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ABSTRACT

This paper argues that community colleges can increase their enrollment by offering 5-week courses that cover the same material as 15-week courses. Changing how they schedule classes will help community colleges to meet the changing needs of the students they serve. The paper analyzes the University of Phoenix (UP) (Arizona), which serves a part-time student population similar to that of a community college, as a model for the alternative course structure. At UP, students attend classes one night a week for 50 weeks of the year and accumulate a total of 30 credit hours, compared with the 12 to 16 credit hours that would be accumulated at that rate in a community college. Enrollment at UP is growing by 20% to 25% a year, while the rest of higher education grows at a 1% to 2% annual rate. UP is attempting to recruit community colleges to funnel their working students to UP programs once they have earned an associate degree at the community college. Critics are particularly concerned about the high number of UP's part-time faculty members, and the limited access to faculty for students. (Contains 176 references.) (NB)

"The Five-Week Class of the University of Phoenix Corporate Model Can be Utilized by Community Colleges."

by

David Paul Bugay

Project Demonstrating Excellence

Submitted in Partial Fulfilment for the Degree of

Doctor of Philosophy in Organizational Behavior with

Specialization in Higher Education Administration

Arlene Sacks, Ed.D. Core Faculty

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ABSTRACT

Community colleges must change how they schedule classes to meet the changing needs of the students they serve. Institutions like the University of Phoenix have developed alternative schedules and grow at annual rates of 20 to 25 percent while the rest of higher education grows at one percent to two percent annually. The University of Phoenix is the largest of the for-profit institutions.

Students are more satisfied with classes that meet for five weeks than traditional programs where classes meet for fifteen weeks. Students are willing to pay higher tuition dollars, attend school year around, and work outside the classroom to meet demands placed upon them for an accelerated program. Most faculty members at the University of Phoenix are part-time or practitioner faculty. A degree can be completed in less than one-half the time as a traditional educational program. Students are interested in reducing their time spent in the classroom even though the tuition rate is four times the national average for two-year colleges and twice the average for a four-year college.

University of Phoenix students are working adults, 23 years of age or older and employed full time. Survey results indicate these students want an accelerated degree with a quality reputation. They show a strong loyalty to accelerated programing even when not fully satisfied with everything at the University of Phoenix. If given a choice for future formal degree programs they would overwhelmingly choose accelerated programs over traditional programs. The adult learner at the University does not attend for sports programs, the use of the gymnasium, the pool, the student center, the library, or spacious campuses. They attend for a quality accelerated degree.

Final conclusions include that community colleges can develop and implement an accelerated program through partnership with the University of Phoenix or on their own. These programs should be geared to working adults and use a modularized curriculum. Facilities, full time faculty, lecture style classes, and extensive scheduling are not necessary for drawing the adult learner. Listening to the desires and needs of students is an effective method to grow as a college or university.

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Chapter 1: The Purpose of this Dissertation

Introduction and Background

Higher Education is changing from the idealistic expectations as stated by Clark Kerr (1995, p. 71) from the book, *The Uses of the University*:

> "When one looks inward toward the Ivory Towers, he sees a different 'looking glass' land. Here, to get somewhere, you must run twice as slowly. This is as it must be. The university, as an institution, needs to create an environment that gives to its faculty members:
>
> - A sense of stability - they should not fear constant change that distracts them from their work
> - A sense of security - they should not worry about the attacks against them from outside the gate
> - A sense of continuity - they should not be concerned that their work and the structure of their lives will be greatly disrupted
> - A sense of equity - they should not be suspicious that others are being treated better than they are"

The world of thinkers as idealized by Kerr and others in academia exists as a utopia for a select few. The reality of higher education is that change is the expectation rather than the exception. James Stukel, President of the University of Illinois, spoke at the National Association of State Universities and Land-Grant Colleges 1998 Extension Directors' Meeting (Stukel, 1998, February 19). He illustrates the incredible rate at which computing is changing and how this one facet is affecting higher education:

> " . . in 1993, the Web-browser Mosaic was created, also at NCSA on our Urbana campus. Mosaic was later incorporated into Netscape Navigator and Microsoft Internet Explorer. Now, barely five years later, roughly 80 to 100 million people have access to the Web through these software programs. In that time, we went from nearly zero access to access for some 100 million people."

Stukel says this incredible market penetration of the Internet in such a short period

of time should be a wake-up call. This change tells those in higher education that something is happening and if higher education institutions do not lead technology development in education, others will.

Stukel elaborates on eight major strategic issues involving academic programs that should concern all in higher education. These are (1998, February 19):

- The basic matters of access to higher education
- The qualities of teaching, learning, research, and scholarship
- The increasing needs for lifelong learning
- The internationalization of education and commerce
- The responsiveness of our public service outreach to societal issues
- The faculty work environment and shared governance
- The threat of increasing competition from for-profit higher education organizations
- The rates of change of technological advances and knowledge creation

Each of these strategic issues is addressed by one or more of the for-profit institutions of higher education. John Sperling, the founder of the University of Phoenix believes the University of Phoenix addresses each issue (Sperling and Tucker, 1997). Sperling believes the University of Phoenix and other for-profit institutions meet these objectives more effectively than nonprofit institutions because publicly funded institutions of higher education have an inability to change:

> "The most common criticism of higher education is that its budgets are out of control. Although the growth in higher education spending has flattened slightly (and probably only

> temporarily) this past year, higher education budgets have grown at rates from two to six times that of the CPI for more than 20 years. Some critics suggest that the budgetary problem is much worse than it appears when one factors in the declining teaching load of the professorate. Nationwide, the faculties in four-year institutions are in the classroom half as much as they were 20 years ago. In the large public and some private institutions, undergraduate teaching has become the near-exclusive province of the Teaching Assistant and adjunct faculty.
>
> A growing criticism of higher education is that it has failed to adapt to the changing needs of the society and its students. . . . The thicket of regulations makes rapid change difficult or impossible.
>
> Nationally, the length of time to graduate a four-year program is approaching six years. At some institutions, working adults, most of whom attend part-time, require 10 years or more to complete a bachelor's degree. Those criticisms are especially valid when applied to the large California State System and some large state institutions in the East. Many colleges and universities have responded to budget shortfalls not by increasing efficiency but by cutting classes--a decision that creates a downward spiral of inefficiency. Many institutions offer required classes once every four years--pity the student who is ill on the first day of registration or stands in line while learning that his class filled 10 minutes ago." (Sperling and Tucker, 1997)

The University of Phoenix is the leader of the for-profit institutions of higher education in the United States (the British Open University is considered the largest in the world (Blumenstyr, 1999, July 23, p. A35)). The growth of enrollment at University of Phoenix continues to average more than 20 percent annually as it has over the last decade (Serra, 1999, July 15). Recruiting students has not been the problem at University of Phoenix but, according to Sarah Serra, the Michigan Corporate Development Director of the University of Phoenix, the largest problem they face is the administrative difficulty in keeping the pace with growth. The challenges of adding new faculty members, finding classroom space, and coping with the growth of the student body tax their resources

(Serra, 1999, July 15). The continued growth expands their base and the bottom line for the corporation, profit. There are stock option plans and a profit-sharing program for the administrative staff at University of Phoenix.

