

DOCUMENT RESUME

ED 138 213

HE 008 884

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 TITLE University Without Walls Student Profile 1976-1977.
 INSTITUTION Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.
 PUB DATE Feb 77
 NOTE 25p.

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
 DESCRIPTORS College Students; Comparative Analysis; *External Degree Programs; Higher Education; *Independent Study; Part Time Students; Performance Based Education; *Profile Evaluation; Program Evaluation; Questionnaires; Student Attitudes; *Student Characteristics; *Student Experience; Student Opinion

IDENTIFIERS *Hofstra University Without Walls; Prior Knowledge

ABSTRACT

The University Without Walls program at Hofstra University was approved as an experimental unit within New College in 1973. The UWW program is competency-based, with students developing individual programs of study. Educational plans and prior learning from college and life experience are stated in learning contracts with short- and long-term goals. This report offers a descriptive profile of UWW students who entered the program during the 1976-77 academic year; five of the eight students enrolled in the UWW program participated in the testing. The expectation was that an organized examination of the demographic characteristics, opinions and attitudes, abilities and intellectual characteristics of these students would be useful in the development of the program. Results suggest that the UWW students are not significantly different from the average New College entering freshman in political/social background or intellectual characteristics. They do differ in terms of life experiences, employment background, and apparent social maturity. The conclusions should be viewed cautiously due to the small sample size. The questionnaire used is appended. (LBH)

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UNIVERSITY WITHOUT WALLS STUDENT PROFILE
1976 - 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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February 1977

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INTRODUCTION

In nineteen hundred sixty-nine, University Without Walls (UWW) emerged as an external degree program under the sponsorship of the Union for Experimenting Colleges and Universities. Programs located at thirty-one institutions throughout the United States offer unique and divergent forms of higher education. As an alternative system of undergraduate education, University Without Walls attempts to

...build highly individualized and flexible programs of learning and makes use of new and largely untapped resources for teaching and learning. It moves towards a new faith in the student and his capacity for learning on his own, while at the same time providing close and continuing contact between the student and teacher as a facilitator and co-participant in the planning and design of the student's learning experience, and it seeks, through its inclusion of a new mix of age range (16 to 60 or older), to build a new dialogue and trust between younger and older persons (University Without Walls First Report, 1972, pg.1).

The University Without Walls program at Hofstra University was approved as an experimental unit within New College in 1973. New College is one of the colleges of Hofstra University offering both a Bachelor of Arts and Master of Arts through a flexible curriculum and various modes of educational experiences.

The New College UWW program is competency-based. It is not necessary for the student to accumulate credits toward a degree and there are no specific course requirements for graduation. Students work with faculty advisors to develop individual programs of study. Educational plans and prior learning from college and life experience are stated in learning contracts with specify short and long-term goals, activities to be undertaken and resources to be utilized. Saturday Seminars and Residence Periods are periodically held and bring together UWW students and faculty for discussions, reports and ideas. A student petitions

for graduation in a formal Graduation Plan, prepared with his/her advisor, which designs a final project demonstrating excellence within a particular area of study. Students are awarded the Hofstra Bachelor of Arts or Bachelor of Science degree.

The purpose of this report was to produce a descriptive profile of UWW students that entered the program during the 1976-77 academic year. The expectation was that an organized look at the demographic characteristics, opinions and attitudes, abilities and intellectual characteristics of the UWW students would be useful in the development of the program. This latter point is particularly important considering the lack of traditional admissions data which usually serves as the basis for prediction. Because essentially the same test "package" was administered to all other entering students at New College during the 1976-77 academic year, it was possible to make comparisons between UWW students and entering freshmen at New College.

METHODOLOGY

Sample

Five of the eight students enrolled in the UWW program during 1976-77 participated in the testing. The testing sessions was part of a three-day on-campus residence period for UWW students during October 1976.

Instruments

Two instruments were used: 1) the Omnibus Personality Inventory (OPI) as a measure of intellectual orientation and disposition, and 2) a specially

prepared background questionnaire designed to collect demographic and attitude information.

