DOCUMENT RESUME

ED 211 114 IR 009 944

AUTHOR Baus, F., Ed.
TITLE Cable Television 1980: Status and Prospect for Higher Education.
INSTITUTION Association for Higher Education of North Texas, Richardson.
SPONS AGENCY National Telecommunications and Information Administration (DOC), Washington, D.C.
PUB DATE 80
GRANT NTIA-48-03-90091
NOTE 66p.; Papers presented a Symposium on Cable TV--Expanding Educational Options in the 80's (Arlington, TX, March 6, 1980).
AVAILABLE FROM AHE, P.O. Box 688, Richardson, TX 75080 ($5.00; $4.50 each for 10 or more copies).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Cable Television; *Community Attitudes; Economic Factors; *Educational Television; Futures (of Society); Higher Education; History; Marketing; Programing (Broadcast); Questionnaires; Tables (Data); *Telecommunications; *Television Surveys
IDENTIFIERS *Texas (Dallas County)

ABSTRACT

Baseline information for the would-be cable television educational programer is provided by two papers, one an overview of the state of the cable television industry, and the other a report on a marketing study conducted to determine consumer attitudes toward cable TV as an educational medium. In "The Promise and Reality of Cable Television," Ralph Lee Smith offers a factual treatment with explanations of historical events and economic events that helped shape the cable television industry. In "Educational Uses of Cable Television," Joe L. Welch and Jeffry N. Savitz explore the impact of cable television on the educational interests, attitudes, and intended behavior of residents of Dallas County, Texas. A summary of the objectives, methodology, and findings of the study is followed by a more detailed discussion of the findings about the current, past, and future educational pursuits of the respondents and their attitudes toward the use of cable television for educational purposes. Supporting materials include 34 tables of data, a copy of the survey questionnaire, the frequency and percent of responses to 14 of the questions, and a list of the program content divisions. Nine references are listed. (CHC)

CABLE TELEVISION

1980

Status and Prospect for Higher Education

AHE
THE ASSOCIATION FOR HIGHER EDUCATION OF NORTH TEXAS

CABLE TELEVISION 1980

Status and Prospect for Higher Education

edited by F. Baus

The Association for Higher
Education of North Texas

This publication has been funded by the National Telecommunications and Informatic
Administration, Department of Commerce, (NTIA Grant #48-03-90091, October, 1979
and by The Association for Higher Education (AHE). Copies are available from AHE
P.O. Box 688, Richardson, Texas 75080. Single copies $5.00 10 or more copies $4.50 pe
copy.

Table of Contents

INTRODUCTION

Educators who eagerly await the coming technological revolution in education may be waiting in vain Experimental research offers such educators no significant arguments to bolster their expectations For each positive argument proving that the instructional uses of television, for example, are on the increase by sophisticated educators there is a negative argument pointing out the anti-intellectual nature of televised instruction Perhaps, the most insightful observation about the potential future for technology in higher education comes from Lewis B Mayhew in his recent work *Legacy of the Seventies* (Jossy-Bass, Publishers, 1977) where he observes that present barriers to the acceptance and use of such technologies as television are to be found in the role change they require for faculty—a change from educator to educational manager Mayhew suggests that psychological and economic factors will ultimately determine the technological future for education His expectations are not optimistic

On the other hand, there appears to be a convergence of issues affecting education and issues confronting society as a whole—and this convergence is frequently technology related For example, broader access to educational programming for large segments of society has become a theme for many policy decisions within education as well as for state and federal legislation which impacts education. Television, through the flexibility of videotapes/cassettes and cable delivery systems, offers one approach to solving the access problem In his overview below, Ralph Lee Smith suggests that following the present communications revolution will come an education revolution Smith implies that political and economic forces such as those surrounding cable television will take over from outside of education where internal initiatives have historically been sluggish This may be the most significant rejoinder to Mayhew's observations

The task before us, therefore, is to stay informed That is the purpose of this publication. In the pages that follow, Ralph Lee Smith offers an overview of the state of the cable television industry His factual treatment and clear explanation of historical events and economic factors shaping cable TV leave the reader with a perspective from which to explore the broad educational implications of the medium Joe Welch and Jeffry Savitz offer a marketing study approach to cable television, contributing a perspective from which to gauge the potential educational market in a specified metropolitan area Each piece in its own way provides significant baseline information for the would-be cable TV educational programmer

The two treatments offered below were made possible by support from the National Telecommunications and Information Agency (NTIA-Planning Grant #48-03-90091) and The Association for Higher Education (AHE) of Richardson, Texas Acknowledgment is due to Dr Gilbert Peters, President of AHE, for writing the original grant proposal and to J Christopher Pruszynski, Director of Instructional Services at AHE, for planning and directing the conference, *Cable TV and the Educator*, at which these papers were first presented

F Baus
Richardson, Texas
May, 1980

THE PROMISE AND REALITY OF CABLE TELEVISION:

A State of the Art Overview

By Ralph Lee Smith

Introduction

The present state and future of cable television are complex issues currently baffling some of the best minds in the country The National Telecommunications and Information Administration (NTIA)—the federal authority in the field of telecommunications—is struggling to define, let alone solve, the competitive problems surrounding cable franchising and cable programming Every month the set of critical questions changes. As a result, there is a very high rate of obsolescence of good information. The best that anyone can accomplish presently is to make an educated guess about which are the significant, long-term issues

This paper will focus on the panorama of events in cable television from historical and economic perspectives Educational implications will be left for the reader to interpolate because it is the strong conviction of this author that education can best be served in the long-run if educational programmers first have a solid grounding in the basic forces and present trends in the cable industry as a whole

The 30% Threshold

The present growth of the cable industry suggests that a major threshold will be reached sometime during the 1980s There are a little more than 76 million TV households in the U S , and of these some 20%—a little more than 15 million—have cable TV [1] When the number of cable subscribers reaches 30%, cable will have become a visible force in American commerce Among other things, it will have become a major advertising medium.[2] Its importance will rival that of existing major television networks—a fact that is keeping a lot of network vice presidents awake at night worrying Just when the 30% figure will be reached is, of course, not clear, but, for example, the Department of Commerce predicted in 1979 that the number of cable subscribers would increase to 20 million in the coming five years which would bring cable TV fairly close to the 30% threshold [3]

Costs and Gambles

What will it cost to do this job? The answer is that it will cost plenty—a good guess is $10 billion.[4] Such a cost dwarfs the capabilities of the industry as it exists today But that fact is not scaring anyone Although some significant gambles will have to be made to get the job done, some significant gambles have already been made and have already paid off This kind of decision making is beyond the influence of most mortals, so for most of us, our role is to observe from a distance, to watch, and to understand what is happening so that we can take advantage of it

One perspective on this picture, significant both at the national and local levels, is the hardware perspective What is the available hardware? The present answer is that basic hardware now being manufactured by the industry for urban centers carries 36 channels If your community has two cables, you get 72 channels Jerrold Electronics, presently the largest supplier of cable hardware, is readying a 52 channel cable which will be available

as soon as the bugs are worked out The point is, however, the number of channels is related to the cost of the system Fifty-two channels cost more than 36, and 72 channels cost more than 52 "Is the additional benefit worth the additional cost to be incurred?" That is a critical question, and it will likely remain a critical question for some time to come

There are two primary reasons that channel capacity and cost-benefit issues are critical (1) the cable companies are promising consumer groups almost unlimited cooperation in a period when the profitability future looks extremely bright; and (2) consumer groups (including educators) cannot foresee, cannot be expected to foresee, all of the applications of cable channel capability, and therefore, they are asking for more and more in cable franchises Within this scenario of escalating offers and escalating requests, only one thing is sure more costs more Two things are unsure (1) the point at which the escalating costs encroach on the profitability of the system, and (2) what, if anything, the requestors will do with the channel capacity once it has been "given" to them

In this period of endlessly flowing promises it is not sufficient to rationalize escalating requests on the basis that it is hard to ask for too much I cannot agree, for example, with the philosophy set forth in an article in the publication *Access*, issued by the National Citizens Committee for Broadcasting, a Ralph Nader-affiliated group Two of the rules proposed in this article for city councils and local civic groups as guidelines in the cable franchising process are

(1) Ask for twice as many local channels as the company offers, and

(2) Find out what's available in the finest cable systems today, and then ask for more

The rationale for such demands, the article explains, is "Cable companies need you more than you need them"[5] This approach to a complex and important civic responsibility is, in my opinion, an open invitation to escalation of the cynical game of endless demands and promises It is a sure way to sow the seeds of trouble for future years when today's endless demanders and promisers have left the scene, and future business and civic leadership must deal with the foolish mess that they have left behind them.

The heady atmosphere that dominates cable today springs in part from two recent gambles that were won and that have paid off handsomely for the gamblers The first gamble was made by Time, Inc., which, in 1973, bought an infant company called Home Box Office and bankrolled it through four or five losing years Home Box Office had been established a few months prior to its acquisition by Time to disseminate pay programming to cable system subscribers "Pay programming" refers to programming for which the subscriber pays a second fee in addition to his basic monthly charge for cable service. When Time bought HBO, the little company had signed up a few cable companies and was serving a few thousand subscribers with movies—rather bad movies (HBO would probably be the first to admit that originally they obtained the cheapest movies available)

In 1975 a complementary gamble was made by RCA A major obstacle to the growth of HBO and pay TV had been the problem of distribution Mailing of videotapes was a cumbersome approach that made uniform program scheduling impossible. Simultaneous

transmission to all cable systems was technically possible by AT&T facilities and microwave links, but the cost was high—$3,000 an hour for major-city coast-to-coast service, and more if subsidiary locations had to be reached. RCA bet $40 million that a satellite principally designed to transmit nationally disseminated material to cable systems would be profitable. It launched such a satellite in 1975, signed up HBO for an eight-year contract to disseminate HBO's material, and soon found other customers.[6]

The satellite feed solved the cost problem in pay TV transmission and made simultaneous scheduling possible. Coverage of the entire U.S. by a single signal became possible at rates as low as $300 per hour. The cost of earth stations, meanwhile, dropped from as much as $100,000 to as little as $15,000, which meant that virtually any cable system could make the necessary hardware investment to receive materials transmitted by satellite. In this transformed situation pay TV rapidly became a major industry. HBO went into the black in 1977 and now controls 60% of all the pay TV distribution business in the U.S. This business has been growing at an annual rate of 100% a year for the past three years, now provides pay programming to 6 million cable subscribers, and can look forward to a manyfold increase in its business in the immediate years to come. Meanwhile, so many programmers want to make their materials available to cable systems by satellite that, for the moment, RCA cannot accommodate them all.[7]

Basic Economics

These successful gambles have not only made money for the companies involved but they have also transformed the financial outlook of cable television itself. Early cable systems "hooked-up" a lot of people and gave them signals in areas where no broadcast signal could reach. These cable systems were selling, in special areas, what most audiences could get for free. For that the cable company charged a modest fee, and if the area was not too difficult to "wire" and if the subscribers were numerous enough, the company made money. These economics, however, did not work in many urban centers and metropolitan areas where the cost of laying the wire tends to be high and where the easy reception of a number of over-the-air signals indicated that subscribership to cable would be low.