This growth is in direct contrast to the rest of higher education. Projection for the enrollment growth of higher education, including for-profit institutions, is estimated at between one-half of 1 percent to 2 percent annually over the next decade (The Chronicle of Higher Education, 1999, August 27, p. 25). This places the University of Phoenix, with an enrollment rate growing between 10 and 20 times the national average, at the apogee of higher education as an innovative leader.

To have a for-profit institution leading an area of innovation is change for higher education. There is now real competition in the marketplace for students as the for-profit sector of higher education grows. Paul Patton, Governor of Tennessee and the Chairman for the Education Commission of the States says this about this challenge (1998, July):

> "The market for higher education has expanded well beyond young, post-high-school students going off to school for a traditional four-year program. Jobs requiring technical skills are growing in nearly every sector of the economy. Continuous changes in what workers do and what they need to know suggest that learning, training, and education will occur over the length of a career and, in fact, a lifetime. Thus, a large and growing segment of the market is made up of 'non-traditional' students – working adults who are interested in enhancing their job skills, retooling for new positions and careers, and other customized learning experiences.
>
> As demand continues to grow and change, post secondary education is becoming a more intensively competitive, learner-defined enterprise. Students want programs that provide what they need, when they need it and how they need it delivered. This trend is reflected in tremendous surges in community college enrollment over the past decade, the proliferation of private

> providers offering both degree and specialized non-degree programs, and the expansion of on-the-job training and education programs."

This challenge also takes place in meeting this challenge of technology and the costs associated with it. Dr. William E. Troutt, President of Belmont University, Nashville, Tennessee and Chairman of the National Commission on the Cost of Higher Education says (1998, January 21):

> "Can higher education think about achieving student learning in ways other than faculty meeting with groups of students at regularly scheduled times and places? Can higher education organize itself differently and ultimately use technology both to improve quality and lower costs? Can higher education shift its focus from teaching to learning and from time served to results? The long-term challenge of managing college costs will require creative new thinking about teaching and learning."

The University of Phoenix already addresses these concerns and grows because of the specific focus of their market and objectives (Serra, 1999, July 15):

- A clearly defined student market of "working adults" who must be at least 23 years of age and employed full time
- The continual reshaping of the programs and degrees they offer
- Surveys of employers to find what their expectations are for a degree in their area of specialization
- The solicitation of feedback from students, faculty, and employers on their programs and its applicability to their needs
- The provision of educational services in locations and time slots as convenient as possible

- Most classroom sites are rented, keeping their cost low and providing more flexibility
- The use of the "practitioner faculty" who works full time in the fields that they teach

The Statement of the Problem

Community colleges as well as other institutions of higher education often struggle to maintain existing enrollment or have regular declines of enrollment. This is often attributed to market labor conditions or graduating high school senior populations (Brantley, 1999, July 11). Clarence Brantley, Vice Chancellor of Administrative Services of the tenth largest community college in the United States, Oakland Community College of Oakland County, Michigan, says his community college has faced regular reductions of enrollments of five percent in three out of the last five years. According to him the active economy does not give students time to attend classes. Community colleges have better enrollments when the economy is in a downward cycle. During these cycles' workers go back into the education market to upgrade their skills or become retrained. When the economy is in an upswing, the job market is active and business is growing. The result is that when business is growing people do not have time to attend classes and this can create a downward shift in enrollment numbers.

The University of Phoenix does not have these same difficulties but maintains a large, continuos growth in the student population. A portion of this growth is attributed to the desire of students to complete a degree in a limited period of time (Palmer-Noon, 1999, August 9).

This growth is also in the face of the financial reality of the cost of the University of Phoenix tuition. The national average cost at the community college is $52.67 per credit hour. The national average cost at a public four-year college is $104.61 (The Chronicle of Higher Education, 1999, August 27, p. 46). The tuition cost at the University of Phoenix is $276.00 per credit hour, more than double the cost of a four-year public college. Students are paying a great deal more for a University of Phoenix education.

They're two specific areas of comparison between the University of Phoenix and community colleges that are of importance to the scope of this research. The first is the amount of time a student remains in school. The University of Phoenix has an accelerated program and a student can complete an associate degree while attending one class, one night per week in 24 months. A student at a community college with a traditional semester of fifteen weeks attending one class, one night per week will earn their associate degree in five years. In fact the average community college student takes more than one class per semester and completes an associate degree on a national average of 36 months (Weiger, 1999, June 14, p. 8-12).

These numbers become compounded when someone is trying to earn a Bachelor's degree. John Sperling, the founder of the University of Phoenix says:

> "At some institutions, working adults, most of whom attend part-time, require 10 years or more to complete a bachelor's degree." (Sperling and Tucker, 1997, Fall/Winter).

The other area of comparison is the annual growth rate. The overall growth rate of higher education nationwide projected over the next ten years is between one-half percent

and one and one-half percent annually. The University of Phoenix averages an annual growth rate of over 20 percent annually over the last decade and believes that it will continue to do so in the foreseeable future (Sperling, 2000, January 3). The most recent two years of growth are 24 percent and 25 percent of growth (Fleisher, 2000, January 25).

The Purpose of the Study

The purpose of this study will be to identify specific characteristics of the University of Phoenix Corporate Model that can be applied to the community college environment. According to Kurt Slobodzian, Associate Vice President for Research at the University of Phoenix (Slobodzian, 1999, October 7), there are clear similarities in the student profiles of community colleges and the University of Phoenix.

The first similarity is the typical student at both University of Phoenix and the community college. Many community college students and all University of Phoenix students are working adults with a career and are returning to school to get a college education. This can be seen in the fact that:

- The University of Phoenix student must be 23 years of age, have a full-time career, and meet one night per week in their accelerated courses.
- Seventy-two percent of the part time students in a community college are 23 years of age or older (The Chronicle of Higher Education, 1999, August 27, p. 25).