OMNIBUS PERSONALITY INVENTORY

The OPI is a multiscale, true-false, self-administering personality inventory developed "to assess selected attitudes, values, and interests chiefly relevant in the areas of normal ego-functioning and intellectual activity" (Heist & Yonge, 1968, pg.1). Results include fourteen individual scale measures and one composite measure called the "Intellectual Disposition Category." The five scales which comprise the IDC category are said to measure intellectual-orientation or disposition, specifically denoting whether logical, analytical thinking takes precedence over thinking that involves free use of imagination and perceptual-cognitive exploration. Finally, it should be emphasized that the OPI is a measure of intellectual disposition or style, NOT ability or achievement.

UWW BACKGROUND QUESTIONNAIRE

This 39 item questionnaire was specifically prepared for administration to UWW students by the New College Educational Research Office. It draws heavily on the American College Entrance Questionnaire form including some questions from the ACE and modifying others to make them appropriate to the UWW population. Through its use, substantial demographic and historical data were collected and a series of opinion questions provided a sense of the political and social outlooks of the UWW students. Because of the questionnaire's similarity to the ACE questionnaire, it was possible to draw comparisons with other entering students of New College, e.g., entering freshmen. Finally, a series of narrative response items probed

how, why, and for what reasons the students enrolled in the program. Obviously there are no published norms for this instrument, although continued use of this instrument with additional groups of UWW students at New College will eventually provide comparative information.

RESULTS

Background Questionnaire

The demographic and opinion data are reported in semi-tabular form. Following that the narrative responses are summarized for conciseness,

- 1. Male/female enrollment Male = 10 % Female = 90 %
- 2. Age range 21 to 51 years. Mean age = 34 years
- 3. Distance from the campus ranged from adjacent to approximately 260 miles.
- 4. Highest academic degree intened to obtain:

Bachelor's degree	0
Master's degree	40 %
Ph.D. or Ed.D.	40 %
LL.B. or J.D.	0
B.D. or M.Div.	0
No reply	20 %

- 5. Prior to this term 50 % had taken courses for credit at Hofstra University.

- 6. Courses taken since leaving high school:

WHERE TAKEN	FOR CREDIT	NO CREDIT
No courses taken	20 %	0
Jr. or community college	80 %	0
4 year college or university	100 %	20 %
Other post-secondary school	20 %	0

7. High School graduation years ranged from 1941 to 1972. Mean year was 1963.

8. Average grade in secondary school:

A-	20 %	B	20 %
B+	20 %	B-	40 %

9. Anticipated time needed to complete current degree. Range 10 months to 2 years.

Mean = 1.3 years

10. Racial background. White/ Caucasian = 80 %, other = 20 %

11. Marital status. Presently married = 20 %, Seeing someone exclusively = 40 %,
No response = 40 %.

12. Highest degree (level) of formal education held by each relative:

TYPE OF EDUCATION	FATHER	MOTHER	SPOUSE
Grammar school or less	20 %	20 %	0
Some high school	0	0	0
High School Graduate	0	0	0
Post secondary but not college	0	20 %	20 %
Some college	0	0	0
College degree	0	20 %	0
Some graduate school	0	0	0
Graduate degree	60 %	20 %	0

13. Estimate of family income. Range from \$5,000 to \$22,000. Mean = \$16,000.

14. Political views

- Liberal = 60 %
- Middle-of-road = 0
- Conservative = 20 %
- Far left = 0
- Far right = 20 %

15. While enrolled in the program, approximately how many hours do you intend to spend on committed activities other than study?

