A. Attitudinal Problems
   B. Instructional Problems
   C. Student Support Service Problems

↓

6. Development of final EDT plans combining data from needs assessments and training alternatives presented at the three training sessions.

D.   Support of EDT Plans

        The above procedure would cover the first phase
of the EDT model -- selection through the development of
a planned change program. The second phase of the model
would be concerned with assisting the respective teams in
validating themselves and actually implementing their
plans.

        At least part of the validation process would have
been achieved by virtue of gaining initial administrative
support for a change agent team strategy and through the
needs analysis, provided the actual team objectives were
clearly related to perceived needs and not arbitrarily
selected. Periodic visits by the project staff would
be made to assist the teams in gaining support for their
plans.

        The actual activities and frequency of contacts with
individual EDT's cannot be forecast due to the disparate
nature of (1) EDT plans, (2) EDT support at respective
institutions, (3) decision-making power and activity
levels of EDT's, and (4) the overall receptivity of
institutional personnel toward changes being sought.
However, follow-up site visits by project staff would
be tied to EDT requests for assistance. This is very
similar to what was actually done during this phase in
the current EDT project. The differences are: (1) valida-

tion. had not been previously begun in a systematic fashion, and (2) EDT's were not asked to relate requests for project staff assistance to specific implementation needs or plan objectives. Consequently, assistance rendered was at times rather haphazard and not necessarily related to plan objectives making final evaluation most tenuous. By relating outside assistance (intervention) to specific EDT plan objectives, some measure of the effectiveness of a given intervention could be made.

E. Final Project Evaluation

In the current project, evaluation was entirely post hoc due to the absence of baseline data. Also, evaluation was restricted to process evaluation with no formal concern given to general climate for change aspects (attitudinal impacts).

In the revised EDT model there would have been an initial meeting (step 3) in which evaluation needs for project control and evaluation as well as individual EDT diagnosis procedures would have been presented. Each EDT would be asked to administer an Attitude Survey Instrument which would be given to faculty and administrators in participating institutions. A student attitude instrument might also be included. The precise instruments selected is not the main point here. The point

is that some standard measures -- some instrument used by all teams -- of existing attitudes toward change should be obtained to allow for later general climate impact of EDT work.

A final EDT meeting would be held two or three months prior to the final evaluation of EDT plans. The standard measures given during the diagnosis phase would be readministered in the final evaluation. In addition, each EDT would be asked to develop an evaluation plan. Actually, plans should have had evaluative criteria built into them so the EDT should be able to abstract evaluation procedures relatively easily. Each evaluation plan would be reviewed by the project staff to assure that all objectives were considered in the evaluation plan. General techniques of evaluation would be presented to the total group and the relationship of project staff to individual EDT's discussed. The project staff should be able to offer assistance to EDT's in making the final evaluations. In the current project, a case study was used. A similar effort could be used in the revised model with all EDT's removing the cost for such a process from participating institutions. Also, evaluation data received could be processed by the project staff to remove some time and cost restraints

which individual EDT's might encounter.

In summary, the role of the project staff during the final evaluation phase would be to provide content assistance to EDT's and assure the completeness of respective EDT evaluation plans. Some standard measures would be given by all EDT's. Secondly, the project staff would provide technical assistance as needed for conducting evaluations and for processing the data obtained.

The final two components in the revised EDT model would be:

```
7.  Assisting EDT's by site visits
    which would be related to
    specific plan objectives of
    EDT plans -- validating EDT
    operation.
```
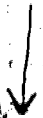
```
8.  Providing assistance to EDT's
    in designing, administering,
    and processing final evalua-
    tions of EDT plans by:
    a. Evaluation meeting -
    b. Providing assistance in
       administering evaluation
       instruments
    c. Providing assistance in
       processing data obtained.
```

TABLE XII

ANALYSIS OF CHANGE AGENT DIMENSIONS
OF SPECIFICATION AND CHANGE AGENT TASKS

TASKS OF THE CHANGE AGENT	CHANGE AGENT DIMENSIONS					
	Internal Change Agent vs.	External Change Agent	Single Change Agent vs.	Change Agent Team	Homophilous Change Agent vs.	Heterophilous Change Agent
I. Establishment of a Relationship						
A. Acknowledgement viewed as legitimate	-	+		+	-	+
B. Sharing of expectations						
1. Change agent view and methods of operation	-	+	N/D	N/D	-	+
2. Client system expectations		+	N/D	N/D	=	+
C. Sanction power base of change agent		+	-	+	N/D	N/D
II. Diagnosis						
A. Understanding what problem change issue is	N/D	N/D	-	+	+	-
B. Independent data collection						
1. Change issue	-	+	-	+	+	-
2. Need for change	-	+		+		
3. Openness to change	-	+	-	+	+	-
4. Resources available to change	N/D	N/D	-	+	+	-
5. Commitment to change	-	+	=	+	+	
C. Methods that can be used in diagnosis						
1. Observation	+	=	-	+	+	-
2. Interview	=	+	-	+	+	-
3. Collect questionnaire data	N/D	N/D	=	+	N/D	N/D
III. Select Correct Helping Role						
A. Feedback of diagnosis	-	+	=	+	+	
B. Playing different helping roles						
1. Expert	-	+	=	+	+	-
2. Catalyst role	N/D	N/D	=	+	+	-
3. Process consultant	-	+	=	+	+	-
IV. Determining Change Objectives						
A. Nature, scope, involvement	N/D	N/D	-	+	+	-
V. Dealing with Resistance						
A. Identifying sources	+	-	=	+	+	=
B. Understanding clients' perception	+	=	-	+	+	-
C. Anticipate sources of resistance	+	=	-	+	+	-
D. Identify long run benefits	N/D	N/D	-	+	+	=
VI. Maintenance of Change						
A. Institutionalizing change	N/D	N/D	-	+	+	=
B. Internal support	+	=		+	+	