The other similarity is that both institutions are noted for innovative practices. The University of Phoenix is clearly identified as an innovator in education with its accelerated programs. This does not mean it is popular in educational circles but it is

clearly recognized as an innovator. The community college "movement" came from a background of innovation and early adoption of new methods of instruction and a community based educational range (Weiger, 1999, June 14). It was to be a "college of the people" and a place where the local community can learn and return to retrain on needed job skills. As a result, innovative and flexible programming is expected to meet the rapidly changing needs of the community.

The University of Phoenix is based in the private sector. The private sector is a crucible of ideas based on the consumer's satisfaction with the product that a company produces. A company lives or dies based on the skill or quality of the product. In the world of for-profit higher education the University of Phoenix Corporate Model has been an outstanding success. Community colleges can learn from this success and draw parallels into the community college program while increasing student satisfaction from lessons from the University of Phoenix Corporate Model. Some implications:

- Academic faculty staffing: Universities of Phoenix Faculty teach accelerated classes lasting five weeks long for the undergraduate program (six weeks for the graduate program). Each class meets once per week for four hours. Students are expected to meet outside the class with other students in study groups/learning teams each week for an equivalent amount of time. In contrast, classes taught in a traditional semester format last fifteen or sixteen weeks. During the same length of time a traditional program of fifteen weeks operates, three University of Phoenix classes have met (Slobodzian, 1999, October 7). If a community college used the University of Phoenix Corporate Model, it is possible for a faculty

member to teach three times the number of classes and credits in a school year.

- Counseling staffing: Classes for the University of Phoenix start as a cohort group as students become available. There are no semesters and the accelerated classes are taught year-around with no breaks for spring, summer, or winter. The counselors have a full work load all year as compared to the traditional semester scheduling where counselors, faculty, and staff have two major semesters and usually a smaller third semester for Spring/Summer (Serra, 1999, July 15).

Serra, who is currently the Michigan Director of Corporate Development for the University of Phoenix, is a former dean of a community college. She says that even the work load between a University of Phoenix counselor and a community college counselor are substantially different. At the University of Phoenix the counselor is more than an advisor but rather someone who helps define the student's work load and determine exactly what classes the student will take in what sequence. There is also a great deal of interaction throughout the program with the counselor assisting the student through administrative processes. This role is substantially different from the community college counselor who acts as an advisor to students.

- Class Scheduling: The University of Phoenix does not publish a class schedule on paper or on the Internet. When a student enrolls, they are told what classes they will take and in what sequence (Slobodzian, 1999, October 7). They refer to this as "top down scheduling."

- Facility usage: There are very few University of Phoenix sites that are owned by the University. Most are rented or leased as the need for more space becomes apparent. Facilities are in operation year-around with no breaks between semesters as in a traditional academic setting (Serra, 1999, July 15). These facilities are usually furnished with stackable chairs and folding tables for student use. The standard classroom set up is also substantially different. The tables are set in a "U" shape with the instructor at the open end of the "U." This standard set-up is to promote the concept at the University of Phoenix of an interactive classroom with a great deal of classroom discussion.

These areas plus many others play a significant role with the student, the faculty, the counseling, the administration, and the institution of the University of Phoenix. If the accelerated model, such as used by the University of Phoenix, is adopted by a community college there is a potential of massive cost savings, expanded programming, and growth in the enrollment of students.

The purpose of this study is to determine if there are advantages for the community college to adopt practices which have proven to be successful from the University of Phoenix Corporate Model. The University of Phoenix utilizes accelerated classes with five week classes for the undergraduate programs. Community colleges utilize different class lengths but the majority of courses are traditional semester length classes lasting fifteen or sixteen weeks. If the student is more satisfied with an accelerated courses, is willing to pay substantially higher tuition rates, then community colleges may better serve students by adopting an accelerated class format.

A community college adopting an accelerated course model like the University of Phoenix would have enormous implications in every aspect. The savings in staffing would alter the college. If the faculty teach three classes in the same time as they currently teach one fifteen-week class, the potential is for faculty to teach three times the amount of students. The University of Phoenix also teaches fifty weeks out of the year in direct contrast to traditional education which have major fall and winter semesters with light spring and summer semesters. If the faculty taught fifty weeks out of the year instead of the thirty or thirty-eight weeks that many currently teach it would have another major impact on staffing costs.

Facility costs are another area of potential costs savings. An institution will have greater facility usage for its own programs by using them fifty weeks out of the year, including weekends, with the current maximum uses of the fall and winter semesters. The institution will yield a greater return on the investment of facility dollars in having classrooms in use instead of remaining idle while staff and students are on break. In an accelerated model these classes would meet fifty weeks out of the year in five week classes. If the classes were fully utilized like the University of Phoenix Corporate Model, the same time slot used to teach two classes during the school year would now teach ten accelerated classes.

The Research Question

The research question in this paper is critical to the future of community colleges and other institutions of higher education as the challenge of the competition for students with for-profit institutions like the University of Phoenix continues to make significant

impacts on student growth. This timely question for consideration:

> *"What Scheduling Strategies Can Community Colleges Utilize from the University of Phoenix Corporate Model?"*

If community colleges use scheduling strategies similar to the University of Phoenix Corporate Model, their programs will be transformed. Changes will take place in curriculum structure, teaching methodology, the budget distribution, staffing levels, facility usage, and counseling. There will be no part of the current educational process that would not be impacted.

To contemplate changes of this magnitude in a community college, a study such as this must be conducted on the desirability of this program. As a basis of this study, the following Hypotheses is tested:

> *"Holding classes for five or six-week is more desirable to students than holding classes for twelve to fifteen weeks or more."*

If this hypothesis is true, then the opportunity to utilize the University of Phoenix Corporate Model for classroom scheduling strategies at community colleges can prove beneficial for the student and the college.

The Consequences of the Growth of For-Profit Institutions of Higher Education

The University of Phoenix focuses on the job market. The three main fields of study all University of Phoenix sites provide are Business, Nursing, and Education. Some of the 14 states in which the University of Phoenix is currently located have additional programming as the local market conditions warrant (University of Phoenix, 1996, September, p. 4-10). This orientation is the recognition of which markets need

education and training then reacting and developing programming and degrees for these markets.