Satellite distribution of programming has transformed the financial equation and has provided the backdrop for the present drama that is cable TV. As the drama unfolds, three elements take on increasing significance: (1) pay programming makes urban cable TV financially feasible, (2) the developing variety of uses makes cable a potential growth industry for years to come, and (3) the limited number of lucrative franchise areas left in this country makes franchising frantically competitive.

With respect to pay TV, in rural areas where cable TV is already paying its own way, pay TV revenues are pure profit. Perhaps more significant, though, pay programming transforms the economics of urban franchising, providing the margin of revenue that, on top of the basic subscription revenue, makes the system profitable. In this fact lies the plot of the tale—and the risk. It is a risk because, in any meaningful scale over any reasonable period of time, profitable cable operation in major urban centers has yet to happen. However, all of the evidence says that it is going to work, that pay television is the idea

whose time has come and that pay television by itself is going to bail out cable television in the big cities.

The second element in the cable TV drama is the rapid development of cable technology. This technology is not only evolving at an impressive pace, but it is also broadening to include both visual and non-visual communication. "Non-visual" communication means fire, health, and burglar alarms and access to data banks. It means a host of possibilities as yet untested if not undreamt. It is becoming increasingly clear that cable TV is a multi-communications medium. The second element in the drama, then, is the undeveloped but seemingly highly profitable one-way and two-way communications potential of the cable itself.

The third element in the drama is the limited number of profitable franchise regions (communities) remaining in the United States. At this writing a number of major cities such as Minneapolis, Pittsburgh, and Houston have recently granted franchises, and others, such as St. Paul, Philadelphia, and Fort Worth, are going through the franchising process.

Programming Dynamics

The purpose of successful cable operation is to win franchises, provide programming, and provide additional services that will make the franchises pay for themselves many times over. Of immediate concern, however, is to understand how the programming dimension works at the national and local levels.

Satellites not only deliver pay programming but they also make possible what might be called "instantaneous networks." As an example, look at Ted Turner's operation. Turner owns an independent television station in Atlanta, a station that does not take regular network programming. Turner, therefore, figured out the following: if he were to buy time on a satellite, he could send programming from his own independent station in Atlanta to cable franchise owners all over the country. Because his programming is largely sports, and therefore attractive to people all over the country, and because there would be many franchises to receive his programming, he realized he could sell a product that would increase the attractiveness of the local franchise and he could do so profitably at a very low cost—say a penny a month per subscriber. This is exactly what he is doing, thereby creating an instant national network.

To put this concept in some sort of perspective, Turner has done (practically with the flip of a switch) what ABC, CBS, and NBC have devoted large amounts of this nation's wealth toward doing for the past 20 years. Once Ted Turner did it, lots of people woke up to the fact that networking is not so hard to do.

Presently there are at least four ways that networks can be created. Some programmers, especially religious content programmers, are offering their programs free to cable operators. A second arrangement, like Ted Turner's, provides widely-popular programming and charges the cable operator a fee to carry it. A third arrangement has entrepreneurs putting together programming by finding sponsors—in the best network tradition—and then offering the programming to cable operators for free. The fourth is a

derived form which combines approaches two and three, i.e., subscriber payment plus sponsorship The local cable operator looks at this montage of programming and selects elements that suit the community he is serving He might choose one channel of children's programming, a sports channel or two, religious programming, one or more channels of pay TV, etc

The process has literally exploded local programming possibilities and has led Les Brown, the television critic of *The New York Times*, to say that at this point television is being reinvented.[8] This is a tremendous set of developments that has happened so quickly it has taken everybody's breath away The only people who seem to know what they are doing are the people who know they can make money by charging X, Y, or Z for their programs or services

The Local Scene

The local cable TV operator suddenly finds himself the new gatekeeper of television programming in America. From the tremendous amount of programming that is available, decides who is going to be offered what. It is no longer at ABC, CBS, or NBC; but it is right on his own doorstep where the decision is being made. He has more program options available from satellite than he can probably offer to you, and the situation is likely to intensify.

And so enter the local public access and educational programmers. How do they decide what to ask for at the outset? How many channels on the 36 or 52 or 70 (or 200) channel system are to be used for what? If it is a 52-channel setup, do they decide to demand 13? How does the economics of that work out? When you realize that the average home viewer has only three or four hours of evening viewing that he or she can watch, who gets first priority on the use of those programming hours?

In a number of franchise proposals now being considered by major cities, the charges to the cable subscriber are set up to provide a certain number of channels of programming for a basic fee On top of this the subscriber can purchase additional "tiers" of service, consisting of a number of channels of additional programming, for specified increments in his monthly payments And then, in addition to any number of tiers of service that he chooses, he can buy pay TV on a channel-by-channel basis The rate structure might look like the following:

Selection	Product	Rate
Basic service	10 channels	$8/month
Additional	10 channels	$7/month
Additional	10 channels	$5/month
Pay TV Channel	1 channel	$10/month
Second Pay TV Channel	1 channel	$10/month

Not only is the subscriber paying for these sets of channels, but recall that some channels have sponsors which provide additional sources of revenue to the cable operator. Into this complex matrix must be fitted the "free channels" allocated for public access,

education etc Should ree channels be in tier one or two or three? Wherever they are, how many should there be and how should they be grouped? In this rush to win local endorsement by cooperating with community leaders, might the cable operator cut himself out of revenue producing channels or tiers and, in the long run, threaten the profitability of the franchise? Recall again that at this time the economics of pay TV and alternative uses of cable are not fully understood There is a danger that in the context of a seemingly healthy national prospect for cable TV the local franchise will get caught

And to confuse the issue even further, no one is sure yet what complementary or competitive relationships cable might have to technologies like videocassette and videodisc Videocassettes could be used to capture odd-hour programming for replay at the viewer's convenience People in the past have demonstrated a penchant for convenience items—even relatively high cost convenience items such as cassette and disc players

More Economics

The future for cable television appears to be bright, exciting, and profitable Wall Street and the financial community in general are bullish about the cable industry as it exists today They are even more enthusiastic about the future Large companies that have never been involved in communications are now jumping on the bandwagon, and they are jumping now because the number of opportunities left in the franchising game appears to be limited

American Express, for example, has decided that it wants to be in on cable TV It recently paid $175 million and assumed another $30 million of debt for a one-half interest in Warner Cable (Warner is a leading cable company whose Qube System in Columbus, Ohio, is well known in the cable industry and is a fascinating prototype for cable systems of the future) American Express, in other words, has set the value of Warner Cable at approximately $410 million The 1978 book value of Warner Cable was $60 million and its earnings were $1 1 million It is evident from these few facts that significant gambles continue to be made in cable television Amex paid 583% of the book value for half of Warner and valued Warner at 370 times earnings That is a gamble.[9]

But it is this kind of optimistic economic maneuvering that is leading local franchisers and local representatives of the large national franchisers to make promises that they may not be able to keep and remain profitable These economics are also resulting in a phenomenon, with variations, that has been labeled "rent-a-civic-leader" The way to rent civic leaders, if you are a large cable company, is to go to certain leaders in a community who can probably influence the city council's decision on who will be awarded the cable franchise You offer these leaders a fairly healthy share of the franchise for a fairly modest rate Needless to say, there is no such thing as a free lunch What the cable company does is to trade a share of what should be substantial future profits for a higher probability of "winning" the franchise

Significantly, this rent-a-civic-leader approach never results in better programming quality or in more public access or educational use of the cable system What it does do is to greatly enrich a few people in the community

Would it not be better for an astute city council to study the economics behind such

efforts, to note that 15% or 20% or 25% of the equity in the cable system has been sold at 2% or 3% or 5% of the capital value and to go to the cable company and say something like "We cannot tolerate the kind of hanky-panky you are playing, but what can you do to rework your arrangements so that the 'surplus equity' you have given away is translated into public uses of the cable system?" Now the city gets something and the cable company loses nothing. I realize how hard it is to say to a local group that has a chance to make money, "But that is not the way to do it." However, there is great concern and no little regret the morning after when such deals are allowed to go through.

The Prospect

The reason all of these things are happening is that the much heralded communications revolution in this country is upon us. Before it runs its course, it will have significantly influenced the way we live, and it is going to transform education in the process. The current set of problems faced by education so perfectly matches the potential solutions afforded by communications technology that there is little doubt the education picture will look quite different in 1990. But that is a story for another treatment.

In conclusion, there are several specific questions that need to be addressed against the historical and economic backdrop painted above. Briefly, these are as follows: (1) How does one balance the additional costs of additional channel capacity against the alleged good to be accomplished? (2) How does one enforce the need for numerous franchise holders in a relatively small geographical area to interconnect their systems? (They claim it is easy to do, but it is never done.) (3) Who gets and who programs the secondary cable network, the so-called 'B-network' or 'institutional loop' intended for public buildings, i.e. for schools, municipal buildings, etc.? (4) Who benefits and who pays for (1), (2), and (3) above?

We are all distracted by visual technology, by pictures however presented to us. But the medium of cable television is capable of much more than that today, and will offer even more capabilities in the near future. All of these capabilities and services are part of the profitability picture and in the long run they will affect the dynamic within which public service and educational uses are carried out. We all need to understand that dynamic even as it continues to develop.