Annotated Bibliography of Documents
Produced Pursuant to Grant

(All on file with OEO, OPD, Washington, D.C.)

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APPENDIX B

FINAL EDT PLANS SUBMITTED BY CONSORTIUM SCHOOLS

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Tony Ray Deal
Samuel D. Wyke

EDUCATIONAL DEVELOPMENT FOR THE NON-TRADITIONAL STUDENT

I. **Problem:** Fear of failure and/or a low self-concept results in a small percentage of enrollment and a high percentage of attrition among the non-traditional (high-risk) students.

Rationale: An institutional commitment to better serve the non-traditional student must directly attack the "failure image" which is deeply entrenched in attitudes and educational structure. This fear of failure (low risk-taking behavior) is a result of past social, personal, and educational experiences, and is to some degree perpetuated in the community college system.

The purpose of this project is to institute a pilot program designed to change the attitude of the non-traditional student, the instructor, and the administration and to create an educational milieu for success through educational innovations. A "success-oriented" approach, using positive reinforcement and eliminating many failures, will hopefully motivate the student to strive for success academically and socially.

II. **Target groups:** The target groups for this project will consist of the following:

(1) Non-traditional Student
(2) Faculty
(3) Administration

Rationale for target groups:

(1) Non-traditional student -- The failure concept continues to be a strong operating force affecting the student's risk-taking behavior, goals, and academic success.

(2) Faculty -- Many faculty feel that the
non-traditional student is academically
weak and that some failures are to be
anticipated. These two attitudes could
produce student failure.

(3) Administration -- Administrators must
be committed to alleviating the educa-
tional deficiencies of the non-traditional
student.

III. Goals and Objectives

The end product of this pilot program is to
increase the enrollment and retention of the non-
traditional student. This project is based on the
premise that fear of failure directly contributes
to the low percentage of enrollment and retention
of the non-traditional student. Therefore, the
following behavioral objectives concerning attitudes
and the following administrative objectives con-
cerning school structures should be formulated.

A. Objectives of the Non-Traditional Student

1. To increase self-confidence as measured
   by the Tennessee Self-Concept Scale.

2. To increase student participation in
   class discussions.

3. To increase student conferences with
   instructors.

4. To increase class attendance.

5. To increase involvement in student
   activities and elections.

6. To increase student involvement in
   recruiting and public relations.

7. To decrease students' changing from one
   curriculum to another.

8. To achieve maximum completion of programs
   attempted.

B. Objectives of Faculty

1. To increase faculty awareness of the non-traditional student.

2. To increase the number of faculty-student conferences.

3. To investigate and consider the use of the systems approach to teaching.

4. To increase the number of successful completions of courses without reducing requirements.

5. To consider the use of peer group counseling.

C. Objectives of Administration

1. To accept this pilot program as a project for this institution.

2. To provide the necessary administrative support for this program.

3. To eliminate failing grades of subjects in pilot program. Grading system of A, B, C, and I (Incomplete).

4. To create a policy allowing those in the program who are on work-study to participate in work activities which are academically and socially growth producing.

5. To consider the use of peer group counseling.

IV. Procedures: Procedure will be divided into two phases: (A) Pre-program and (B) Program.

A. Pre-program -- The Pre-program phase consists of: (1) presenting program to Instructional Committee for their consideration, (2) selecting the participants and staff, and (3) providing presentation session for those involved in this program.

1. Instructional Committee Disposition --
    Following approval of this program,
    appropriate administrative procedure will
    be initiated, including the selection of
    faculty members. Working within guidelines
    of procedures established by administration,
    the Educational Development Team will be
    responsible for the implementation of the
    program under the Department of Continuing
    Education. The team will consist of the
    Advancement Laboratory Coordinator, an
    individual designated by the Dean of Student
    Affairs, and an individual designated by
    the Dean of Occupational and Transfer Educa-
    tion.

2. Selection of Participants -- Student personnel
    will select those students who are defined
    as non-traditional and recommend their en-
    rollment in this program. Criteria to be
    used are past academic record, social-eco-
    nomic status, length of time lost attempting
    academic work, entrance exams, and current
    placement test scores.

3. Presentation Session for Faculty Involved
    in Program -- This program will be pre-
    sented first to those directly involved
    with its implementation, and then to the
    entire faculty and administrative staff
    of the institution. This presentation
    will ensue during teacher-orientation or
    some similar function.