These University of Phoenix market driven programs provide students skills to advance their careers. Farr, in his book, *America's 50 Fastest Growing Jobs* (1995), lists the jobs most in demand. Of the top 20 jobs needing college degrees or specialized training, sixteen of them are a part of the University of Phoenix core educational curriculums. According to Laura Palmer-Noon, Vice President for Academic Services and the Provost of the University of Phoenix, this is no accident (Palmer-Noon, 1999, August 9), as the University of Phoenix is geared to adapt quickly to the market. A new curriculum can be developed and taught for a University of Phoenix program in as little as 10 months (Serra, 1999, July 15). It is common in nonprofit institutions for a curriculum to take ten months of development and then two years for approval through various committees (Lambert, 1999, September 12), if it is approved.

The leadership of most colleges have an academic focus rather than a business focus This lack of a business is well stated by Jerry Sue Thornton, President of Cuyahoga Community College of Ohio. At the 1997 American Association of Community Colleges Annual Meeting, she said:

> "You will never get fired in the college presidency based on the quality of academics in the institution. You will only get fired because of financial mismanagement or poor financial decisions. The reality of the college presidency is that there is a need to have the skills and experience in these areas. They are seldom used however as the parameters for the selection of the college president."

The basis of developing and guiding an educational institution as a business is unusual. The most frequently used criteria in reviewing the qualifications for a college/university president does not include financial expertise or business acumen (Thornton, 1996, May). This is changing with colleges and universities beginning to draw from the ranks of business deans (Mangan, 1998, March, 27, A33). More and more deans from the fields of business are assuming the roles of presidents in higher education than ever before.

Business deans have struggled in the last decade with the changes in business and the competition for new skills. Businesses have demanded changes and if the local institutions of higher education did not provide them then they developed their own curriculum or turned to the for-profit sector. This has caused business deans to upgrade and improve curriculum in response to the critics of business schools. Hot fields like international business and entrepreneurship have expanded. The growth of the for-profit educational institutions (Mangan, 1998, March 27, A33, 34) has been directed to the business field where schools like the University of Phoenix and others thrive. This highly competitive environment has caused them to change how they do business just to survive. The adaptability of the business deans to survive in this more competitive world has made them better leaders more skilled to compete with the rest of higher education.

The Consequences of a New Wave of Higher Education

The number of for-profit schools is up 25% from a decade ago. These for-profit institutions are a new wave of higher education that approaches higher education as a business. Their rate of enrollment growth and revenue growth is greater than nonprofit

schools (Mangan, 1998, March 27, A34) with revenue almost doubling over the last three years. This revenue growth, listed in billions over the last three years:

Year	Revenue	Growth
1996	$ 3,700,000	-0-
1997	$ 4,800,000	30%
1998	$ 7,100,000	92%

Many of the for-profit schools have come from differing origins such as business schools, trade schools, or technology schools that blossomed in the late 1980's and early 1990's. A number were mismanaged and poorly run schools that opened their doors, lured in students, pocketed financial aid fees, and ignored graduation rates. The industry was forced to reform due to federal pressure through financial aid (Ho, 1999, August 24, p. B2.). Financial aid defaults soared to 36% in 1991 and as a result more than 1,560 schools closed down. Default rates are currently are currently reduced to 18% nationally and the remaining 3,000 schools are now crucial clogs in business training.

One of the key reasons for-profit schools have taken a larger share of the market is cost. John Sperling, founder of the University of Phoenix comments on the comparison of cost between the nonprofit institutions verses the for-profit institutions:

> "The California post secondary Education Commission calculates that the cost of acquiring, developing, constructing, and equipping facilities over the 30-year life of a campus in 1995 dollars is $1,658 per full-time equivalent (FTE) student. Excluding costs for athletic and physical education facilities drops the figure to $1,577. Neither figure includes the cost of acquiring land for the facilities. Adding a likely least cost for land raises the per-student

> build-out cost to $1,628. The average lead time for planning new campuses is eight to 10 years and construction times average two to five years. Yet much of the time and cost of planning and building a traditional campus plus the cost of operating it arise from the need to provide facilities and services that are neither used by, nor useful to working adult students.
>
> The for-profit, adult-centered educational model has a build-out cost of $432 per FTE student calculated over the same 30 year period, and the build-out of adult-centered universities is accomplished in less than six months. Three months are required for planning and site selection and an additional three months are required for construction (building out leased space). Facilities are placed in leased office space that is attractive and within easy commute distance for students; the only capital costs are for building out classrooms and labs and for furniture and equipment--computers, audio/visual equipment, etc.
>
> In short, an educational facility able to accommodate 500 to 1,500 students can be planned, constructed, staffed, and readied for operation in scarcely more time than the first group of students will require to rearrange their personal and professional lives to adapt to returning to school. The corporate world is appreciative of this kind of responsiveness because it corresponds with their typical time lines. This six-month process can be replicated simultaneously in any location where a sufficient concentration of students exists. In areas of insufficient population concentration to support a 500-student facility, distance education is the preferred alternative. Thus, even before it begins its operations and no matter who is paying the costs, the for-profit adult-centered university is designed to be more sparing of capital resources." (Sperling & Tucker, 1997, Fall/Winter)

The for-profit institutions deliver higher education cost-effectively with part-time faculty with little or no fringe benefits. They use rented or leased facilities at a fraction of the cost of the nonprofit institution's facilities expansive campuses. These for-profits exclude gymnasium facilities, auditoriums, or the student unions usually found in nonprofit schools. The traditional library is also an expensive option with the newer schools building of vast electronic libraries that have no books or buildings.

Sperling tries to summarize the benefits of for-profit institutions:

> "Although adult-centered universities can be either nonprofit or for-profit, our experiences have convinced us of the dramatic advantages associated to the for-profit university. Those advantages extend to all stakeholders in the education enterprise. Among the advantages of for-profit universities are the following.
>
> They pay federal and state income taxes and local property taxes. They have access to private capital for funds needed for start-up and/or expansion and therefore can respond rapidly to changing and growing needs. Two of their goals are growth and profit--goals that, over time, can only be achieved by producing a high quality service that meets the needs of the customer. They are managed to deliver a service at a given level of quality at the least cost, and a system of faculty governance and close links to external stakeholders helps to ensure that they meet the advertised quality standards." (Sperling and Tucker, 1997, Fall/Winter)

These schools have evolved into some very impressive institutions earning their spot in higher education. One example is Edu Trek (Blumenstyk, 1998, October 2, p. A41 - 44) whose president, Steve Bostic, is the former owner of a chain of photo-processing shops that worked with Eastman Kodak. In 1987 Mr. Bostic was the number one ranked business according to Inc. Magazine.