1 *The Emergence of Pay Cable Television*, July, 1980, Vol II, Table 2-2, p 5, report prepared by Technology and Economics, Inc , for the National Telecommunications and Information Administration, U S Department of Commerce

2 "Cable TV Industry is Getting Good Reception from Analysts Seeing It as Next Growth Area," *Wall Street Journal*, December 10, 1979, p 43

3 *1979 U S. Industrial Outlook*, U S Department of Commerce Cited in "Cable Revenues Top One Billion," *Notes From The Center*, May,1979, p 11, Cable Television Information Center

4 Allan Sloan, "Bring Plenty of Money," *Forbes*, December 10, 1979, p 52

5 Brian Owens, "The Cable Franchising Process Caveat Emptor," *Access*, March 10, 1980

6 Sloan, p 50

7 *Cable Financial Data*, Federal Communications Commission, November 26, 1979

8 Les Brown, "From the Air Programs by Satellite and Cable," *The New York Times*, February 17, 1980

9 Sloan, p 52

EDUCATIONAL USES OF CABLE TELEVISION:

A Marketing Study

by

Joe L. Welch

Jeffry N. Savitz

Summary Report

Under the auspices of the Association for Higher Education (AHE) and in accordance with National Telecommunications and Information Administration (NTIA) Planning Grant #48-03-90091, this study was conducted to develop a better understanding of the impact of cable television on educational interests, attitudes, and intended behavior of residents of Dallas County, Texas

Summary Report Objectives

Specifically the study was designed to accomplish the following objectives

- Identify consumer attitudes toward the educational uses of a consumer-oriented cable system.
- Assess cable subscriber intentions regarding use of the consumer cable system for educational purposes.
- Determine current and anticipated educational pursuits of Dallas consumers;
- Identify unfulfilled educational objectives of Dallas consumers and determine whether cable TV would help consumers fulfill those objectives

Summary Report Methodology

A questionnaire (Appendix A) which was designed to accomplish the stated objectives was pretested among a randomly-selected group of Dallas County consumers After pretesting, the questionnaire was revised, finalized, and subsequently administered to a random sample of Dallas consumers Consumers were selected through a random digit dialing procedure and interviewed on the telephone by a team of professional interviewers

A sample of 406 Dallas area consumers was contacted and interviewed by telephone. All interviews were conducted in the evening during the week and in the afternoon and evening on weekends spanning a two week period A quota of 50% males and 50% females was established so that relative attitudes and behaviors of males and females could be measured and compared Also, only people 18 years old or older were interviewed.

After all interviews were completed, the responses were edited, encoded, keypunched, and computer processed, and Chi square, Mann Whitney, McNemar, and Student-t tests were performed to measure the significance of various relationships

Summary Report Findings

Approximately 19% of Dallas County consumers are currently engaged in an educational course, class, or seminar Of those consumers currently taking courses, only 33% are full-time students, 74% attend class on a campus, and 3% take a course on television. Approximately 41% of those enrolled are majoring in business, 47% are anticipating receipt of a professional license or certificate (real estate most popular). Also, 75% are Caucasian, 38% have a household income of at least $25,000, 57% have no children under eighteen living at home, 79% are eighteen to thirty-five years old, and 54% are male. Finally, most of the people who are currently enrolled in a course are attempting to obtain a degree (63%)

Although only 19% of respondents are currently enrolled in an educational course, 33.5% were enrolled in a course during 1979 The fact that 83% of the people who were

enrolled in an educational course last year are currently employed supports the conclusion that people who are employed represent a significant market for educational programs. Similar to people who are currently enrolled in an education program, those who took courses last year are primarily interested in obtaining a degree (46%) or certification (38%). Other reasons for pursuing education include (1) job improvement (16%), (2) enjoyment (12%), (3) self improvement (8%), (4) more money (4%), (5) change jobs (4%), and (6) company paid for course (0.7%).

In addition to examining current and past behavior of Dallas County consumers, the study also attempted to identify the impact of cable TV on educational interests and intentions. To accomplish this objective, interests in educational activities and likelihood to act on that interest using traditional methods were compared to interest and likelihood using cable TV. Analysis of interests and likelihood indicates that cable heavily impacts interest in pursuing a community college degree (35% at least "somewhat interested" without cable and 48% at least "somewhat interested" with cable). Although the interest level of all consumer groups is significantly affected by cable television, skilled workers, management, housewives, people with incomes of less than $20,000, black households, and females are affected most.

To a lesser extent cable television affected interest in pursuing a four-year college degree (40% before cable and 45% after cable). Relative to interest in pursuing a four-year college degree, the only groups not significantly affected by cable are (1) females, (2) people over 35 years of age, (3) people with an income less than $20,000, and (4) people who are currently enrolled in an educational course.

Cable television also significantly affected interest in pursuing a graduate degree. The only consumer groups not significantly affected are (1) suburban residents, (2) people with income less than $20,000 and (3) people who are currently enrolled in an educational course.

Across all groups was no significant change in interest in pursuing professional licensing, certification, and special interest courses as result of cable availability. Cable did, however, have an effect on the interest of certain individual groups in pursuing special interest courses.

Cable television affected the likelihood that people would pursue a community college degree (36% at least "somewhat likely" without cable and 45% with cable), a four-year degree (33% at least "somewhat likely" without cable and 40% with cable), a graduate degree (29% at least "somewhat likely" without cable and 33% with cable), and special interest courses (23% "very likely" without cable and 28% with cable). Relative to a community college degree, intentions of all groups except those people who are currently enrolled were affected by cable availability. Relative to a four-year degree, intentions of all groups except suburban residents, nonwhites, and people who are currently enrolled in a course were affected. The only groups that were significantly affected by cable in terms of intentions to pursue a graduate degree were city residents, females, nonwhites,

people with children, and people who are not currently enrolled in a course Finally, the only groups that were more likely to take special interest courses were males, nonwhites, people with children, people who are not currently enrolled, and people aged 25+.

The study also identified change in the number of courses that consumers intend to take as a result of cable Before the idea of cable television was introduced to them, respondents indicated that they would take an average of 2 7 courses per year After the possibility of cable television was presented, respondents indicated that they would take an average of 3.5 courses. An average of 1 4 courses will be taken on cable television and 2.1 courses will be taken in the classroom Also, the prospect of cable television as an educational medium caused 31% of the respondents to change their minds about education (i.e , initially they were not planning to take any courses)

Responses to 10 attitude questions showed a positive disposition toward cable TV as an educational medium. Specifically, 83% of respondents agree that high quality education could be offered on cable TV, 62% indicated that they would be more likely to subscribe to cable TV if it gave them educational opportunities, 50% preferred to learn at their own pace, and 31% would be unable to pursue an educational program unless courses were offered at home

Findings

Findings: Current Educational Pursuits

Approximately 19% of the respondents are currently enrolled in an educational course, class, or seminar Of those people who are engaged in an educational course, 33% are full-time students and 21% are professionals In addition, 75% of those people taking a course are Caucasian, 38% have a household income of at least $25,000, 57% have no children under eighteen living at home, 79% are eighteen to thirty-five years old, 50% live in a Dallas suburb, and 54% are male.

Approximately 74% of the respondents who are currently enrolled in a course attend class on campus. Four percent attend a learning center, 3% take a course on closed circuit TV, and 16% take the course at another facility (e g., office, hospital etc.).

Degree Programs

Sixty-three percent of the people who are enrolled in a course plan to apply the course toward a degree Approximately 40% are pursuing a four-year college degree, 34% are pursuing a graduate degree, 17% are pursuing a community college degree and 9% are pursuing a high school diploma or equivalency

Table 1

Degree Programs*

Program	Percent
Four Year College	39.6
Graduate	33 3
Community College	16.7
High School	8.3
No Response	2.1

*Base: 48 people enrolled in Spring, 1980.

Most of the people who are attempting to obtain a degree are majoring in busin (37.5%). Other major fields of study are indicated in Table 2 (a detailed breakdown disciplines is listed in Appendix B, Question 7).

Table 2

Major Field of Study*

Field	Percent
Business	37.5
Social Science	10 4
Math/Science	10.4
Technology	10 4
Communications	4.2
Humanities/Crafts	4.2
Health Occupations	4 2
Other	12 5
No Response	6.2

*Base: 48 people enrolled in Spring, 1980

•Professional License or Certificate

Forty-six percent of the respondents who are enrolled in a course are attempting obtain a professional license. Some of the licenses respondents are interested in obtain include real estate (14%), technical (6%), nursing (6%) CPA (6%), associate drafting (6% law (6%), and engineering (6%) (A complete list of certificates is presented in Appen B, Question 9)

• Reasons for Pursuing Education

Although most people are taking courses to fulfill degree or certification requiremer some are taking courses for other reasons (see Table 3)

Table 3

Reasons for Taking Courses Spring, 1980*

Reason	Frequency	Percent
Degree	48	63.2
Certificate	35	46 0
Enjoyment	8	10 5
Improve Job Position	7	9.2
New Job	4	5 3
Self Improvement	4	5 3
More Money	3	3.9
Refresher Course	2	2.6

*Base: 76 people taking courses in Spring, 1980 Totals more than 100% because some people have multiple reasons.

Findings: Past Educational Pursuits-1979

Although only 19% of the respondents are currently enrolled in an educational course, 34% were enrolled in a course sometime during 1979 Of the respondents who were enrolled in 1979, 45% are still taking at least one course

An analysis of past educational pursuits of respondents gives additional support to the conclusion that people who are employed represent a significant market for educational programs. Specifically, 83% of the people who were enrolled in an educational course last year are currently employed. Table 4 indicates which of the occupational groups are the primary target markets.

Table 4

Past Educational Pursuits for Selected Professions

Occupational Group	Percent of the Group Enrolled in 1979
Professional	37.8
Skilled	47.8
Sales	34 3
Management	30.6
Unskilled	22.9
Other—Housewife and Secretarial/Clerical	27.0

• Degree Programs

Of the respondents who were enrolled in an educational course during 1979, 46% were pursuing a degree. Approximately 53% of these people were pursuing a four-year college

degree, 26% were pursuing a graduate degree, and 18% were pursuing a communi college degree. Also, as indicated in Table 5, business was the most popular degr program. (A detailed list of major fields of study is presented in Appendix B, Question 14

Table 5

Major Field For 1979 Enrollees

Field	Percent
Business	37 1
Communications	8.1
Social Science	16.1
Humanities/Crafts	6 1
Math/Science	9.7
Technology	8.1
Health Occupations	4.8
Other	6.1
Don't Know	3 9

• Professional License and Certification

Thirty-eight percent of the respondents who were enrolled in a course in 1979 wer attempting to obtain a professional license The most frequently mentioned profession licenses included real estate (20%), nurse/dental assistant (8%), repair-TV or Auto (8% CPA (6%), architectural/interior design (6%), teaching (6%), and engineering (6%) (detailed list is presented in Appendix B, Question 16)

Table 6

Reasons For Taking Courses Full Year, 1979*

Reason	Percent
Degree	45.6
Certification	37.5
Job Improvement	16.2
Enjoyment	11.8
Self Improvement	8.1
More Money	3.7
Change Jobs	3 7
Company Paid	0.7

*Basis: 36 people taking courses during 1979 Totals more than 100% because some people had more than one reason

Findings Future Educational Pursuits

In addition to examining past and current educational behavior, the study also attempted to identify future behavior Starting with the respondents' current levels of education, the researchers asked the respondents to indicate their level of interest in pursuing (1) a community college degree, (2) a four-year college degree, (3) a graduate degree, (4) a program leading to a professional license, (5) a program leading to certification, and (6) special interest courses For those programs that they were at least "somewhat interested" in pursuing, an additional question was asked to determine the "likelihood" that the respondent would take courses to satisfy the relative interest. Respondents were asked to indicate the number of courses they would be likely to take during the average year