B. Program -- The program will be designed to effect
    the improvement of participating students in two
    areas: (1) educational (academic) improvement,
    and (2) personal, psycho-social development.

    1. Academic Improvement -- A complete full-time
        program consisting of those courses listed
        in the course curriculum will be offered.
        Each class will use classroom instruction
        and individualized studies. Each course

will begin at that level which will most
probably insure success. The quarter hours
of credit earned for each course in this
program are for institutional credit only
and, as such, cannot be applied toward the
diploma or degree. This credit will be
considered only for the purpose of scheduling
classes and computing charges.

2. Personal, Psycho-Social Development --
   This section of the program will hopefully
   improve the self-concept of the students
   involved and make them feel more like
   "risking" academically.

V. Time Sequence: Pending acceptance of this proposal,
the selection of the participants will take place
during the summer of 1971. The pre-program presenta-
tion will be held during the orientation week before
the beginning of the fall quarter. The program will
begin with fall quarter and proceed through that
academic year, or until all participants have met
requirements for entry into the general curriculum
courses.

VI. Evaluation: Pre-test and post-test will be admini-
stered to measure changes where possible. Follow-up
on future academic and social success of participants
will continue until student has reached his educa-
tional goal at this institution or has withdrawn.

EDUCATIONAL DEVELOPMENT CURRICULUM FOR THE
NON-TRADITIONAL STUDENT

Fall Quarter		Class	Lab	Credit
ENG 090	Reading	2	2	3
MAT 088	Basic Math	2	3	3
GUI 090	Orientation	1	0	1
PSY 090	Personal Development	3	0	3
IST 090	Independent Study	3	0	3

Winter Quarter				
ENG 091	Grammar and Composition	2	2	3
MAT 089	Basic Math	2	3	3
PSY 091	Family Interaction	3	0	3
IST 091	Independent Study	3	0	3
IV 090	Introduction to Vocations	2	0	2

Spring Quarter				
ENG 092	Speaking and Listening	2	2	3
MAT 090	Developmental Mathematics	2	3	3
PSY 092	Society Interaction	3	0	3
IST 092	Independent Study	3	0	3
Elective (Credit or non-credit)		3	0	3

DAVIDSON COUNTY COMMUNITY COLLEGE

Dr. W. G. Sink
Mrs. Nancy Hughes
Mr. Sandy Carr

Purpose

The objective of this proposal is to improve intra-institutional communications which would strengthen and broaden current programs in the areas of recruitment and counseling of students at Davidson County Community College.

Plan

The initial phase of this plan calls for a meeting with the Dean of Student Affairs, college counselors, state community college officials, Associate Deans (Vocational-Technical, Adult Education, Academic Education) and the Dean of Instruction in order to review present recruitment and counseling procedures and to present proposals recommended by the college Educational Development Team. These recommendations are as follows:

I.

A. Dean of Student Affairs will reassess current relations between advisors and students in order to determine effectiveness of current counseling methods.

B. Use of counselors as recruiters.

C. Develop positive support from area junior and senior high school counselors, through the establishment of an advisory council.

D. Establishment of student recruiting teams utilizing college students in visitations to local junior and senior high schools in order to publicize programs offered at the college.

E. Use of local school counselors and other agencies in the area to establish contact with potential and actual "drop-outs" and those with no future plans with the hope of drawing them into an appropriate college program.

F. Implementation of an "Applied Psych" course
    in order to allow students the opportunity
    to discuss their feelings and problems openly --
    out of this, the development of "peer counseling
    groups."

G. Evaluation sessions with state personnel in order
    to get further suggestions for improvements that
    might be made in admissions procedures for students
    and the channeling of those students with deficiencie
    into a comprehensive developmental-studies program.

H. To impress upon faculty members the need for each
    to play the vital role as a "recruiter."

II. To examine present functions of the public relations
     department in order to ascertain whether improvement
     or expansion of such services is needed in order that
     the college role in the community is better presented.

CENTRAL CAROLINA TECHNICAL INSTITUTE

Avron Upchurch - DOE
Jim Foster - EDO
Joan Bowling - guided studies
                        instructor
Sue Cummings - student

Problem

There exists at CCTI a need to increase the overall
communication on a free flow, two-way basis among
students, faculty, administration and trustees.
The students feel that all the instructors do not
fully understand their problems from an individual
viewpoint. Some students feel that their individual
needs should have more consideration.

Target Group

Multi-level group consisting of students, faculty,
administration and trustees. Student is defined
as any student regardless of academic level or
curriculum.

Objectives

1. Instructor should be able to describe the back-
   ground, strengths and weaknesses of each of his
   or her students.
2. Increase the frequency of incidents in which
   students, faculty, administration and trustees
   engage in free open discussion on varied school
   related topics.
3. To reduce the attrition rate of all students.

Evaluation

1. Upon request the instructors will be able to
   orally give the strengths, weaknesses and back-
   ground of 90% of their students.
2. The number of meetings held where all parties
   participated.

3. Measure attrition rate quarterly, annually, and at the end of the program.

Sequence of Events

1. Enlist the understanding and support for the general concept of improving communications by the administration, instructors, students, and trustees.