Bostic enjoyed retirement when a friend his sought his advice on selling a college. Instead of offering advice, Bostic bought the four-campus American InterContinental University in 1995 for $38 million. The four campuses are located in:

- Atlanta, Georgia, United States
- Los Angeles, California, United States
- London, England
- Dubai, United Arab Emirates

The 28-year-old institution, accredited since 1987, attracted him because he wanted to see if it could expand into new markets. He feels the way to do this is to offer fast paced programs to provide students a good return on their tuition investment.

Mr. Bostik went public in 1997 selling $30 million in stock while retaining 57% interest in Edu Trek. His goals in revenue and profit are:

	1999	2000	2001	2002	2003	2004	2005	2006
Revenue	54.0	100.0	150.0	175.0	200.0	215.0	230.0	241.7
Profit	12.1	25.0	40.0	52.0	55.0	62.0	72.0	81.3

He plans on opening as many as eight new campuses by mid-2000. If the information technology program on his "Power Campuses," catches on, he will have to hire an additional 600 faculty members in the next two years.

Another example of a successful for-profit schools is Mark Scheinberg's trade school, Data Institute Business School, which is now Goodwin College (Ho, 1999, August 24). In 1981 Scheinberg purchased the business school for $50,000. Enrollment at Data Institute Business School went from eight students in 1981to 1,500 in1992. Even with 1,500 students Scheinberg was frustrated when local colleges rejected his credits. In 1992 he pursued accreditation as a college. Today the Goodwin College, formerly the Data Institute Business School, is fully accredited with 170 employees and expects $10 million in revenue. Goodwin College credits transfer easily and colleges transfer their credits to Goodwin College.

The largest for-profit university is Open University which is opening sites in the United States. Open University is the leader in distance education which makes up most

of its curriculum (Blumenstyr, 1999, July 23). Open University is counting on its reputation for quality to overcome resistance to its traditional distance learning model. "It can bring a sense of quality standards to distance learning that is badly needed," says Russell Edgerton, former director of American Association of Higher Education. It initially offers degree completion programs (also the speciality of the University of Phoenix) and offers seven courses initially, adding five additional courses in 2000 at a cost of $200 per credit hour.

It is granted the ability to grant degrees by the state of Delaware and is seeking accreditation by the Middle States Association of Colleges and Schools. It has been awarded "Candidacy Status," which allows it to apply for accreditation in five years. The first president is Richard Jarvis, former Chancellor of the University and College System of Nevada. Open University is actively pursuing articulation agreements toward their bachelor's program. One of the country's largest community colleges systems, Maricopa Community College, is its largest educational partner.

Open University utilizes a traditional approach to distance education. It does not use the Internet as its primary educational delivery system but an extensive support system based on tutors and personal support. It does not use the Internet as a major source of instructional delivery.

In 1971 Open University began its distance learning program in Britain (Blumenstyr, Goldie, 1999, July 23, p. A40). It is non-elective in admissions and designs its courses for part time students and working adults. More than two million students have taken courses since 1971 using its virtual education model. It enhances up the

correspondence courses with multimedia materials, personal tutoring, and in some cases, weeks long or weekend classes at residential schools. On example is one of its newest programs on, "Pacific Studies," which has a developmental cost of $2.5 million. It includes four books, several study guides, five specially produced half-hour television shows and a set of audio tapes. Courses are designed for an eight-year life span with major revisions planned every three years. The focus of the open University program is the curriculum. Once courses are under way, the tutors are the main bridge between the student and the school.

Non-traditional, part-time students are its core. A third of its students already have a degree. The only school's residents are a few hundred graduate students who work with the university's 90 full-time faculty members while employing more than 7,000 tutors. The courses they teach are broad in perspective and costly to develop. The courses run one academic year with the typical course costing $290.

The Consequences of Distance Learning and Higher Education

Distance learning has traditionally been a means of providing access to instructional programs for students separated by time and physical location from a faculty member. Traditional distance learning is often thought of as prepackaged text, audio, and/or video courses taken by an isolated learner with little or no interaction with a faculty member or other students (Boettcher and Conrad, 1997). The Internet has changed distance learning by opening access to more students.

The University of Phoenix, Open University, and other purveyors of distance education have come under great criticism. On-line courses or courses taken by

traditional models, such as Open University's, are construed as impersonal, superficial, misdirected, even potentially depressing and dehumanizing. A 1999 report from the National Education Association says that on-line courses may disrupt the student-and-faculty interaction that created a learning community (Trinkle, 1999, August 6, p. A60). Yet for all of this dissonance, there is little empirical evidence to verify such claims.

Much of the criticism ignores reality. Here are three brief portraits of students, part of a 1999 survey by the American Association for History and Computing, which illustrates how distance learning can enhance the student's access to the instructor:

- Marianne Suarez: She is a 1998 freshman last year at University of Cincinnati and wants to investigate majoring in history. She attends classes with 250 other students and feels the lectures are little more than a performances as there is little to no interaction between her and the professor. There are three teaching assistants on hand to answer questions after the class. She feels it is very impersonal.
- Ian McFadden: He is a non-traditional student, is using distance learning at University of Phoenix. He takes one course at a time hoping to complete five or six courses in one year. He receives assignments, most of his course material, and his evaluations on-line, and confers with his instructors, often in on-line conversations, and on e-mail.
- Paul Toshido: He is at DePauw University in a class with 30 students. He asked his teachers questions via e-mail as well as a variety of on-line discussions, debates, and role-playing.

Distance learning programs take on a number of models of learning. It is felt by some educators that the Open University model is a dated perspective (Boettcher and Conrad, 1997) as Internet can be more interactive.