Finally, the possibility of cable television was introduced as an alternative access system Respondents were again asked to comment on their educational interests and intentions in light of the cable possibility Comparisons were then made of respondents' interests and intentions before and after being introduced to the idea of cable television

- Interest in Selected Programs

Table 7 indicates respondent interest in pursuing various educational programs

Table 7
Interest in Selected Programs

Program	Very Interested	Somewhat Interested	Not very Interested	Not at all Interested
Community College*	18 9%	15 6%	15 2%	50 4%
Four-year College**	21 2%	17 5%	14 0%	47 4%
Graduate	17 0%	14 3%	18 5%	50 1%
Professional License	15 0%	21 2%	19 2%	44 6%
Certification	13 3%	21 4%	21 4%	43 8%
Special Interest	25 9%	34 7%	11 6%	27 8%

*Base = people who had not completed a community college degree
**Base = people who had not begun a graduate degree

Interest levels for each program were compared with demographic characteristics to determine if any specific groups were more or less interested in pursuing a particular educational program

When one analyzes the relationships between educational interest and demographics, several primary markets become apparent Markets for each program are indicated below (this analysis considers "interest" only)

Table 8

Interest Inventory

Program	Percent at Least Somewhat Interested
Community College	
• Unskilled Workers	38
• Housewives and Clerical	25
• Age 18-24	31
• Black Household	40
• Income: $6,000-9,999	37
• Income: $10,000-14,999	33
Four-Year College	
• Unskilled Workers	52
• Skilled Workers	48
• Age 18-24	57
• Age 25-34	34
• Black Household	55
Graduate School	
• Professional	37
• Skilled	35
• Age 18-24	53
• Age 25-34	36
• Black Household	47
Professional License	
• Skilled	47
• Unskilled	40
• Age 18-24	57
• Age 25-34	39
• Income: $6,000-9,999	59
• Income: $10,000-14,999	46
• Black Household	51
Certification	
• Age 18-24	49
• Age 25-34	35
• Age 35-44	36
• Income: $6,000-9,999	56
• Income: $10,000-14,999	56
• Black Household	48

(Table 8 - continued)

Program Special Interest	Percent at Least Somewhat Interested
• Professional	73
• Housewife and Clerical	62
• Management	63
• Age 18-24	62
• Age 25-34	71
• Age 35-44	58
• Income: $6-9,999	70
• Income: $10-14,999	72
• Income: $20-24,999	63
• Income: $25,000 and over	64

- Likelihood of Pursuing Educational Interests

Each individual was also asked to indicate the likelihood of pursuing a particular educational program. Specifically, each was asked if he/she were "very likely," "somewhat likely," "not very likely," or "not at all likely," to attend a school or college to pursue (1) a community college degree, (2) a four-year college degree, (3) a graduate degree, (4) a program leading to a professional license, (5) a program leading to certification, or (6) special interest course.

Likelihood of pursuing various programs is indicated in Table 9. A comparison of Tables 7 and 9 shows "likelihood" parallels "interests."

Table 9
Likelihood of Pursuing
Selected Educational Programs

Program	Very Likely	Somewhat Likely	Not Very Likely	Not at All Likely
Community College	18.8%	17.5%	19.6%	44.2%
Four-year College	18.5	14.4	18.8	48.4
Graduate School	16.1	13.1	21.8	49.0
Professional License	14.9	17.6	22.8	44.8
Certification	12.6	19.3	24.5	43.6
Special Int. Courses	22.9	32.0	15.5	29.6

Although unskilled workers and housewives are most interested in pursuing a community college degree, unskilled workers (27%), housewives (26%), and managers (31%) are most likely to obtain a junior college degree

Managers (33%) are also at least somewhat likely to pursue a four-year college degree while many unskilled workers are not likely to satisfy their interest (35% are at least "somewhat likely" compared to 52% that are at least "somewhat interested").

Other similar relationships are listed below. If a significant change from the interest level was observed, this change is noted at the end of the appropriate program.

Table 10

Likelihood Inventory

Program	Percent at Least Somewhat Likely
Community College	
• Management	31
• Unskilled	27
• Housewife/Clerical	26
• Age 18-24	39
• Income: $6-9,999	37
• Income: $10-14,999	30
• Black Household	40

Note: The only change from interest is that managers are more likely to pursue a community college degree.

Four-Year College

• Unskilled	35
• Skilled	35
• Management	33
• Age 18-24	48
• Age 25-34	31
• Black Household	50

Note: 17% change (reduction) among unskilled workers and 13% change among skilled workers.

Graduate School

- Professional
- Unskilled
- Age 18-24
- Age 25-34
- Black Household
- Sex: Male

Note: Although there is no significant correlation between sex and interest, a relationship does exist between sex and likelihood. Specifically, males are more likely to pursue a graduate degree than females (36% vs. 22%) even though females have an interest level equivalent to males.

(Table 10 - continued)

Program	Percent at Least Somewhat Likely
Professional License	
• Skilled	39
• Unskilled	38
• Age 18-24	47
• Age 25-34	33
• Age 35-44	31
• Black Household	51
Note: Income is not significantly correlated to likelihood but was correlated at the .05 level to interest. Also, the percent of 18-24-year-olds who are likely to obtain a license differs significantly from the percent interested in obtaining a license (47% likely vs. 57% interested).	
Certification	
• Age 18-24	48
• Age 25-34	32
• Age 35-44	31
• Income: $6,000-9,999	59
• Income: $10,000-14,999	47
• Black Household	47
Special Interest	
• Professional	66
• Housewife/Clerical	55
• Management	60
• Age 18-24	58
• Age 25-34	66
• Income: $6,000-9,999	70
• Income: $10,000-14,999	60
• Income $20,000-24,999	62
• Income: $25,000 and over	57

Note: The percent of 35-44-year-olds who are interested in taking a special interest course (58%) differs from those likely to take such a course (49%).

Respondents who indicated that they are at least somewhat likely to pursue a particu lar degree program were asked to indicate their anticipated major Business was th overwhelming choice by 44% of the respondents, followed by social science (14%), math/science (7%), communications (7%), technology (7%), health occupation (6%), humanities/crafts (5%), other (11%), and don't know (5%) (A detaile breakdown of majors is presented in Appendix B, Question 20)

Respondents who indicated they are at least "somewhat likely" to pursue a certificatio program or to obtain a professional license were asked to indicate the type of license c certificate they were likely to obtain As indicated in Appendix B, Question 21, 17% of th respondents did not know what license they wanted to obtain. The most frequentl mentioned licenses and certificates included (1) teaching (13%), (2) real estate (12%), (3 CPA (7%), (4) business/public relations (6%), and (5) law/paralegal (4%)

Respondents who indicated they were likely to take a special interest course were asked to specify the nature of such a course. As indicated in Table 11, humanities/crafts is th most popular area of special interest followed by business (A comprehensive list o individual courses is listed in Appendix B, Question 22)

Table 11

Special Interest Courses

Course Area	Frequency (mentio--)	Percent*
Humanities/Crafts	60	26 9
Business	57	25 6
Communications	33	14 8
Social Science	31	13.9
Technology	22	9 9
Physical Education/Sports	16	7 2
Math/Science	17	7 6
Health Occupation	12	5 4
Other	35	15 7

* Total percent is greater than 100% because some respondents ' ;tioned more than one special interest course

All respondents were asked to indicate the number of courses that they would likel take at a school during the average year As indicated in Table 12, the most popula response was "some" (32%) The average number of courses taken at school is 2 7 As wi be shown in a subsequent section, the average of 2 7 is substantially less than the verag after the idea of cable TV is introduced

Table 1

Average Number of Courses Taken at a School

Number of Courses	Percent
None	32.3
One	11.3
Two	16 3
Three	7.4
Four	11 1
Five	3 9
Six	5.4
Seven	1 0
Eight	4 7
Nine or More	6 0

Mean = 2.7
Standard Deviation = 2 8

•Attending School or Using Cable TV

After respondents were queried about their educational interests and the likelihood of fulfilling their desires, the concept of educational television (i e , cable TV) was introduced Respondents were then questioned about their interests and intentions to determine if the cable concept affected either This section presents the findings of those comparisons

As indicted in Table 13, 35% of the respondents were at least somewhat interested in obtaining a community college degree before the idea of cable television was introduced

Table 13

Interest in Educational Programs Before and After the Introduction of Cable Television

	Very Interested		Somewhat Interested		Not Very Interested		Not at All Interested	
Program	Before Cable	After Cable	Before Cable	After Cable	Before Cable	After Cable	Before Cable	After Cable
Community College	18 9%	24 0%	15 6%	24 4%	15 2%	12 6%	50.4%	39 0%
Four-year College	21 1	24 4	17 5	19 1	14 0	14 6	47 4	42 0
Graduate School	17 0	17 3	14 3	18.0	18 5	17 3	50 1	47 4
Prof. License	15 0	16 1	21 2	20 0	19 2	18 0	44 6	45 9
Certification	13 3	15 3	21 4	19 5	21 4	20 2	43 8	45 1
Special Interest	25 9	28 1	34 7	31 8	11 6	11 9	27 8	28 1

Table 14

Effect of Cable TV on Group Interested in Community College Degrees

After cable was introduced, 48% were at least somewhat interested in obtaining a community college degree. Although the interest level of all consumer groups is significantly affected by cable television, the following groups are most significantly affected

	Percent at Least Somewhat Interested Before Cable	Percent at Least Somewhat Interested After Cable
Skilled Workers	13.1	39.1
Management	20.4	32 7
Housewife	24 6	37 3
Income: Less than $6,000	16 7	33.3
Income: $10-14,999	32.6	46 5
Income. $15-19,999	24 0	36 3
Black Household	40 3	53 2
Female	23 5	32 4

There was also a significant change in interest to pursue a four-year college degree. Prior to introduction of cable availability, 39% of the respondents were at least "somewhat interested" in obtaining a four-year degree. After cable availability was introduced, 43.5% of the respondents were at least "somewhat interested." Significant change in interest came from all groups except females, people aged 35 +, people with an income of $20,000 and people who are currently enrolled in a course.

A significant change in interest to pursue a graduate school degree was also observed with the introduction of the idea of cable TV (31% before vs 35% after). Significant change in interest came from all groups except suburban residents, people aged 25-34, people with income less than $20,000, and people who are currently enrolled in a course. The following groups experienced the largest percent change in interest.