2. Appoint a committee composed of one student from the technical, vocational and remedial program, an instructor from each area previously mentioned, a counselor, the director of occupational education and a board of trustees member to develop criteria to determine how the students, faculty, administration, and trustees will be represented at the open discussion sessions between the groups mentioned.

3. Determine frequency of meetings of the group.

4. Develop an evaluative instrument that can be used by all persons affected by the group discussions.

Time Table

1. Start immediately to enlist the support for improving communications between students, teachers, administration, and trustees.

2. By March, 1971, appoint the committee suggested in Item 2 under Sequence.

3. Develop evaluative criteria mentioned in Item 2 under Sequence by end of Spring quarter, 1971.

4. Determine the frequency of meetings, and develop an evaluative instrument mentioned in Item 3 and 4 consecutively, under Sequence by the end of the Spring quarter, 1971.

5. Implement discussion group sessions during the Fall quarter of 1971.

LENOIR COMMUNITY COLLEGE

Billy Beaman
Tim Britton
Barbara Kazazes
William George

The Problem: Faculty do not understand what students
are interested in, what concerns they
have, what problems and decisions confront
them, how they feel about learning.

Objectives: 1. To identify subjects of interest
to students.

2. To specify the concerns or problems
students face.

3. To determine why students cut class,
fail to complete assignments, avoid
taking part in class discussions, do
not consult instructors about their
learning problems.

4. To determine what learning techniques
students find most effective and what
specific characteristics of a learning
situation are most conducive to student
success.

5. To communicate the information described
above to all faculty members.

Plan: To have students develop a presentation
that will reflect their interests, concerns,
and feelings concerning education. This
presentation may be used with the faculty
to better acquaint them with our students.
Also, it may be used with freshmen orientation.

SOUTHEASTERN COMMUNITY COLLEGE

Walter McCraw
Bill Ball
Tommy Holland

I.   Peer Groups (sponsored by S.P.S. office)

A. Selection
   1. Voluntary
B. Formation
   1. Leader (one)
   2. six

II.   Function

A. Improve student/student relationships.
B. Stimulate student involvement.

III. Peer Group Counselors

A. Selection
   1. Choose from volunteers produced through "advertising"
   2. Cross-sections
B. "Training"
   1. Orientation regarding college and its program
   2. Group dynamics
   3. Practice sessions
C. Scheduling
   1. Weekly 30-minute sessions

IV.   Evaluation

A. By counselors and counselees

Instructional Component for Non-Traditional Students

I.   Objective
A. To individualize instruction by use of the systems approach.

II.   Procedures

    A.   Workshop for Selected Instructors
        re: accountability and behavioral objectives
    B.   Departmental Planning
    C.   Evaluation, Follow-up and Revision (quarterly)

* Release time will be given to instructors to develop
  packages.

* Consultant services module.

SURRY COMMUNITY COLLEGE

George Stockton
James H. Templeton
Thurman Hollar

PROBLEM

There seemed to be a failure to communicate on the part of the students, faculty, and staff; hence, a failure resulted to recognize the depth to which these students' attitudes were affected by learning.

RATIONALE

Some means of encounter must take place between students, faculty, and staff -- an outgrowth of which would be a more honest, wholesome climate for learning. This is the critical area for the non-traditional students.

PRESENT STATUS

The atmosphere at Surry Community College began to reinforce this rationale with a student-prepared presentation to the faculty at the faculty workshop in September, 1971. The O.E.O. Conference has been influential in leading us at Surry Community College to other "student orientation" activities. A meeting was set up with members of the Board of Trustees, faculty, staff, and students for a brief "rap" session. (One trustee, three faculty members, one staff member, and three students made up a group.) The meeting was highly successful. Students have been put on college committees. As yet, they have not assumed the responsibility we would like them to exhibit.

A MODS Program has been developed whereby non-traditional students meet with faculty members fifteen hours a week. Areas of concern in this group are English, Human Relations, and Philosophy. Encounter sessions are frequent and these students seem to be gaining higher self-concepts because of it.

TARGET GROUPS

(1) Multi-level groups consisting of
          Students
          Faculty
          Administration
          Trustees
This group would be a steering committee type where ideas and plans would be developed:

(2) Smaller groups consisting of
                    Counselor   (This may change as a result
                    Students   of the steering committee
                     Faculty   decision.)
        These groups would meet frequently; the only
        limit would be interest and the only restriction
        would be size. The counselor would act as the
        facilitator.

OBJECTIVES
    (1) That faculty and administration will know the names
      of the students.
    (2) Students to be involved in the learning situation.
    (3) Students, faculty, and staff will be given the
        opportunity to discuss their attitudes and feelings
        openly and freely.
    (4) To develop an attitude of trust between faculty and
        students.
    (5) To foster constructive changes in the instructional
        program which would better suit the needs of non-
        traditional students.
    (6) Reduce failures and drop-outs in the non-traditional
        group by meeting their needs.

EVALUATION PROCEDURES
    (1) Question students -- formally or informally --
        regarding faculty. (Knowledge of students,
        freedom to discuss, conferences, etc.)
    (2) Checking course outlines by faculty relative
        to changes being made in courses.
    (3) Request informal reports on small groups by
        counselors, students, and faculty.
    (4) Check failure rate with non-traditional students.
    (5) Check drop-outs in the non-traditional group
        from registrar's records.