Range : 25 - 60 hours Mean = 38.6

16. How much time do you expect to spend studying?

Range : 8 to 35 hours Mean = 18.1 hours per week

17. Which of the following are important to you in you long-term choice of career occupation?

	Very Important	Somewhat Important	Not Important
Job openings generally available.....	20 %	40 %	40 %
Rapid career advancement possible.....	0	100 %	0
High anticipated earnings.....	40 %	60 %	0
Well-respected or prestigious occupation.....	20 %	40 %	40 %
Great deal of independence.....	60 %	40 %	0
Chance for steady progress.....	80 %	20 %	0
Can make an important contribution to society..	100 %	0	0
Can avoid pressure.....	40 %	20 %	40 %
Can work with ideas.....	80 %	20 %	0
Can be helpful to others.....	60 %	40 %	0
Intrinsic interest in the field.....	100 %	0	0

18. Mark one in each row as: Agree strongly
 Agree somewhat
 Disagree somewhat
 Disagree strongly

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The Federal government is not doing enough to control environmental pollution.....	60 %	40 %	0	0
The Federal government is not doing enough to control energy resources.....	80 %	0	0	20 %
The Federal government is not doing enough to protect the consumer from faulty goods and services.....	40 %	40 %	20 %	0
The Federal government is not doing enough to promote school desegregation.....	20 %	40 %	40 %	0
There is too much concern in the courts for the rights of criminals.....	0	0	40 %	60 %
As long as they work hard, people should be paid equally regardless of ability or quality of work.....	0	0	60 %	40 %
The activities of women are best confined to the home and family.....	0	0	0	100 %
Wealthy people should pay a larger share of taxes than they do now.....	60 %	20 %	0	20 %

Marijuana should be legalized.....	20 %	40 %	40 %	0
People should be discouraged from having large families.....	20 %	40 %	20 %	20 %
Women should receive the same salary and opportunities for advancement as men in comparable positions.....	100 %	0	0	0
Realistically, an individual can do little to bring about changes in our society....	0	20 %	0	80 %
The chief benefit of a college education is that increases one's earning power.....	0	60 %	0	40 %
Faculty promotions should be based in part on student evaluations.....	40 %	60 %	0	0
Grades in college should be abolished.....	20 %	20 %	60 %	0
Colleges would be improved if organized sports were de-emphasized.....	20 %	0	40 %	40 %
College officials have the right to ban persons with extreme views from speaking on campus.....	0	20 %	0	80 %
Students from disadvantaged backgrounds should be given preferential treatment in college admissions.....	20 %	20 %	40 %	20 %
Even if it employs open admissions, a college should use the same degree standards	60 %	20 %	0	20 %

19. Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts.....	0	40 %	20 %	40 %
Becoming an authority in my field.....	60 %	20 %	20 %	0
Influencing the political structure.....	20 %	20 %	60 %	0
Influencing social values.....	40 %	40 %	20 %	0
Raising a family.....	20 %	20 %	20 %	20 %
Having administrative responsibility for the work of others.....	0	40 %	60 %	0
Being financially well off.....	40 %	40 %	20 %	0
Helping others who are difficulty.....	20 %	40 %	20 %	20 %
Being successful in a business of my own	20 %	40 %	20 %	20 %
Developing a meaningful philosophy of life	40 %	60 %	0	0
Keeping up with political affairs.....	40 %	0	60 %	0

Questions 27 through 30 were concerned with the overt influences which were responsible for the students enrolling in the program and the possible apprehensions they have about it. Specifically, item 27 asked, " How did you find out about UWW?". Two individuals found out through Hofstra faculty members,

one through the newspaper and the remainder through the Hofstra Ambassador Program.

In response to question 28, all respondents indicated that the characteristic of UWW which most appealed to them was the flexibility of the schedule both with regard to time and rate of learning as well as acceptance of prior learning.

Question 29 asked, "What factors influenced your decision to come to UWW?" The responses were very specific. While approximately 40 percent of the replies referred to the flexibility of the program, the replies were very personalized and in concrete rather than abstract terms. The only commonality among the responses was the idea that the degree is needed to allow the student to do something else he wants to do-- the student has a goal and this program is a way to reach it.