Table 15

Effect of Cable TV on Group Interested in Graduate Degrees

	Percent Interested Before Cable	Percent Interested After Cable
Professional	36 5	47 3
Skilled	34 8	47 8
Management	18.4	28 6
Housewife	21 4	31 8
Black Household	46 8	55 3

Finally, there was no significant change in interest to pursue professional licensing, certification, or special interest courses as a result of cable availability. However, non-whites and males were significantly more interested in taking special interest courses available on cable TV. Although, not conclusive, there is also some indication that the

educational interests of people over 65 (25% before and 39% after cable) and people with less than $6,000 income (39% before vs 61% after) are affected by cable availability

As indicated in Table 19, 36% of the respondents were at least "somewhat likely" to obtain a community college degree prior to introduction of cable availability. After respondents were told about cable availability, 44.6% indicated that they were "likely" to obtain a community college degree. Although change in likelihood to pursue a community college degree was observed among all demographic groups, the ones most affected were as follows

Table 16

	Percent Likely Before Cable	Percent Likely After Cable
Skilled	17.4	43.5
Housewives/Cleric..	26.2	34.9
Age 45-54	11.8	19.6
Income. Under $6,000	11.1	22.2
Income $10,000-14,999	30.2	44.2

After cable availability was suggested to the respondents, 40% were likely to pursue a four-year college degree. Change in likelihood came from all groups except suburban residents, nonwhites, and people currently enrolled in a course. The groups most significantly effected, in terms of change in likelihood, include the following

Table 17

Effect of Cable TV on Group Likelihood to Pursue a Four-year Degree

	Percent Likely Before Cable	Percent Likely After Cable
Skilled	34.8	43.4
Sales	11.4	20.0
Management	32.7	44.9
Income. Less than $6,000	27.8	38.9
Income $10,000-14,999	39.5	53.5
Dallas City Residents	29.4	38.0

Note: although there was not a substantial increase in the overall likelihood level of the $6,000 to $9,999 group, there was an increase in the "very likely" level (22% "very likely" before vs 33% "very likely" after cable)

Similar to the change in interest level, there was also a significant increase in the likelihood of pursuing a graduate study (30% before vs 33% after cable). A significant change in likelihood was observed for the following groups

Table 18

Effect of Cable TV on Group Likelihood to Pursue Graduate Study

	Percent Likely Before Cable	Percent Likely After Cable
Female	35.4	38.2
People with Children	25.8	33.5
Black Households	51.1	59.6
People not Currently Enrolled	19.8	37.1

Note: Although there was not a significant increase in the overall likelihood to pursue graduate study among the $6,000-9,999 income group, there was an increase in the "very likely" category (26% were "very likely" to pursue graduate study before and 48% were "very likely" after cable).

There was also an increase in the percentage of respondents who are likely to pursue four-year college education as a result of its availability on cable TV. As indicated Table 19, 33% of the respondents were at least "somewhat likely" to pursue a four-ye college education prior to their knowledge of the potential availability of such program ming on cable TV.

Table 19

Likelihood of Pursuing Educational Programs Before and After Introduction of Cable Television

	Very Likely		Somewhat Likely		Not Very Likely		Not at All Likely	
Program	Before Cable	After Cable	Before Cable	After Cable	Before Cable	After Cable	Before Cable	After Cable
Community College	18.8%	23.1%	17.5%	21.5%	19.6%	15.4%	44.2%	40.1%
Four-year college	18.5	25.2	14.4	15.1	18.8	16.3	48.4	43.5
Graduate School	16.1	18.1	13.1	14.4	21.8	18.1	49.0	49.4
Prof. License	14.9	15.1	17.6	18.3	22.8	17.5	44.8	49.1
Certification	12.6	14.6	19.3	17.1	24.5	19.8	43.6	48.5
Special Interest	22.9	28.2	32.0	29.6	15.5	11.9	29.8	30.4

Although there was no significant change in likelihood to pursue professional licensin and certification, there was a significant change in likelihood of pursuing special intere courses (23% were "very likely" to take the special interest courses before they we aware of cable and 28% were "very likely" to take special interest courses after cab was introduced). Intentions significantly increased for males, nonwhites, people wi

children, and people not currently enrolled in a course Although not statistically significant, there was also a substantial increase in intentions of the following groups: (1) over 65 age group (from 8% at least "somewhat likely" to 39%); (2) under $6,000 income age group (from 33% at least "somewhat likely" to 61%).

Respondents who are at least "somewhat likely" to pursue an educational program after they were exposed to cable were asked to specify the program. Business was the likely major of most of the respondents (41%) (A detailed list of courses is presented in Appendix B, Question 26.)

Similar to the before-cable response, most of the respondents are likely to pursue the following licences or certificates: (1) teachers certificate (14%), (2) real estate (11%); (3) CPA (9%). (A detailed list is presented in Appendix B, Question 27.)

Most of the respondents are likely to take special interest courses related to either humanities/crafts (23%), business (20%), or the social sciences (11%). (A detailed list is presented in Appendix B, Question 28.)

One of the objectives of the study was to identify the impact of cable on likelihood to take educational courses. Before the idea of cable was presented, respondents indicated that they would take an average of 2 7 courses per year. After they were informed of the possibility of cable availability of courses, respondents indicated that they would take an average of 3.6 courses (1.5 on cable and 2.1 at a school). In fact, 31% of the respondents who indicated that they would not take any courses during the average year changed their response after they were introduced to cable availability.

Changes in the number of courses likely to be taken by various population groups is presented in Tables 14-20

Table 20

Intentions to Take Education Courses: Number of Courses

Number	Before Cable Percent	After Cable Percent	On Cable Percent	At School Percent
None	32.3	22.2	41.9	36.9
One	11.3	5 9	16.0	14.0
Two	16.3	20 7	19.9	17.5
Three	7 4	7 1	7.4	6.9
Four	11 1	12 8	8 4	9.4
Five	3 9	3 5	2.7	3.0
Six	5 4	10 4	2.0	3.9
Seven	1 0	1 7	0 5	1.0
Eight	4 7	5 2	0.5	2.2
Nine or More	6 6	10 8	0.7	5.2
Mean	2 7	3.6	1.5	2.1
Stnd. Dev	2.8	3.0	1.8	2.5

Table 21

Change in Educational Intentions by Occupational Status:
Average Number of Courses

Occupation	Before Cable	After Cable
Professional	2.66	3.23
Unskilled	2.60	3.50
Skilled	2.74	3.78
Sales	2.14	2.83
Management	2.98	4.29
Retired	.76	.76
Housewife/Clerical	2.01	2.98

Table 22

Change in Educational Intentions by Size of Household:
Average Number of Courses

	Before Cable	After Cable
One	2.87	3.44
Two	3.08	3.90
Three	2.29	3.32
Four	2.36	3.04
Five	2.14	3.26
Six or More	3.15	3.95

Table 23

Change in Educational Intentions by Age:
Average Number of Courses

	Before Cable	After Cable
18-24	4.17	5.10
25-34	3.11	4.14
35-44	1.92	2.55
45-54	1.31	1.92
55-64	0.68	1.00
65 or Over	0.54	0.62

Table 24

Change in Educational Intentions by Income:
Average Number of Courses

	Before Cable	After Cable
Less Than $6,000	3.44	4.00
$6,000-$9,999	3.37	4.19
$10,000-$14,999	2.63	3.88
$15,000-$19,999	2.52	3.44
$20,000-$24,999	2.69	3.66
$25,000 and Over	2.63	3.46

Table 25

Change in Educational Intentions by Race:
Average Number of Courses

	Before Cable	After Cable
White	2.46	3 27
Black	3.55	4.38
Spanish	3.55	4.91
Other	3 83	4.58

Table 26

Change in Educational Intentions by Sex:
Average Number of Courses

	Before Cable	After Cable
Male	2.83	3.63
Female	2.49	3.31

Table 27

Change in Educational Intentions by Geographical Area:
Average Number of Courses

	Before Cable	After Cable
Dallas	2.84	3.73
Suburbs	2.45	3.21

Attitude Toward Cable TV As an Educational Medium

In order for the researchers to identify attitudes toward various aspects of the educational process, the respondents were asked to indicate their level of agreement with 10 scaled statements. These statements were developed to ascertain respondent attitude toward (1) the relevance of student interaction, (2) the significance of direct instructor feedback, (3) various aspects of the learning process, and (4) cable TV as an educational medium.

Statements selected to accomplish the identified objectives are presented in Table 28. Responses to these statements help to confirm the apparently positive attitude toward cable TV as an educational alternative (i.e., as previously indicated by the increase in interest toward education and increased likelihood to pursue an educational program after cable was introduced to respondents).

Table 28

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Working with and talking to other students is necessary for education to be effective.	19.7	45.3	8.1	26.1	0.7
High quality educational programs could be offered on cable TV.	13.1	70.2	6.7	9 1	1.0
Instructor feedback is a critical element in the educational process.	23.4	49 8	11 8	14.0	1.0
I prefer to learn at my own pace outside of a formal classroom setting.	11.6	38.2	12 3	35.5	2.5
Offering courses on cable TV is not an effective educational method.	2 0	13.6	22.2	53.7	8.6
TV should only be used as an entertainment medium.	2.0	5 7	5.4	63 1	23 9
Right now, if I wanted to take courses to further my education I would have to take such courses at home on cable TV.	6.2	24.4	5.2	57.6	6 7
I'd be more likely to subscribe to cable TV if it gave me educational opportunities.	13.3	48.5	10.6	25 4	2.2
A degree obtained by cable TV through a local college is not as respectable as one obtained by going to classes at the same college.	3.0	30 5	22.4	40.2	3.9
Cable TV courses would be of a better quality than public TV courses are now.	2 2	34.0	44.3	18.0	1.5

As indicated in Table 28, 83% of respondents agree that high quality education could be offered on cable TV, only 16% agree that cable TV is not an effective educational method, and only 8% of the respondents agree that TV should be used only as an entertainment medium. In addition, 62% of the respondents indicated that they would be more likely to subscribe to cable TV if it gave them educational opportunities, 50% prefer to learn at their own pace, and 31% would be unable to pursue an educational program unless courses were offered at home on cable TV. Also, relative to perceived quality of programming, 36% either "agreed" or "strongly agreed" that quality of cable TV programs would be better than the current quality of public TV courses.

Although consumer response to the prospects of cable TV as an educational medium is favorable, there are several problems as perceived by consumers. First, 65% believe that working with and talking to other students is necessary for education to be effective. Second, 34% of the respondents agree that a degree obtained through cable TV at a local college would not be as respectable as one obtained by going to classes at the same college.

Demographic Characteristics Of Respondents

Fifty-four percent of the respondents reside in Dallas while 44% reside in a suburban city. Two percent of the respondents refused to indicate the location of their residence. (A detailed list of the various samples is presented in Appendix B, Question 33.)

As indicated in Table 29, 18% of the respondents are professional, 12% are unskilled, 6% are skilled, 9% are sales-people, 12% are managers, 1% are farmers or farm related, 7% are students, 4% are retired, 15% are housewives, and 15% are secretarial/clerical. (See Appendix B, Question 37.)