SEQUENCE
    Steering Committee would meet to be briefed and
    begin planning the program.
        Small groups to meet and discuss the following:
                Evaluation procedures
                Changes on faculty-student level
                    to be made and noted.
                Changes involving broader areas
                    to be brought before a general committee

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WAYNE COMMUNITY COLLEGE

Dr. Charles Poindexter
Dr. Jan Crawford
Mr. C. E. Waller

I. PROBLEM

A. The need is to effectuate better communication among faculty, students, and administration. Initially, the concern is to open more channels of communication for the student to convey his thoughts, ideas and problems in the instructional area to the faculty and administration. Ultimately, the concern is total involvement of students, faculty, and administration in the college community.

B. The program is to sensitize these persons to each other's concepts of educational needs, the educational process and how to effectively meet the needs of the students who make up our community college. The differing backgrounds, educational experiences, and expectations from college education build into the situation significant barriers to communication. These barriers must be eliminated.

II. TARGET GROUPS

A. The faculty, students and administration are the target. Particular concern is with the freshmen with less successful educational experience.

B. The faculty is a target because they are responsible for the learning situation in the classroom and lab. Awareness of the need for communication is the concern. The target student has not traditionally spoken up in the learning situation. He has been a passive rather than an active participant. Secondly, he has an unrealistic impression of what college is and can do for him. The administration is a target because the reason for their existence is to facilitate and coordinate educational experience. These must meet the needs of the target students.

III. OBJECTIVES

1. Establish additional channels to provide the opportunities for improved communication.
2. Involve more disadvantaged students in Student Government.

3. Involve more students in interpersonal relationships with instructors, e.g.,
    a. Instructors spending more time with the students and in their office.
    b. Instructors becoming involved in student functions including S.G.A. Committees and attending student social functions.
    c. Instructors making more contact in the halls and other informal areas.
    d. Instructors displaying greater ability to call on students by name, in class and out.
    e. Instructors sharing with Department Chairman and administrators information from and reaction to interpersonal relationships with students.
4. Involve more students in interpersonal relationships with administrators. (Supply criteria from # 3 above)
5. Develop faculty attitudinal changes toward the disadvantaged student.
6. To provide students the opportunity to become more responsible for informing and assisting present and potential students.
7. To inform the college community of the opportunities available through the college.

IV. EVALUATION PROCEDURES

1. Determine whether or not the channels, as set out in Section V, Sequence of Activities, are established.
2. Determine the number of persons from the target group who participate in Student Government.
3. (a) Observe instructors as to the time spent with students.
    (b) Determine participation in student functions.
    (c) Observe amount of personal contact.
    (d) Observe and question students about instructors' ability to call on students by name.
    (e) Recording the information and reactions from students channeled through instructors.

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4. Determine students-administrators inter-
personal relations. (Supply criteria from
#3 above)
5. Administer Tennessee Self-Concept test as
pre-test and post-test.
6. Have these opportunities been provided?
Identify students enrolled through these efforts.
Continue to check with students about the
number and frequency of contacts.
7. Determine the number of news releases.
Determine the requests for speakers.
Determine the contacts made with PTA's, schools,
and other groups.
Determine the use of students in the recruitment
and information process.

V. SEQUENCE OF EVENTS

1. Introduced and discussed at the Administrative
Council.
2. Introduced and discussed with the Student
Government Association.
3. Introduced and discussed with Department Chairmen
4. Introduced and discussed with faculty.
5. Detailed discussion at Departmental meetings.
6. Arrange for Student Government Association
officers and the EDT team to discuss and
involve target students. *(See Appendix)
7. Administer the Tennessee Self-Concept test
to faculty volunteers.
8. Voluntary faculty workshop using attitudinal
change and motivational package from Bell
and Howell.
9. Post-test of Tennessee Self-Concept test.
10. Evaluation by EDT to determine progress and
necessary modifications.

VI. TIME TABLE

First Month.   #1-5 of Section V.
Second Month. #6-9 of Section V.
Third Month.   #10 of Section V.

APPENDIX.   Activities currently being considered.

    1.   Instructional roundtable.
    .2.   Student Information Specialists.
    3.   Strong public information and relations effort.
    4.   Student sponsored faculty orientation.

ROCKINGHAM COMMUNITY COLLEGE

Dr. Jack Graber
Sylvia Grogan
Robert Maynard

I. PROBLEM

Disadvantaged students have difficulty in securing appropriate educational experiences beyond high school because of self-concept in relationship to academic potential.

NEED

To develop curriculum innovations to insure success for these students.

II. TARGET GROUP

A. WHO:
All high school graduates within commuting distance who:
1. Have attitudinal problems which block academic potential.
2. Have not achieved to the level required to enter any technical or college program.