Students were asked what fields of study they were interested in and what academic areas they found most and least attractive. For question 21, "What field are you planning to study?" the responses were:

Number	Percent	Category
5	100	psychology, sociology, social work, law
2	40	education
1	20	journalism, communications, public relations
3	60	business admin., computer science, math

Questions 34 and 35 asked for the fields of study that were perceived as most and least attractive. The responses are tabulated side-by-side below and relate closely to question 21.

Most Attractive	Least Attractive	category
100 %	0	psych., sociology, political science
40 %	60 %	education
80 %	20 %	humanities
20 %	80 %	journalism
40 %	60 %	business administration
0	100 %	math, natural science

The last question asked "Why do you want a college degree?" In response, all the students gave specific goals that they were striving for. Some indicated "personal satisfaction" as well as a specific job or activity, however, such references as "money" and "career advancement" were the key themes.

In comparison to entering freshmen at New College, the UWW students are quite similar in political, religious and socio-economic backgrounds. In general, the UWW students express the same opinions about matters of social concern such as equality for women and government intervention as do other new students at New College; however, the UWW students are more "radical" in their opinions about the value of grades and other conventional aspects of education. This might logically be expected among this group of students who have selected a program which represents change from traditional forms of education. These results would also tend to belie the "generation gap," at least for this group of adults.

In terms of reasons for career choice, the UWW students express a greater desire for working with and helping others than does the average New

College freshmen, although both groups express about equal concern for making a contribution to society. At the same time both groups express equal concern with helping others as a "personal objective" in life. The difference seems to be that UWW students see their careers as the means to accomplishing this objective more than do the regular New College freshmen.

Omnibus Personality Inventory

Results of the OPI are reported in Table 1. Raw scores on each of the fourteen scales are converted to standard scores with a mean of 50.0 and a standard deviation of 10. The Intellectual Disposition Category is a composite score. The lower this value the more disposed is the group or individual to pursue intellectual educational goals rather than practical educational goals. The average IDC for any representative sample of American college students would probably fall near category 5 (Heist & Yonge, 1968).

TABLE 1

Omnibus Personality Inventory Measures By Groups
For 1976- 77 Academic Year

<u>SCALE</u>	<u>UW STUDENTS</u>	<u>NEW COLLEGE STUDENTS</u>
Intellectual Disposition Category	4.2	4.5
Thinking Introversion	54.3	53.6
Theoretical Orientation	47.2	51.7
Estheticism	52.4	51.9
Complexity	50.2	55.9
Autonomy	58.7	58.6
Religious Orientation	51.6	56.2
Social Extroversion	47.0	49.7
Impulse Expression	51.4	56.3
Personal Integration	47.6	52.3
Anxiety Level	54.3	49.2
Altruism	55.7	49.7
Practical Outlook	41.6	41.9
Masculinity-Femininity	42.3	46.5
Response Bias	49.0	49.3
N =	5	87

There is a striking similarity between the UWW students and entering freshmen at New College; in no case do differences exceed one standard deviation and the differences between this sample and the normative sample also do not exceed one standard deviation. In general, these UWW students do not appear to differ markedly from typical college students, as a group. However, some general descriptive statements about the UWW students might be derived from these scores. On the average, the UWW students express a preference for reflective thought and an interest in a broad range of ideas and areas. Also, they express a preference for flexibility and novelty and are less concerned with practical application or concrete accomplishments. As a group, they appear to be sensitive to esthetic stimulation and admit to having stronger esthetic and social inclinations. These results are consistent with expressed interests in social service fields and the humanities as opposed to scientific and business interests as indicated in response to the UWW Background Questionnaire. Compared to entering freshmen at New College, the UWW students express a greater interest in being with people and seeking satisfaction through social relationships. They present themselves as less anxious and less socially alienated than the average New College freshman.