Table 29

	Percent
Professional	18.2
Unskilled	11.8
Skilled	5.7
Sales	8.6
Management	12.1
Farming	1.0
Student	7.1
Retired	4.2
Housewife	14.5
Clerical	14.5
Other	3.0

Other demographic characteristics are presented in Tables 30-34

Table 30

Age

	Frequency	Percent
18-24	93	22.9
25-34	145	35.7
35-44	85	20.9
45-54	51	12.6
55-64	19	4.7
65 and Over	13	3.2

Table 31

Size of Household

	Frequency	Percent
One	62	15.3
Two	128	31.5
Three	91	22.4
Four	70	17.2
Five	35	8.6
Six	10	2.5
Seven	6	1.5
Eight	2	0.5
Nine or More	2	0.5

Table 32

Number of Children Under 18 Living at Home

	Frequency	Percent
None	210	51.7
One	76	18.7
Two	75	18.5
Three	28	6.9
Four	6	1.5
Five	4	1.0
Six	0	0.0
Seven	1	0.3
No Response	6	1.5

Table 33

Race of Household

	Frequency	Percent
White	333	82.0
Black	47	11.6
Spanish	11	2.7
Other	12	3.0
No Response	3	0.7

Table 34

Household Income

	Frequency	Percent
Less than $6,000	18	4.4
$6,000-$9,999	27	6.7
$10,000-$14,999	43	10.6
$15,000-$19,999	75	18.5
$20,000-$24,999	64	15.8
$25,000 or Over	147	36.2
No Response	32	7.9

Appendix A

Study Questionnaire

TRG STUDY AMR-001

INTERVIEWER ... DATE . SEQ NO

TIME: START ... END TEL. NO

SEX

MALE 1
FEMALE 2

Hello, I'm ..... of TRG, research consultants. We are taking an important survey about higher education among (CHECK QUOTA) people/women/men over 18 in the Dallas area. (CHECK AGE. IF NOT OVER 18, ASK TO SPEAK TO PERSON/WOMAN/MAN WHO *IS* OVER 18.)

1. (RECORD SEX)	Male	1
	Female	2
2. What is your current level of education? (READ LIST)	Some high school	1
	Completed high school	2
	Some college	3
	Completed community junior college degree	4
	Completed four year college degree	5
	Some graduate work	6
	Completed graduate degree	7
	Other (SPECIFY)	
3. Are you or will you be enrolled in any educational courses, classes or seminars this month?	Yes	1
	No (SKIP TO Q 11)	2
4. Are those courses, classes, or seminars being held (READ LIST)	on campus	1
	in a learning center such as the public library or YMCA	2
	on television	3
	on radio	4
	other (SPECIFY)	5

5 Do you plan to apply these courses toward a degree program?

Yes . . . . . .
No (SKIP TO Q. 8) . . . . . .

6. What kind of degree? (READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)

Community junior college degree . . .
Four year college degree . . . . . .
Graduate degree . . . . . .
Other (SPECIFY) . . .

7 What major or concentration?

8 Are these courses ones which lead to a special certificate or professional license?

Yes
No (SKIP TO Q 10)

9 What kind of certificate or license?

10 (IF "YES" TO DEGREE, CERTIFICATE, OR LICENSE) Do you have any reasons for taking these courses? (PROBE) What other reasons?

(IF "NO" TO DEGREE, CERTIFICATE, OR LICENSE.) What courses are you tal What are your reasons for taking these courses? (PROBE) What other reason

11. During 1979 were you enrolled in any educational courses, classes or seminars (IF "YES" TO Q. 3: other than the ones you are enrolled in this month)?

Yes 1
No (SKIP TO Q. 18) 2

12. Did you apply those courses to a degree program?

Yes 1
No (SKIP TO Q. 15) 2

13. What kind of degree? (READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)

Community junior college degree 1
Four year college degree 2
Graduate degree 3
Other (SPECIFY) 4

14. What major or concentration?

15. Were these courses ones which led to a special certificate or professional license?

Yes 1
No (SKIP TO Q. 17) 2

16. What kind of certificate or license?

17. (IF "YES" TO DEGREE, CERTIFICATE, OR LICENSE:) Did you have any other reasons for taking these courses? (PROBE:) What other reasons?

(IF "NO" TO DEGREE, CERTIFICATE, AND LICENSE:) What courses did you take? What were your reasons for taking these courses? (PROBE:) What other reasons?

18. (SLOW)

Now, I would like you to think about any educational plans you may have for the future. I am going to read you a list of educational programs and courses offered by Dallas area schools and colleges, and I would like you tell me how much interest you have in taking them. For each program or course I read, please tell me if you are "very interested," "somewhat interested", "not very interested", or "not at all interested" in taking that program or course (READ LIST)

		VERY	SOME-WHAT	NOT VERY	NOT AT ALL
(READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)	A community junior college degree	1	2	3	4
	A four year college degree	1	2	3	4
	A graduate degree	1	2	3	4
	A program leading to a professional license	1	2	3	4
	A program leading to certification	1	2	3	4
	Special interest courses	1	2	3	4

19 And, will you be "very likely," "somewhat likely," "not very likely," or "not at all likely" to attend a school or college to pursue . (READ LIST)

		VERY	SOME-WHAT	NOT VERY	NOT AT ALL
(READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)	A community junior college degree	1	2	3	4
	A four year college degree	1	2	3	4
	A graduate degree	1	2	3	4
	A program leading to a professional license	1	2	3	4
	A program leading to certification	1	2	3	4
	Special interest courses	1	2	3	4

20. (IF RATING OF "VERY/SOMEWHAT" GIVEN TO DEGREE PROGRAM(S) IN Q. 19:)

What major of concentration would that degree be in?

21. (IF RATING OF "VERY/SOMEWHAT" GIVEN TO CERTIFICATE OR LICENSE IN Q. 19:)

What type of certificate or license?

22. (IF RATING "VERY/SOMEWHAT" GIVEN TO SPECIAL INTEREST COURSES IN Q. 19:)

What types of special interest courses?

23. About how many courses of *any* type will you take during an average year?

24. (SLOW:) As you may know, about 30 channels of cable television will be offered to a Dallas area residents in the future for a cost of about $7 to $10 per month. Education programs sponsored by local schools and colleges will be shown on several cable TV channels at convenient times.

Again think about any educational plans you have for the future I am going to reread you the list of educational programs and courses. Now suppose you have the option of taking any individual course either in class or using cable TV.

(FOR EACH PROGRAM OR COURSE:) Would you be "very interested," "somewhat interested," "not very interested," or "not at all interested" in taking (*PROGRAM OR COURSE*) if you have the option of taking any individual course in the classroom or using cable TV

		VERY	SOME-WHAT	NOT VERY	NOT AT
(READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)	△ A community junior college degree	1	2	3	4
	○ A four year college degree	1	2	3	4
	□ A graduate degree	1	2	3	4
	A program leading to a professional license	1	2	3	4
	A program leading to certification	1	2	3	4
	Special interest courses	1	2	3	4

25. (FOR EACH PROGRAM OR COURSE)

And, if you have the option of taking an individual course, either in the classroom using cable TV, would you be "very likely," "somewhat likely," "not very likely," "not at all likely" to take (*PROGRAM OR COURSE*)?

		VERY	SOME-WHAT	NOT VERY	NOT AT ALL
(READ LIST STARTING WITH *CURRENT* LEVEL OF EDUCATION)	△ A community junior college degree	1	2	3	4
	○ A four year college degree	1	2	3	4
	□ A graduate degree	1	2	3	4
	A program leading to a professional license	1	2	3	4
	A program leading to certification	1	2	3	4
	Special interest courses	1	2	3	4

26. (IF "VERY/SOMEWHAT" GIVEN TO DEGREE(S) IN Q 25)

What major of concentration would that degree be in?

_____

_____

_____

27. (IF "VERY/SOMEWHAT" GIVEN TO CERTIFICATE/LICENSE IN Q. 25:)

What type of certificate or license?

28. (IF "VERY/SOMEWHAT" GIVEN TO SPECIAL INTEREST COURSES IN Q. 25:)

What types of special interest courses?

(ASK QUESTIONS 29, 30A, AND 30B IF "VERY/SOMEWHAT" TO ANY OF THE ABOVE PROGRAMS OR COURSES IN Q.25. ROTATE QUESTIONS 30A AND 30B.

29.a ____ If you have the option of taking any individual courses, either in class or using Cable TV, how many courses of any type would you take during the average year? #

(ROTATE)

29.b ____ During an average year, how many courses of *any* type will you take using the cable? #

30. ____ During an average year, how many courses of *any* type will you take at a school? #

31. Are you aware of any college courses currently being offered on public television in Dallas? Yes ..... No .....

32.

I am going to read you a series of statements. For each statement indicate whether you "strongly agree," "agree," "disagree," "strongly disagree" or "neither agree or disagree" with the statement.

(READ LIST. ROTATE LIST)

(ROTATE)	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
_____ A. Working with and talking to other students is necessary for education to be effective.	1	2	3	4	5
_____ B. High quality educational programs could be offered on cable TV.	1	2	3	4	5
_____ C. Instructor feedback is a critical element in the educational process.	1	2	3	4	5
_____ D. I prefer to learn at my own pace outside of a formal classroom setting.	1	2	3	4	5
_____ E. Offering courses on cable TV is not an effective educational method.	1	2	3	4	5
_____ F. TV should only be used as an entertainment medium.	1	2	3	4	5
_____ G. Right now, if I wanted to take courses to further my education I would have to take such courses at home on cable TV.	1	2	3	4	5
_____ H. I'd be more likely to subscribe to cable TV if it gave me educational opportunities.	1	2	3	4	5
_____ I. A degree obtained by cable TV through a local college is not as respectable as one obtained by going to classes at the same college.	1	2	3	4	5
_____ J. Cable TV courses would be of a better quality than public TV courses are now.	1	2	3	4	5

Finally, I'd like to ask you a few questions for classification purposes only.

48

33. What city or suburb do you live in? _____

34. Into which of the following groups does your age fall?
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or over

35. Including yourself, how many people are living in your household? # _____ (IF "1" SKIP TO Q.3

36. How many children under age 18 are living at home with you at the present time. #

37. What is your occupation (IF "SELF-EMPLOYED," PROBE:) Could you please be a little more specific. _____

38. *Strictly* for classification purposes only, would you describe your household as a . . .
- Caucasian household
- Black household
- or Spanish household
- (DO NOT READ) Other household (SPECIFY) _____

39. Which of the following best describes your family's total annual income?
- Less than $6,000
- $6,000 but less than $10,000
- $10,000 but less than $15,000
- $15,000 but less than $20,000
- $20,000 but less than $25,000
- $25,000 or over
- (DO NOT READ) REFUSED

Thank you *very* much for your time!!!