B. WHY?
To satisfy institutional objectives.

III. OBJECTIVES

The general objective of this project is TO PROVIDE INSTRUCTION AND SERVICES WHICH WILL ENABLE STUDENTS TO ENTER AND SUCCESSFULLY COMPLETE REGULAR COLLEGE PROGRAMS AND/OR TO KNOW AND RESPECT THEMSELVES AS PERSONS AND WORTHY CITIZENS AT ANY EXIT POINT. Specific objectives are:

1. To chart and describe the life style of each individual student.
2. To diagnose, describe and prescribe approaches to the learning style of each individual student.
3. To diagnose, describe and prescribe approaches to the personality dynamics of each individual student.

IV. EVALUATION PROCEDURES

Evaluation of Student Progress: In order for
the Program to be successful, evaluation of student
progress must be continuous and immediate. Based on
the diagnostic process, a check sheet of developmental
tasks will be developed for each student. As the student
completes a module of learning, he and the instructor, in
conference, will check tasks completed. In this way, the
student will constantly know where he stands in relation-
ship to his goal. No grading scheme will be used: The
focus and emphasis will be placed on learning -- not on
grades. The student, with the active help of specialists,
in essence will evaluate himself. Evaluation in regular
curriculum courses will be made by the instructor as for
any other student.

Entry into the Next Level of Education or
Into Work: The student came to college with a tentative
career objective or undecided. When he has completed
his developmental tasks, the decision as to "what next"
is his. The testing, counseling and educational experi-
ences leading up to this point have all been aimed at
providing information and choices as well as practice
in decision-making. The project team has attempted to
help the student develop self-respect, independence,
and trust within a supportive environment and to dispel
distrust, dependency and a feeling of worthlessness.
Thus, this is a point of trust.

The Program team does not withdraw its support
but instead encourages and expresses confidence in the
student's decision. The counselor follows the student
through the first 3 months of the next experience, giving
whatever help appears appropriate. The student is free to
consult the staff whenever he chooses, but the relationship
between student and project becomes one of equality rather
than learner-teacher.

The student may decide to enter another college
or university. He may decide to go to work. In either
decision, the services of Rockingham Community College
are open to him (placement services, alumni activities,
etc.). The student has four basic options if he continues
at Rockingham Community College -- college parallel educa-
tion, technical education, vocational education, or short
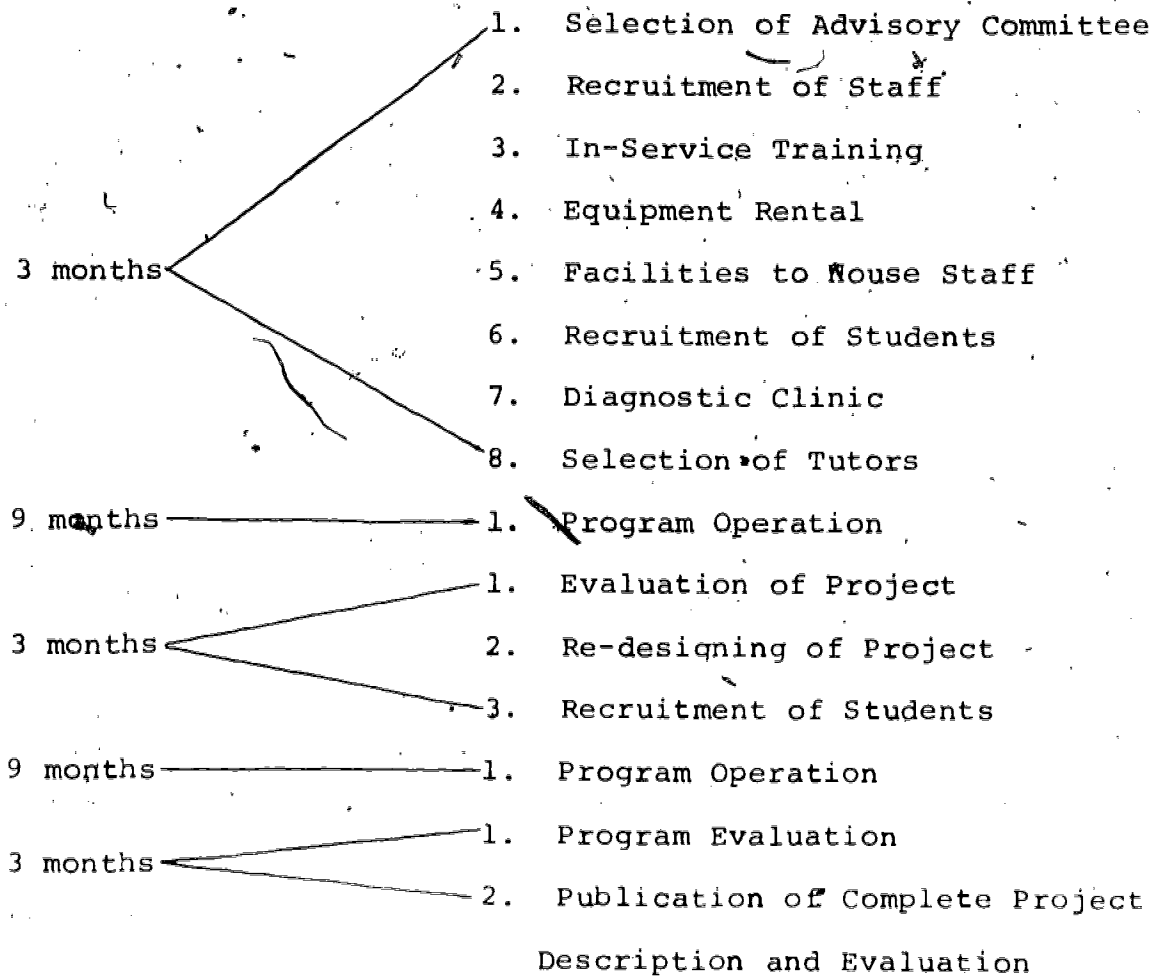courses in the Continuing Education Division.