Judith Boettcher is a faculty member in Educational Research at Florida State University, where she serves as director of the Office of Interactive Distance Learning. She explains the concept of distance learning:

> "The focus on the distance learning on the Internet is interactive distance learning. The paradigm of interactive distance learning that is rapidly evolving is based on the new interactive technologies. It promotes learning experiences based upon the following types of interactions: faculty with students; students with other students; and students with resources such as books, journals, experts, and other dynamic electronic sources. Through the use of technology, these interactions can occur at any time or in any place. This new interactive distance learning will change the environment on campus as well as off.
>
> Interactive distance learning is attractive to the same population that has traditionally been interested in distance learning-adults who wish to complete high school or college, university students who have schedule conflicts, and lifelong learners. Interactive distance learning will also be attractive to a new group of continuing professional learners-working professionals who need to retain certification, earn advanced degrees, and who need or want to update job-related skills. Interactive distance learning can also provide flexibility for on-campus students.
>
> The use of the Internet or the "Web" as an instructional delivery model differs from a traditional classroom setting. A fundamental shift is the shift to the World Wide Web as the center for interaction between the faculty and the student. On campus, the center of a course is the physical classroom. In the new distance learning model, the center of a course is the Web site-resulting in a "Web-centric" course. The Web-centric course transfers the primary framework for instruction from the classroom or guidebook to the Web. It uses the interactive capabilities of the Internet such as e-mail, digital libraries and office hours, and chat rooms to facilitate student-to-student and instructor-to-student

> communication and interaction. A Web-centric course will use many other traditional elements in its design-including books, CDs, group projects, and residency or field experiences as "course launching or course celebratory events." Many faculty are beginning the shift to Web-centric courses by creating course Web sites where core course information and announcements reside for easy access by students. The faculty are gradually encouraging student interaction with digital resources and by setting up a Listserv for student-to-student interaction. The faculty are also encouraging the shift with online office hours and electronic announcements and communication." (Boettcher and Conrad, 1997)

Joyce Howard and David Bailey, of Delta Community College expand this with their views of interactive distance learning at a workshop entitled, "An Interactive Workshop on Teaching On-line Community College Courses." They said there are significant differences in the instruction of on-line courses compared to the traditional classroom (Howard and Bailey, 1999, October 29). These differences:

- On-line courses are assignment driven. The instructor must develop self-directed assignments for the student. A great deal of preparation must be completed before real teaching/learning begins. Preparation time seems to overwhelm the subject material.
- The student is forced to be their own instructor. The instructor truly a guide for the student with a great deal of student interaction. Bailey says on-line instruction actually provides more interaction with the student than a traditional classroom setting since the instructor often works with a student one-on-one. This interaction draws many students who would normally not participate in classroom discussions into open on-line conversations.

- Independent learning is the unbreakable law of on-line learning. Numerous multiple resources such as the text, lab manual, study guides, cd-roms, Internet, etc. . . . are needed to be provided to students and instructed specifically for their use.
- All learning objectives need to be clearly addressed to students with directions to be explained in extreme detail. Howard says critical items need to be identified, "very obviously."

Tele-courses are another form of distance learning. A tele-course is where the class material is prepared on video tape and the student watches the videotape and turns in the prescribed assignments. Bailey and Howard taught both types of distance learning. In the tele-course they feel the students are removed from the classroom and the interaction between student and teacher just performing assignments. They believe tele-courses remove the student from interaction. In interactive distance learning by Internet, there is a continual flow of contact between student and faculty.

The transferability of a distance learning course is a key issue. This is important in the community college setting for those students pursuing a four-year degree. In the experiences of Howard and Bailey at Delta Community College, the courses have proven to be transferable. A key issue in transferability is how the college conducts labs where the students conduct hands-on experiments as part of the learning process. This is applicable in fields such as nursing and other health care courses. In courses needing lab time, the are designed so students come to participate in four labs on site per semester. The transcripts are noted that the course is taken by distance learning but labs are

conducted in a classroom face-to-face setting.

To teach a distance learning course by Internet is a new experience for many faculty members. Howard and Bailey warn faculty members that the first time they teach an Internet course it will be difficult for both the instructor and students. There are different pressures and difficulties to overcome in communication, the development of list serves for student/teacher interaction, and curriculum. Even with experience, there is still a great deal of work for the faculty member. The largest benefits to the faculty member and the student is the flexibility they can enjoy. It is a great deal more flexible but the experience of the classroom student/faculty members' interaction might be missed.

The Consequences of Distance Learning and University of Phoenix

The University of Phoenix now enrolls 56,000 students annually with 7,000 taking their courses on-line. Even though this is only 12 percent of its students, the University of Phoenix is one of the largest on-line instructional programs in the world. According to University of Phoenix, in the next three years 60 percent of their students will be taking courses by Distance Learning. They will take one course at a time with a plan to complete five or six courses in one year. They will receive assignments, most of their course material, and their evaluations on-line. Students will confer with their instructors in on-line conversations and exchange e-mail with their instructors and others students (Trinkle, 1999, August 6, A60).

The University of Phoenix follows a pattern spoken of by Gertz about three key strategies for growth, even in stagnant markets (Gertz, 1996, p. 57-61):

1. Cultivate profitable customer groups

2. Develop new products or services

3. Find new ways to distribute old products

The University of Phoenix has positioned itself to be a major force in this new and developing market of learning by the Internet. More important, it is developing an internal culture that is adaptable and flexible in molding itself around new mediums of learning. The University of Phoenix requires faculty members to all be available by Internet and requires students to get their grade by Internet (University of Phoenix, 1999, September 27). The expectations for the University of Phoenix are for the twelve percent of the students enrolled at University of Phoenix in early 1999 to expand to sixty percent of the student body by 2000. If this is the wave of the future of higher education, then the University of Phoenix is leading the way for higher education to follow.

David Brock in his reports on Organizational Change, says (Brock 1996, September/October, p. 74):

> "... we should not rush toward the many opportunities for growth without due consideration for how crucial organizational change processes are in developing organizations that suit the changing environments.
>
> Educational units - may thus be empowered to form their own strategies and organizational changes, preferably with planning an implementation support from core school staff. They should be trained to continue with environmental scanning and other planning, both formally and informally, as a natural part of looking at the world and relating these observations to their schools. Further, these planning processes can be empowered and extended to reorganizing all organizational processes for the unit - reward systems, communication channels, reporting relationships, and information systems."

Distance learning programs should not be an "add-on" program for an institution but rather a part of a growth pattern shifting to adapt to a dynamic environment.

The Consequences of For-Profit Growth in Other Areas of Higher Education

A serious difficulty in higher education is addressing the remedial student. For-profit institutions traditionally turn these students away as time and resources to teach these students can be cost prohibitive. A natural avenue for these students is the community college.

In 1998 New York's City College has students who lack many basic English, math and other skills. Recently the Trustees voted to eliminate remedial education at it's eleven campuses. "College should be for college work not high school work. Otherwise we will devalue a college diploma," says Herman Bataille, vice chairman of the system's board. Thousands of incoming freshman were not be admitted. Many of these students are enrolling in the city's six two-year colleges (Williams and Wright, 1998, June 15, p. 1). George Sussman, acting vice president for academic affairs at LaGuardia Community College says,

> "What happens to these students who cannot get into the senior institutions is hard to predict. Maybe they will try to come to a community college but we are chock full right now. We have no room. I imagine a certain percentage of the students will be discouraged from coming to college at all."