Appendix B
Selected Responses: Frequency Data

QUESTION 7
PRESENT EDUCATION-MAJOR FIELD OF STUDY

Response	Frequency	Percent
1. Business/Mgmt/Marketing	15	31.3
2. Engineering	4	8.3
3. Electronics	3	6.3
4. Accounting/Finance	3	6.3
5. Architecture/Drafting	2	4.2
6. Theology	2	4.2
7. Literature/English	2	4.2
8. General Studies	2	4.2
9. Art	2	4.2
10. Computer Science	2	4.2
11. Sociology/Political Science	2	4.2
12. Medical Doctor	1	2.1
13. Nursing	1	2.1
14. Psychology	1	2.1
15. Drama	1	2.1
16. Auto Technician/Mechanic	1	2.1
17. Biology/Science	1	2.1
18. Don't Know	1	2.1
19. Education	1	2.1
20. Economics	1	2.1

QUESTION 9
PRESENT EDUCATION-KIND OF CERTIFICATE OR LICENSE

Response	Frequency	Percent
1. Real Estate	4	11.4
2. TV Repair/Elec. Technician	3	8.6
3. Minister	2	5.7
4. CPA	2	5.7
5. CPCU	2	5.7
6. Nursing	2	5.7
7. Teaching	2	5.7
8. Associate Drafting	2	5.7
9. Law	2	5.7
10. Engineering	2	5.7
11. Don't Know	1	2.9
12. Life Saving	1	2.9
13. Appraisal	1	2.9
14. M.D.	1	2.9

QUESTION 9 (Cont.)

Response	Frequency	Percent
15. Architectural	1	2.9
16. FCC	1	2.9
17. Financial Planning Cert.	1	2.9
18. Certified Mechanic	1	2.9
19. Social Worker/Licensed	1	2.9
20. Performance Award	1	2.9
21. Banking	1	2.9
22. Business/Management	1	2.9

QUESTION 10(B)

PRESENT EDUCATION-COURSES AND REASONS

Courses

Response	Frequency	Percent
1. Accounting/Finance	6	17.7
2. Marketing/Mgmt/Bus.	5	14.7
3. Psychology	3	8.8
4. Computer Science	3	8.8
5. Science/Chemistry/Physics	3	8.8
6. English/Language/Reading	2	5.9
7. Math/Statistics	2	5.9
8. Economics	1	2.9
9. First Aid	1	2.9
10. Human Relations	1	2.9
11. Communications	1	2.9
12. Playwriting	1	2.9
13. Literary Criticism	1	2.9
14. Drama	1	2.9
15. Foreign Language	1	2.9
16. Education	1	2.9
17. Engineering	1	2.9

Reasons

Response	Frequency	Percent
1. Enjoyment	8	23.5
2. Improve Job Position	7	20.6
3. Graduation Required	6	17.7
4. New Job	4	11.8
5. Self Improvement	4	11.8
6. More Money	3	8.8
7. Refresher Course	2	5.9

QUESTION 14
PAST YEAR'S EDUCATION-MAJOR FIELD OF STUDY

Response	Frequency	Percent
1. Business/Marketing/Mgmt.	14	24.1
2. Sociology/Demography/ Criminology	5	8.6
3. Engineering	4	6.9
4. Architecture/Interior Design	3	5.2
5 Art	3	5.2
6. Accounting/Finance	3	3.5
7. Theology	2	3.5
8. Nursing	2	3.5
9 Biology/Science	2	3.5
10 Literature/English	2	3.5
11 Drama/Theater/Fine Art	2	3.5
12. Don't Know	2	3.5
13. Computer Science	2	3.5
14. General Studies	1	1.7
15. French/Language	1	1.7
16. Medicine/Doctor	1	1.7
17 Speech Communication	1	1.7
18. Broadcast	1	1.7
19. Electronics	2	3.5
20 Archaelogy	1	1.7
21. Psychology	1	1.7
22 Education	1	1.7
23 Economics	1	1.7
24 History	1	1.7

QUESTION 16
PAST YEAR'S EDUCATION-KIND OF CERTIFICATE OR LICENSE

Response	Frequency	Percent
1 Real Estate Broker	10	20.0
2. Nurse/Dental Assistant	4	8.0
3 TV or Auto Repair/Elec	4	8.0

QUESTION 16 (Cont.)

Response	Frequency	Percent
4. CPA	3	6.0
5. Architectural/Interior Design	3	6.0
6. Teaching	3	6.0
7. Engineering	3	6.0
8. Ministerial	2	4.0
9. CLU	2	4.0
10. Computers	2	4.0
11. Law	2	4.0
12. Finance/Business	2	4.0
13. Appraisal	1	2.0
14. MD	1	2.0
15. Banking Certificate	1	2.0
16. Speech/Hearing	1	2.0
17. Reservoir Analyst	1	2.0
18. Don't Know	1	2.0
19. Assn. of Demog.-Prof. Demo	1	2.0
20. Licensed Social Worker	1	2.0
21. Performance Award	1	2.0
22. Associates	1	2.0

QUESTION 17
PAST YEAR'S EDUCATION-COURSES AND REASONS

Courses

Response	Frequency	Percent
1 Marketing/Management	12	11.2
2. English	11	10.3
3. Acc./Finance/Bookkeeping	10	9.4
4. Psychology	6	5.6
5. Art	5	4.7
6. Math	5	4.7
7. Engineering	5	4.7
8. French/Foreign Language	3	2.8
9. Anthropology/Sociology	4	3.7
10. Music/Dance	3	2.8
11. Physical Education	3	2.8
12. Economics	3	2.8
13. Physics/Biology/Chem/Ecol	7	6.5
14. Bible Study/Theology	2	1.9
15. Electronics/Technical	2	1.9
16. Yoga	2	1.9
17. Linguistics/Language	2	1.9

QUESTION 17 (Con't.)

Response	Frequency	Percent
18. History	2	1.9
19. Education	2	1.9
20 Typing/Business Ed	2	1.9
21 Government	2	1.9
22 Computer Science	2	1.9
23. Hospital/Nursing	2	1.9
24. Auto Repair	2	1.9
25 Seminar/Employee Selection	1	0.9
26. Philosophy	2	2.0
27 Speech	1	0.9
28. Literature	1	0 9
29 Ethics	1	0 9
30 Drafting	1	0.9
31. Truck Driving	1	0.9

Reasons for Taking Courses

Response	Frequency	Percent
1. Job Improvement	22	32.4
2 Enjoyment	16	23.5
3 Self Improvement	11	16.2
4 Required/Education	7	10.3
5 More Money	5	7.4
6 Change Jobs/New Job	5	7 4
7 Technical/Trade Scl Degree	1	1.4
8 Company Paid for it	1	1 4

QUESTION 20
FUTURE CLASSROOM EDUCATION-MAJOR FIELD OF STUDY

Response	Frequency	Percent
1 Business/Mgt/Marketing	53	27 8
2 Don't Know	14	7 3
3 Education	13	6 8
4 Acc./Finance/Banking	13	6 8
5 Engineering	9	4 7
6 Science/Chem/Biology/Hort	7	3 7
7 Sociology	7	3 7
8. Theology	6	3 1
9 Medicine	6	3 1
10 Art	6	3 1
11. Computer Science	6	3 1
12 Law	5	2 6

QUESTION 20 (Cont)

Response	Frequency	Percent
13. Psychology	5	2.6
14. Literary Science/Eng/Journ	5	2.6
15 Electronics	4	2.1
16. Nursing/Therapy	4	2.1
17. Photography	3	1.6
18 Architecture/Drafting	3	1.6
19 Public Adm/Political Science	3	1.6
20 Real Estate	3	1.6
21 Music	2	1.1
22 Hospital Administration	2	1 1
23 Business Ed/Secretarial	2	1.1
24 Repair/Auto	2	1 1
25 Broadcasting/Speech	2	1 1
26 Economics	2	1.1
27 Archaeology	1	0.5
28 Law Enforcement	1	0.5
29 Food Management	1	0 5
30 Foreign Language	1	0.5

QUESTION 21
FUTURE CLASSROOM EDUCATION-KIND OF CERTIFICATE OR LICENSE

Response	Frequency	Percent
1 Don't Know	28	17.1
2. Teaching	21	12.8
3 Real Estate	20	12.2
4 CPA	12	7 3
5 Business/Public Relation	10	6.1
6 Law (JD)/Paralegal	7	4.3
7 Engineering	6	3 7
8 Psychological Counseling	5	3 1
9 Comp Science/Programming	4	2.4
10 MD/Pharmacy	4	2.4
11 Nursing	4	2.4
12 TV Repair/Electronics	3	1.8
13 Art	3	1.8
14 Certified Mechanic	3	1.8
15 FCC/Broadcasting/Comm	4	2.4
16 Botany/Florist/Hort	2	1.2
17 CLU	2	1.2
18 CPCU	2	1.2
19 Tax Consulting	2	1.2

QUESTION 21 (Cont.)

Response	Frequency	Percent
20. Minister	2	1.2
21. Appraisal	2	1.2
22. Pilots	2	1.2
23. Architecture	1	0.6
24. Resp. Thpy (cert)/Physical	3	1.8
25. Secretarial Administrative	1	0.6
26. Drafting	1	0.6
27. Archaelogy	1	0 6
28. Peace Officer	1	0.6
29. Court Reporter	1	0.6
30. Social Welfare	1	0.6
31 Beautician	1	0.6
32 Food Management	1	0.6
33. Music	1	0.6
34 Superintendant	1	0.6
35. Banking	1	0 6
36. Photography	1	0 6

QUESTION 22

FUTURE CLASSROOM EDUCATION-SPECIAL INTEREST COURSES

Response	Frequency	Percent
1. Art/Craft	26	9.1
2 Business/Mgt./Marketing	22	7.7
3. Music/Dance	21	7 3
4 Other Recreation/Sports	18	6.3
5. Finance/Acctg/Inv/Banking	15	5.2
6 Photography	12	4 2
7 Computer Science	12	4.2
8 Manual Arts/Woodworking/ Home Imprmt/Glass Stain/ Foral Design/Needlepoint	14	4.9
9. Family/Marriage Sociology/Anthropology	10	3 5
10 Home Ec/Sewing/Food Oriented/ Tailor	10	3 5 3.2
11 Foreign Language	9	2.8
12. Scuba/Water Sports	8	2 8
13 Psychology	8	2.5
14 Soc Sci/Gov't/History/Geo	7	2 8
15 Secretarial	8	2 1
16 Electronics/Physics	6	2 1

QUESTION 26 (Cont.)