SUMMARY

Results from the two tests suggest that UWW students are not significantly different from the average New College entering freshman in political/social background and intellectual characteristics. They do differ in terms of life experiences, employment background, and apparent social maturity. These conclusions should be viewed cautiously because of the limited sample of UWW students and lack of statistical verification, i.e., the similarities and differences noted are primarily judgmental based upon a review of the above results by the investigator.

APPENDIX

UNIVERSITY WITHOUT WALLS

BACKGROUND QUESTIONNAIRE

This information is being collected as part of a study of the University Without Walls at Hofstra. Your cooperation is requested. Identifying information is requested in order to make follow-up studies possible. Your responses will be held in the strictest professional confidence.

Your Name _____

Address (street) _____

(city) _____ (zip) _____ (state) _____

Telephone (home) _____ (work) _____

1. Your sex _____ 2. Your age _____ 3. Are you a veteran _____

4. How many miles is it from your home to this campus? _____

5. What is the highest academic degree you intend to obtain? Check one.

Bachelor's degree (B.A., B.S., etc.) _____

Master's degree (M.A., M.S., etc) _____

Ph.D. or Ed.D _____

M.D., D.O., D.D.S., or D.V.M. _____

LL.B. or J.D. (law) _____

B.D. or M. DIV (Divinity) _____

Other, please specify _____

6. Prior to this term, have you ever taken courses for credit at Hofstra? _____

7. Since leaving high school, have you ever taken courses at any institution? (Mark all that apply in each column)

For credit Not for credit

No. _____

Yes, at a junior or community college _____

Yes, at a four-year college or university _____

Yes, at someother postsecondary school (for ex., technical, vocational, business). _____

8. In what year did you graduate from high school? _____

9. If you did not graduate but have passed the General Educational Development test (G.E.D. High School Equivalency) enter the year that you passed here. _____

10. If you never completed high school mark here. _____

11. What was your average grade in secondary school? (mark one only)

A or A+ _____ A- _____ B+ _____ B _____ B- _____ C+ _____ C _____ D _____

12. How long do you anticipate it will take you to complete the degree you are now working on? _____

13. Are you: (Mark all that apply)

- White/Caucasian. _____
- Black/Negro/Afro-American. _____
- American Indian _____
- Oriental _____
- Mexican-American/Chicano _____
- Puerto Rican-American _____
- Other _____

14. Which applies to you? (Mark appropriate ones)

- Presently married. _____
- Presently engaged. _____
- Have been seeing one person exclusively. _____
- Have been divorced. _____
- Have been widowed. _____

15. How many children do you have now? _____
How many live at home with you? _____

16. What is the highest level of formal education obtained by your parents and (if married) by your spouse?
(Mark one in each column)

	Father	Mother	Spouse
Grammar school or less.	_____	_____	_____
Some high school.	_____	_____	_____
High School graduate.	_____	_____	_____
Postsecondary school other than college.	_____	_____	_____
Some college.	_____	_____	_____
College degree.	_____	_____	_____
Some graduate school.	_____	_____	_____
Graduate degree.	_____	_____	_____

17. What is your best estimate of your family's total income last year? Consider annual income from all sources before taxes.
Please state income to nearest thousand. _____

18. How would you characterize your political views? (Mark one)
Far left _____ Liberal _____ Middle-of-the-road _____
Conservative _____ Far right _____

continued on next page

19. Which of the following are important to you in your long-term choice of career occupation? (Mark one in each row.)

	Very Important	Somewhat Important	Not Important
Job openings generally available.	_____	_____	_____
Rapid career advancement possible	_____	_____	_____
High anticipated earnings.	_____	_____	_____
Well-respected or prestigious occupation.	_____	_____	_____
Great deal of independence.	_____	_____	_____
Chance for steady progress.	_____	_____	_____
Can make an important contribution to society.	_____	_____	_____
Can avoid pressure.	_____	_____	_____
Can work with ideas	_____	_____	_____
Can be helpful to others.	_____	_____	_____
Able to work with people.	_____	_____	_____
Intrinsic interest in the field	_____	_____	_____