Yet there are now companies who will come into higher education and address the needs of the remedial student (Gose, 1997, September 19, p. A44). Remedial education is becoming big business. Both Kaplan and Sylvan Learning Centers are becoming more commonplace in the teaching of remedial skills in post secondary education. Colleges,

typically community colleges, hire them to teach remedial students and allow the student to meet with minimum qualifying skills for the academic curriculum. Often the companies are designing, overseeing, and in some cases actually teaching the remedial courses. They promise to speed up the remedial education process, save the institution money, and make the process of college less forbidding.

The use of, "contract companies," is criticized by faculty members. They criticize the, "assembly line," approach these for-profit institutions utilize. Sylvan works with Columbia College in Chicago, Howard Community College, and a string of proprietary schools which they would not disclose. Kaplan works with Chattanooga State Technical College and Greenville Tech. Kaplan has invested several million dollars into Academic Systems, which makes software that helps students in remedial math and English.

There is a large potential market for this type of partnership with community colleges and for-profit teaching companies. Twenty-nine percent of college students take at least one remedial course according to a study by the Department of Education in 1996. Greenville Technical College has about forty percent of its students take at least one remedial education course (Gose, 1997, September 19, A44). It is unclear statistically whether Kaplan or Sylvan's programs are working.

John Roueche, director of the Community College Leadership Program at the University of Texas say, "I don't think community colleges have taken this assignment (remedial education) as seriously as they need to." The remedial student, an educational area often relegated to the community college, does not fit into the model of an accelerated curriculum. Sperling, in an interview for this paper, responds to the question,

"What roles would you see the community college for remedial education?" His response:

> "There is an important societal function to be performed by the community colleges. If the community college doesn't provide remedial education, where will adults receive it? Most public and private colleges refuse to provide remedial education. What becomes an even more compelling question is why students that have graduated from high school need remedial education at all? Perhaps the community college can perform an important function in assisting our K-12 system."

Summary

Great opportunity exists to change how community colleges conduct business by following innovative practices in the private sector. The private sectors model is based on surviving the marketplace and drawing students to survive and increase profit. Their growth rate should attract interest from schools looking to maintain / increase enrollment or to better serve their students.

The intent of this paper will address the desires of students who are willing to try innovative learning programs to enhance their academic credentials. The results of this investigation can bring attention to opportunities to serve their constituencies and resume their edge in bring considered innovative educational practitioners. Those institutions not recognizing the need for change are either insulated from the forces of change or may become swallowed by these changes.

Chapter 2

Literature Review

Chapter 2: Literature Review

The Schools of Leadership in Higher Education

The subject of leadership is enormous in its entirety and beyond the scope of this work to be covered as a whole. To this study it is an important 43area to study leadership style can be an important element to implementing a new method of instructional delivery, such as an accelerated curriculum. The magnitude of introducing change from traditional curriculum to an accelerated curriculum would be a difficult transition for any leader in an established institution. A review of leadership styles, governance, and methods of introducing change are important to the scope of this study.

Wherever change is discussed leadership is a part of the conversation for the vision of the leaders plays in important impact on how the organization as a whole views change. In 1996 Jerry Sue Thornton, president of Cuyahoga Community College of Ohio, speaking at the Annual Meeting of the American Association of Community Colleges divided leaders into three styles: Change Agents, Healers, and Builders (Thornton, 1996, May).

Change Agents come into an organization and "shake it up." They change how business of the organization is conducted, often making things better or worse, and then leave. These leaders are usually short term because they make enemies of the people who have been in the organization and profited from the prior method of doing business. Once the Change Agent attempts to make changes, they are meet with resistance and even internal warfare. The Change Agent may have change the organization, even improve it, but often leave a trail of broken spirits and people behind in the process. Leading a major change at TIAA-CREF, a $50 billion dollar company that at one point was out of touch

with the market, Clifton R. Wharton, said, (Useem, 1998), "Leading change is like riding a bucking bronco; if you are not finding satisfaction, you may want to switch the horse or even change the event."

Healers come into an organization and mend it from its pains. They are compassionate, excellent listeners, and quiet leaders. Their empathy is apparent and they restore the spirit and joy of the organization. They repair fractures of processes while building a sense of unity and purpose within the organization. Their nature is to avoid confrontation and this results in little change in an organization during their tenure of leadership. Their tenure results in times of building loyalty to the organization and a time of organizational rest.

Builders are blends of Change Agent and Healer. They see needs for change but are cautious on damaging existing systems and the people involved to make changes unless it is essential to the organization. Their approach is to evaluate the organization's strengths and weaknesses and based on this develop a plan with little input from anyone but close, trusted staff members. The plan is receives input from others which may modify the plans and then the leader formulates an organizational vision. They then begin "preaching the gospel" of the vision which is spoken to anyone who will hear. It is communicated in the different languages of the different departments and the staff is given opportunity to develop their own visions for their areas if it is in agreement with the main vision.

A more validated study of leadership are the theories of Transformational Leadership and Transactional Leadership. Bernard Bass, an author who subscribes to the

school of Transformational Leadership, defines the differences between the two most prominent styles of leadership (Bass, 1990, Winter, p. 19-31). According to Bass, Transactional leadership is based on an agreement with the employee. The employer explains what is required of the employee and the employee agrees to do what is expected. The employer makes and fulfills promises, provides recognition, pay increases, and advancement for the employee if they perform according to expectations. Transactional leadership seldom allows for substantive change in the organization unless a problem arises with which the current organizational structure is threatened or can substantively profit. This philosophy operates under the rule, "If it ain't broken, don't fix it."

Transactional leaders are more readily accepted within organizations as their philosophy of reacting only to problems that effect the status quo makes them acceptable to those who are currently in power within the organization (Fisher, 1998, June 12-16). To attempt to bring change into an organization will threaten those who already profit within the organization in their financial remuneration, their sense of power, their sense of pride, or other factors.

Transformational leadership differs completely from Transactional leadership. The focus of the Transformational leader is on the whole organization and the vision of the people within the organization. He/she must broaden the focus of the employees and make them look beyond their personal duties to see the goals and mission of the entire organization. The employees, seeing the larger picture, will be able to look beyond their own self interest, focus on the organization as a whole, and develop self-initiative.