Response	Frequency	Percent
13. Library Science	4	1.8
14. Psychology	4	1.8
15. Law	4	1.8
16. Photography	3	1.4
17 Architecture/Drafting	3	1 4
18. Electronics	3	1.4
19. Public Administration	3	1.4
20. Nursing	3	1 4
21. Repair/Auto	3	1.4
22. Economics	2	0.9
23 Secretarial/Bus. Education	2	0.9
24. Broadcasting/Speech	2	0 9
25. Political Science	2	0.9
26. Liberal Arts	1	0.5
27 Respiratory Therapy	1	0.5
28 Archaeology	1	0.5
29. Law Enforcement	1	0.5
30 Food Management	1	0.5
31 Foreign Language	1	0.5
32 Horticulture	1	0.5
33. Music	1	0.5

QUESTION 27

FUTURE TV AND CLASSROOM EDUCATION-KIND OF CERTIFICATE OR LICENSE

Response	Frequency	Percent
1 Don't Know	24	15.7
2. Teachers Certificate	22	14.4
3 Real Estate	16	10 5
4. CPA	13	8.5
5 Engineering 8		5.2
6. Business	8	5 2
7. Law (JD)	7	4.6
8 Computer Programming	4	2 6
9 Nurse/Medical Technician	4	2 6
10. MD/Pharmacy	4	2.6
11 Appraisal	3	2 0
12. Physical Therapy	3	2.0
13. FCC/Broadcasting/Comm	3	2.0
14. Certified Mechanic	3	2.0
15 CPCU	2	1.3
16. Repair/TV/Electronics	2	1.3
17 Architectural/Interior Design	2	1.3

QUESTION 22 (Cont.)

Response	Frequency	Percent
17. Real Estate	6	2.1
18. Repair/Auto/TV/Appliances	6	2.1
19. Botany/Horticulture	6	2.1
20. Science	6	1.8
21. General Self Improvement	5	1.8
22. Archaeology/Geology	5	1.8
23. Med Ethics/Nursing/Therapy	5	1.4
24. Theology	4	1.4
25. Math	4	1.4
26. Theater/Dance	4	1.4
27. Education	4	1.1
28. Speech	3	1.1
29. Law	3	0.7
30. English/Lit/Creative Wrtg	2	0.7
31 Law/Fire Enforcement	2	0.7
32. Economics	2	0.7
33. Broadcasting	2	0.7
34 Driving Instruction	2	0.7
35. Philosophy	2	0.7
36. Architecture/Drafting	1	0.4
37. Research	1	0.4
38. Gemology	1	0.4
39. Oceanography	1	0.4
40. Astronomer	1	0.4
41. Landscpg Dsn/Interior Dsn	1	0.4
42. Insurance	1	0.4

QUESTION 26
FUTURE TV AND CLASSROOM EDUCATION-MAJOR FIELD OF STUDY

Response	Frequency	Percent
1 Business/Management	68	30.6
2 Don't Know	23	10 4
3 Education	17	7 7
4 Engineering	12	5.4
5 Accounting/Finance	11	5.0
6 Art	9	4.1
7. Sociology/Fam/Criminology	8	3 6
8. Science/Chemistry	7	3.2
9 Medicine/Pharmacy	6	2.7
10 Real Estate	5	2.3
11 Theology	5	2.3
12. Computer Science	5	2 3

QUESTION 27 (Cont.)

18. Beautician	2	1.3
19. Horticulture	2	1.3
20. Social Welfare	2	1.3
21. Psychological Counseling	2	1.3
22. Banking	2	1.3
23. Hospital/School Admin	2	1.3
24. Art	2	1.3
25. Music	1	0.7
26. Pilots	1	0.7
27. Minister	1	0.7
28. Stock Broker	1	0.7
29. Photography	1	0.7
30 Tax Consulting	1	0.7
31. Secretarial	1	0.7
32. Peace Officer	1	0.7
33. Insurance	1	0.7
34. Drafting	1	0.7
35. Archaeology	1	0.7

QUESTION 28

FUTURE TV AND CLASSROOM EDUCATION

SPECIAL INTEREST COURSES

Response	Frequence	Percent
1. Arts/Crafts//Sculpture	34	11.6
2 Bus/Mgmt/Marketing	24	8 2
3 Accounting/Finance	19	6.5
4. Recreation/Sports	18	6.2
5. Music/Dance	15	5.1
6. Family/Marriage/ Sociology/Anthropology/	14	4.8
7 Manual Arts/Woodworking/ Glass Stain/Ceramic/Home Imprmt/Needlepoint/Metal	13	4.4
8. Language/Foreign	13	4.4
9. Eng/Lit/Read/Creat-Write	13	4.4
10. Hm Ec/Cook/Sewing/Tailor	12	4.1
11. Photography	11	3.8
12. Science/Bio/Geology	8	2.7
13 Computer Science	7	2.4
14. Psychology	7	2.4
15 Math	6	2.1
16. Scuba/Water Sports	6	2.1
17 Repair/Auto/TV	6	2.1

QUESTION 28 (Cont.)

18.	Social Science/Geog Gov't/Hist/Hum	6	2.1
19	Electronics/Physics	5	1.7
20	Secretarial	5	1.7
21.	Theatre/Dance	4	1.4
22	Real Estate	4	1.4
23.	Law	3	1.0
24	Theology	3	1.0
25	Med Eth/Death-Dying/Nrsg	3	1.0
26.	Horticulture	3	1.0
27	Speech	3	1.0
28.	Landscape/Int. Design	3	1.0
29	Medicine	3	1.0
30	Engineering	2	0.7
31	Law/Fire Enforcement	2	0.7
32	Education	2	0.7
33	Philosophy	2	0.7
34	Broadcasting	2	0 7
35	Economics	2	0.7
36	Forestry	2	0.7
37	Architectural	1	0.3
38	Research	1	0.3
39	Personal Development	1	0.3
40	Geneology	1	0.3
41	Counseling	1	0.3
42.	Bartending	1	0 3
43	Archaeology	1	0.3
44	Insurance	1	0.3

QUESTION 33
RESIDENCE OF RESPONDENT

Response		Frequency	Percent
1	Dallas	220	54.5
2	Garland	24	5 9
3	Irving	24	5 9
4	Richardson	22	5 5
5	Mesquite	18	4.5
6	Grand Prairie	17	4.2
7	Plano	16	4 0
8	Carrollton	8	2 0
9	Arlington	8	2.0
10	Duncanville	6	1 5

QUESTION 33 (Cont.)

Response	Frequency	Percent
11. Lewisville	5	1.2
12. Pleasant Grove	5	1.2
13. Farmers Branch	4	1.0
14. Seagoville	3	0.7
15. Fort Worth	3	0.7
16. Balch Springs	3	0.7
17. DeSoto	3	0 7
18. Hutchins	3	0.7
19. Addison	2	0.5
20. Euless/Hurst	2	0.5
21. Mansfield	2	0.5
22. Flower Mound	1	0 3
23. Lancaster	1	0.3
24. Wiley	1	0.3
25 Forney	1	0.3
26 Cedar Hill	1	0.3
27. Coppell	1	0.3

QUESTION 37
OCCUPATION OF RESIDENTS

1. Professional Engineer/Science/Adv/ Accounting/Law/Pilot/ Medicine/Designer/Educator/ Musician/Social Worker/Artist/ Librarian/Actuary/Draft	74	18 2
2. Housewife	59	14 5
3 Secretary/Clerical/Orderly/ Reservationist	56	13 8
4. Management/Official/Owner	49	12 1
5. Unskilled Truck Driver/Construction/Store Clerk/Warehousing/Biker Baby Sitter/Painter	48	11 8
6 Sales	35	8.6
7 Student	29	7 1
8. Skilled Mechanic/Technician/Machinist Tailor/Draftsman/Dental Asst / Beautician/Lab Insp/Ins. Adj	23	5 7

QUESTION 37 (Cont.)

Response	Frequency	Percent
9. Retired	17	4.2
10 Other	12	3 0
11. Farming/Farm Related	4	1.0

Appendix C

Program Content Divisions

BUSINESS—Finance, Accounting, Marketing, Management, Economics. Business Education, Secretarial, Typing, Computer Science, Food Management, Real Estate, Insurance, Public Administration.

COMMUNICATIONS—English, Literature, Journalism, Photography, Speech, Foreign Language, Liberal Arts, Reading, Creative Writing, Broadcasting, Library Science.

HEALTH OCCUPATIONS—Medicine, Nursing, Dental Hygiene, Pharmacist, Physical Therapy, Respiratory Therapy, Death and Dying

HUMANITIES/CRAFTS—Philosophy, Ethics, Art, Craft, Drama, Theater, Dance, Music, Manual Arts, Woodworking, Ceramics, Glass Staining, Floral Design, Needlepoint, Home Economics, Cooking, Sewing

MATH/SCIENCE—Astronomy, Biology, Chemistry, Math, Geology, Engineering, Physics, Archaeology

PHYSICAL EDUCATION/SPORTS—Yoga, Scuba, Skiing, Swimming.

SOCIAL SCIENCE—Anthropology, Psychology, Government, History, Sociology, Social Work, Religion, Theology, Political Science, Law, Family and Marriage

TECHNOLOGY—Horticulture, Botany, Electronics, Auto Repair, TV Repair, Drafting, Architecture, Landscape Design, Driving Instruction, Forestry, Interior Design, Gemology

OTHER—Education, Law Enforcement, Fireman, Research, Personal Development, Counseling, Bartending

DON'T KNOW

BIOGRAPHICAL SKETCHES

Ralph Lee Smith

Since the early 1970s, Ralph Lee Smith has been heavily involved in researchi writing, and speaking on the topic of cable television. He has served as a telecommuni tions consultant for such agencies as the American Association of State Colleges a Universities, The Office of Technology Assessment, U S Congress; and the Natior Telecommunications and Information Administration Author of *The Wired Nation*, is widely sought as a frank and knowledgeable authority on the past, present, and futu of communication technology in general, and cable and pay television in particular. He presently Director of Communications Programs for Technology and Economics, Inc., a Head of T&E's Washington, D C , office

Jeffry Savitz

After receiving his undergraduate degree in engineering from Columbia Universi Mr. Savitz completed his graduate work at the Wharton School where he was an structor. His business experience includes managerial positions in research with C and Pfizer. He is currently Director of Research for The Richards Group, a Dallas-bas advertising agency, and Instructor at the University of Dallas

Joe L. Welch

A graduate of several North Texas institutions, Mr Welch completed his PhD business at North Texas State University He has served as regional vice president for t Sales Corporation of America and is presently associate professor of marketing at t University of Dallas. His most recent publications include a book, *Marketing Law*, pioneer work in the field, and he anticipates publication in 1981 of *Dynamic Sales For Management*