20. Mark one in each row as: Agree strongly
 Agree somewhat
 Disagree somewhat
 Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
-The Federal government is not doing enough to control environmental pollution.	_____	_____	_____	_____
-The Federal government is not doing enough to control energy resources.	_____	_____	_____	_____
-The Federal government is not doing enough to protect the consumer from faulty goods and services.	_____	_____	_____	_____
-The Federal government is not doing enough to promote school desegregation.	_____	_____	_____	_____
-There is too much concern in the courts for the rights of criminals.	_____	_____	_____	_____
-As long as they work hard, people should be paid equally regardless of ability or quality of work.	_____	_____	_____	_____
-The activities of married women are best confined to the home and family	_____	_____	_____	_____
-Wealthy people should pay a larger share of taxes than they do now	_____	_____	_____	_____
-Marijuana should be legalized	_____	_____	_____	_____
-People should be discouraged from having large families.	_____	_____	_____	_____

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
-Women should receive the same salary and opportunities for advancement as men in comparable positions.	---	---	---	---
-Realistically, an individual can do little to bring about changes in our society.	---	---	---	---
-The chief benefit of a college education is that increases one's earning power.	---	---	---	---
-Faculty promotions should be based in part on student evaluations.	---	---	---	---
-Grades in college should be abolished.	---	---	---	---
-Colleges would be improved if organized sports were de-emphaized.	---	---	---	---
-College officials have the right to ban persons with extreme views from speaking on campus.	---	---	---	---
-Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.	---	---	---	---
-Open admission (admitting anyone who applies should be adopted by all publicly supported colleges)	---	---	---	---
-Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students.	---	---	---	---

21. There are many fields of study which you may follow. Examples of such fields are: history, music, biology, marine science, accounting, finance, elementary education, industrial engineering, chemistry, physics, statistics, nursing, anthropology, psychology, data processing, electronics, law enforcement, and computer science. This list is not complete at all. Please state your probable field or fields of study. Do not list more than three fields and indicate which is your first, second and third choice.

1. _____
2. _____
3. _____

22. Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
-Becoming accomplished in one of the performing arts (acting, dancing, etc.) or creating artistic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Becoming an authority in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Influencing the political structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Influencing social values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Raising a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Having administrative responsibility for the work of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Being financially well off	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Helping others who are in difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Being successful in a business of my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Becoming involved in programs to clean up the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Becoming involved in programs to solve the energy problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Developing a meaningful philosophy of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Participating in a community action program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Keeping up to date with political affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. For whom are you now working? (Name) _____

(Address) _____

(Position you hold and brief description of duties) _____

24. How long have you held this position? _____

25. Do you plan to change your job in the near future? _____

26. If the answer is yes, what do you plan to do? _____

27. How did you find out about University Without Walls (UWW) at Hofstra? (Newspaper, friend, employer) _____

28. What characteristics of UWW appear most attractive to you? _____

29. What factors influenced your decision to come to UWW?

30. What characteristics of UWW appear least attractive?

31. What aspect of your college career do you expect to be the most rewarding?

32. What aspect of college do you expect to be the most disturbing or most difficult to adjust to?

33. Who was most influential in causing you to undertake a college program?
(For example, business partner, legal requirement, spouse, etc.)

34. Which academic courses or fields appear most attractive to you?

35. Which courses or fields seem least attractive to you?

36. While you are studying, approximately how many hours per week do you plan to devote to other objectives such as work, employment, homemaking, or committed voluntary work?

37. While you are studying, approximately how many hours per week do you plan to devote to your studies? (Include reading time, formal classes, conferences, writing time, etc.)

38. What do you expect to do within one or two years after receiving your degree? (Mark as many as apply)

- Go to graduate school. _____
 - Go to a professional school. _____
 - Get a job or get a new job. _____
 - Get married. _____
 - Travel. _____
 - Continue present job. _____
 - Something else. Specify _____
-

39. Why do you want a college degree? Please answer this question in a short statement of approximately 25 words or less.