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PROGRAM EVALUATION

      Program Evaluation: The program will be evaluated
against its stated objectives. This will involve a long-
term follow-up of students to see if they actually were
successful in completing their educational objective.
Other kinds of evaluation will be descriptive in nature
and will show numbers served in various project phases
and results of services. Student opinion of activities
and of the total project will be obtained and analyzed
as well as staff opinion. Pre and post test measures
in academic skill areas will be obtained and analyzed.
Measures of personality will be used on a pre-post basis
to see if measured changes occur in this area.

V.   SEQUENCE OF EVENTS

    1.   Description of students.
    2.   Recruitment.
    3.   Admissions: Open door.
    4.   Screening
    5.   Diagnostic Clinic
        (a) learning styles
        (b) attitudes and self-perception
    6.   Counselors, faculty, and tutors interact
        with #5.
    7.   Curriculum: Based upon results of the
        Diagnostic Clinic.
    8.   Evaluation.
    9.   Program Options
        (a) College Parallel
        (b) Technical
        (c) Vocational
        (d) Continuing Education
        (e) Employment
   10. Evaluation

TIME TABLE

1. Selection of Advisory Committee

2. Recruitment of Staff

3. In-Service Training

4. Equipment Rental

3 months 5. Facilities to House Staff

6. Recruitment of Students

7. Diagnostic Clinic

8. Selection of Tutors

9 months ——————— 1. Program Operation

1. Evaluation of Project

3 months 2. Re-designing of Project

3. Recruitment of Students

9 months ——————— 1. Program Operation

1. Program Evaluation

3 months 2. Publication of Complete Project

Description and Evaluation

JOHNSTON COUNTY TECHNICAL INSTITUTE

John D. Hobart
James E. Barbour
Luther R. Massengill

I. PROBLEM

    A.   Definition: To better meet the total educa-
        tional needs of all existing and potential
        students, especially non-traditional students,
        through more open two-way communication be-
        tween students, faculty, administration and
        others.

    B.   Rationale: Learning is recognized as involving
        cognitive, affective and psychomotor behavior.
        Traditionally, greater emphasis has been placed
        upon cognitive and psychomotor learning in the
        technical institute or community college setting.
        Attention to the affective domain of the teach-
        ing-learning process has been traditionally
        minimized. Hence, this proposal is designed
        to involve all parties -- teachers, students,
        administrators, and others -- in focusing
        greater attention upon the affective component
        of the total learning process.

II. TARGET GROUPS

    A.   Who: Existing students, especially non-
        traditional students; potential students;
        faculty members and administration.

    B.   Why: To improve the experiences of all people
        involved in the learning process, and thereby
        increase the effectiveness of the total educa-
        tional program at J.C.T.I.

III. OBJECTIVES

    1.   To enroll more students, especially non-
        traditional students.

    2.   To reduce attrition of students, especially
        non-traditional students who are more likely
        to withdraw.

    3.   To increase number of students who experience
        success in satisfying course objectives.

4. To increase the flow of interpersonal com-
    munication of feelings between students and
    faculty members and thereby increase under-
    standing and acceptance of students and their
    specific needs.
5. To increase the number of individual con-
    ferences voluntarily initiated by students.
6. To increase the number of informal conversa-
    tions between students and instructors out-
    side of class, in contrast to more formal
    individual conferences in the instructor's
    office.

IV. EVALUATION OF PROCEDURES

1. Use quarterly enrollment report compiled by
    the Office of Student Affairs.
2. Use quarterly drop-out reports with attention
    to distinctions between definite and apparent
    reasons for withdrawal.
3. Use evaluations of student progress toward
    course objectives (grades). J.C.T.I. has
    adopted an E,G,S,I,W, system,excluding
    traditional D and F grading concepts.
4. Conduct weekly survey of faculty members to
    determine numbers of conferences and informal
    conversations with emphasis on estimates and
    impressions rather than strict counts in
    order to remove the threat of a rating system.
5. Use of "en masse" anonymous student responses
    to a critical incident technique questionnaire
    designed to identify very successful and very
    unsuccessful examples of communication of feelings
    between students and faculty members. Results
    are shared only by the classes and are to be
    discussed as a part of the wrap-up of the course.
6. Conduct periodical evaluations with peer
    counselors and students to determine effective-
    ness and suggest improvements. Student ratings
    and "rap sessions" will be used with peer
    counselors.

V. PROPOSED PLAN OF ACTION

1. A coordinated recruitment program will be
    developed to reach out and bring in more
    students from the population base served.

　　　a.　Administration, faculty, students
　　　　　and part-time outreach specialists
　　　　　to be involved.

2.　Instructional techniques will be modified
　　to assure that more students meet course
　　objectives and fewer students drop out.
　　　a.　The systems approach to individualized
　　　　　instruction and/or other innovative
　　　　　methods will be carefully examined
　　　　　as the basis for deciding upon where
　　　　　and when modifications offer the best
　　　　　chances for enhancing student learning.

3.　Increasing interpersonal communication be-
　　tween students and instructors will be en-
　　couraged.
　　　a.　Instructors' schedules will be reviewed
　　　　　with the idea of possible revision to
　　　　　allow adequate time to develop and im-
　　　　　plement more individualized instruction
　　　　　by systems or other approaches.

4.　A peer counseling program will be implemented.
　　　a.　Student volunteers will be selected and
　　　　　trained first on a pilot basis and, if
　　　　　successful, then on a general basis.
　　　b.　Emphasis will be on training peer counselors
　　　　　in informal techniques and approaches for
　　　　　helping fellow students learn to make use
　　　　　of the resources available within the in-
　　　　　stitute, solve routine problems and define
　　　　　their own identity.
　　　c.　Consideration will be given to utilizing
　　　　　the College Work-Study Program to com-
　　　　　pensate peer counselors.

5.　The existing financial aid program will be
　　reviewed with the purpose in mind of making
　　more information about financial aid available
　　to non-traditional students.
　　　a.　Peer counselors will be involved in
　　　　　dissemination of information.
　　　b.　Outreach specialists will be trained
　　　　　in how to present information on financial
　　　　　aid.
　　　c.　Program refinements will be made to in-
　　　　　crease effectiveness.

VI. SEQUENCE OF EVENTS

1. Present proposed plan to institute presidents and administrative staff.
   a. Discuss and revise as indicated.
2. Present proposed plan to faculty.
   a. Discuss and revise as indicated.
3. Present proposed plan to students.
   a. Invite reactions and revise as indicated.
   b. By use of small group discussion techniques, seek to involve students in the final plan of action.
      (1) Attempt to gain acceptance by encouraging participation.
      (2) Clarify roles in accountability for learning.
4. Select and train peer counselors.
5. Implement peer counseling program on pilot basis.
   a. If successful, expand to serve entire institute's student body.
6. Collect and interpret evaluation data.
7. Revise plan of action as indicated by evaluations.
8. Continue phases of plan found to be successful and feasible for future operation of the institute.

VII. TIME TABLE

1. February, 1971 -- present plan in its final proposed form to presidents and administrative staff for approval or modification.
2. March, 1971 -- present plan to faculty for acceptance or revision.
3. April, 1971 -- present plan to students for discussion in small groups.
4. April, 1971 -- begin implementation of plan.
5. April, 1971 -- selection and training of peer counselors; to be completed by May 15, 1971.
6. August, 1971 -- complete initial implementation of plan.
7. September - December, 1971 -- full scale operation with evaluation of results.
8. January, 1972 -- review of Fall Quarter results and adjustments.
9. April, 1972 -- review of Winter Quarter results.
10. June, 1972 -- planning for 1972-1973 academic year.

It has been found that this time table was overly
ambitious for our limited staff and faculty at this time.
However, general agreement has been obtained for:

1. Expansion of counseling staff beginning this
   summer.

2. A broader recruitment program, which is now
   operational via a special group of outreach
   specialists.

3. Establishment this summer of an audio-tutorial
   communication skills program for all occupational
   students.

GASTON COLLEGE

Horace Cline
Dr. George McSwain
J. Bruce Trammell

I. PROBLEM

A. Improvement of communications between evening
students and the rest of our college community.
B. (1) To provide the means by which these students
may make known their needs.
(2) To help these students feel they are a part
of the college community.

II. TARGET GROUPS

A. Students and other members of the college
community who are involved in the evening
program.
B. (1) These students do not participate in
the college program during the day.
(2) College community members other than
students are included in order that
needs may be made known.
(3) These students for some reason did not
choose to enter a program of study
immediately after completion of or
attendance at high school.

III. OBJECTIVES

1. Involve evening students in more of college
life.
2. Successful completion of program of study.
3. Fewer complaints from evening students.

IV. EVALUATION PROCEDURES

1. Greater percentage of students completing
programs as verified by registrar's records.
2. Changes made as a result of students' involvement.
3. Follow-up instrument to determine number of
complaints before and after.

V. SEQUENCE OF ACTIVITIES

1. General meeting of all evening students.
2. Formation of a committee or other vehicle
    composed of students, faculty and admini-
    strators.
3. Development of instrument for evaluation.
4. Make results of meetings, surveys, and
    questionnaires known to students.

VI. TIME LINE ·(Calendar)

1. General meeting -- within one month initially
    and quarterly thereafter (new students only).
2. Formation of committee -- within six weeks
    initially and as committee determines thereafter.
3. Instruments -- within one month for completion
    of instrument, administered thereafter as com-
    mittee sees need.
4. Results known -- as soon after action occurs
    as possible.