James Fisher, the self-proclaimed most widely published author on the college presidency, says numerous studies confirm that Transformational leaders have a more positive view of the organization (Fisher, 1994, Summer). Transformational leadership produces better behaviors and attitudes among employees than Transactional leaders. Employees, under Transformational leadership, provide a stronger effort to achieve the organizational goals. The term of "Charismatic Leader" is used to describe the Transformational leader for they inspire confidence and internal responsibility within an individual to go beyond specific job responsibilities and embrace additional responsibilities to ensure the success of organizational goals.

John Kotter, author of *Leading Change*, agrees with Fisher. He says (Kotter, 1996):

> "Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles."

Never-the-less, Transactional leadership is the reining school of thought in the college presidency today (Fisher and Koch, 1996). In a confirming testimony, Clarence Brantley of Oakland Community College draws the same contrasts. He says when leadership changes in a private sector company the impact of the change is immediate and often sweeping. He illustrates using the 1999 takeover of the Chrysler Corporation by Daimler. Within a month of the merger, an entire level of the upper executive staff highest level of Chrysler was terminated. Plans were drawn up and actually begun to be implemented in the first three months to merge design and production systems within the

company (Brantley, 2000, February 22).

Brantley contrasts this to changes in leadership at Oakland Community College which has had two Chancellors in the last five years. The two styles are extremely different with one being a self-proclaimed Transformationalist and the other subscribing to the Transactional school. Between the two styles little immediate and dramatic change has happened within the organization. The entire culture is being transformed but it is slow and implemented gradually. To create change in an institution of higher education takes a great deal of time and sudden change is only the product of crisis.

Madeline Green, a Transactionalist, states (Green, 1994, Summer, p. 55-60) that the role of the president is a team leader who works with others to develop constantly shifting and changing goals for the college or university. Leadership should be dispersed among many individuals and the president is to, "shape the future of their institution while being shaped by it." She believes the Leader must sometimes be a follower and share their power with others by delegating it or by truly giving it away. She says, "It is more likely that the 'visionary' leader would be rejected and ultimately unsuccessful than that the institution would be positively transformed with each successful leader."

The discussion on these two schools of thought is not new but an object of discussion for decades. Clark Kerr, in his book entitled, *The Uses of the University,* discusses this in both the fourth edition and the original edition written in 1963 (Kerr, 1995, Fourth Edition, p. 33). In 1963 the issue was the role of the President and how it should be defined. Should the president's role be that of a "leader" or an "officeholder" or "educator"or "care taker." He says, "It has also been said that, in the face of federal aid,

university presidents have 'abdicated' their responsibilities for the general conduct of their institutions." In the more recent issue the update includes a discussion on "shared governance."

Transactional Leadership is more open to "shared governance." This concept means faculty and staff have a say in the governance of the institution (Wishart, 1998, September 8, 3). In extreme cases, the reality is that faculty reviews everything and administration will not proceed without their approval. This concept is most powerful in California (Patton, 1998, September 22, p. 1-6) which legislated shared governance in thirteen specific areas yet did not define a process for this to happen. The result is a turbulent system when administrators are placed on lists by faculty if it is perceived they have not shared governance, trustees are campaigned against for supporting administration, and faculty hold decision making hostage (Miller, 1998, September 4, p. B6). It is unfortunate places that have obtained success in shared governance do not make the headlines because things are running well but rather the extreme cases are the most broadcast (O'Banion, 1997).

Thomas Petzinger calls this the age of the disparaged leader and the rise of consensus decision making. In a consensus decision making environment, like shared governance, everyone is involved in decision making but Petzinger claims this does not mean an end to the leadership of the individual. People are becoming more involved and holding themselves more accountable in areas where they want to assume responsibility. "People are no longer looking to the big institution to solve problems. They're rolling up their sleeves and doing it themselves," says Vanessa Kirsch of the Boston Venture

Capital firm of NewProfit Inc (Petziner, 1998, September 18, p. B1).

This is not leadership like Douglas MacArthur or Martin Luther King but charisma and power are not the interest of today's young people. A new poll of 18 to 30 year olds by Peter Hart Research Associates finds, "yong people overwhelmingly describe a model of leadership that is built from the bottom up." In other words, small groups lead change at the local level in contrast to the traditional definition of leadership of a strong select group of individuals. This is the thrust of Terry O'Bannion's concept of the Learning Community. Everyone is involved in defining, accepting, carrying out, and being accountable for their part of the mission of the institution (O'Banion, 1997).

The Blurred Line in Leadership Styles

Rev. Harold Ridley, President of Loyola College, has a different philosophy between Transactional and Transformational Leadership (Ridley, 1998, June 15). He believes leadership involves both styles depending on the moment and leaders need both skill sets. Ridley says that, " . . . you cannot overestimate the conservatism of academic institutions. People will forgive mistakes but they will never forgive sins against the culture such as a lack of respect for the mores or values of the culture itself."

Sr. Majella Berg, Chancellor of Marymont University, is a believer in the blurred line between the Transactional and Transformational schools (Berg, 1998, June 15). The most significant changes in her role as College President in the last five years has been acquiring more input from her staff in the decision making process before implementing a decision. This, she says, gives her staff more ownership in the decision and more responsibility to carry out the decision (Bensimon, 1991, 35-51).

Earl Richardson, President of Morgan State University, says this about listening to the viewpoint of others (Richardson, 1998, June 12-16):

> "Politics is a major portion of the college presidency. . . . There is a need to be able to communicate even in the face of adversity. You should not change your vision and compromise it, but you should be accessible and willing to respect the viewpoints of others."

Richard Thompson, Chancellor of Oakland Community College, a self described Transactionalist, feels he brings transformation by allowing people in the organization to develop their long term strategies and then implementing them (Thompson, 1999, June 28). It is a good strategy before trying to implement change to go through the process of gathering all information possible and then implement changes. He has done this through forming committees to develop listings of problems, developing a series of possible solutions, and then the committees groups decide which is the most appropriate ones to follow and then implement that solution. Change, true change according to Thompson, can and will take place but the process is very gradual.

In describing this process he talked of soliciting proposals from faculty on new initiatives. The faculty developed 71 new initiatives which the College is funding 53 of them. He feels the College has not formally asked faculty what they can accomplish or develop themselves.

The Leader and Change

There is a large demand for educational and training services, even while traditional educational institutions find themselves struggling to maintain enrollment. Younger students "going to college" represent a small and diminishing segment of the

postsecondary education market. More than 200 institutions of higher education have closed in the past 10 years while many newer institutions are growing. The richest and most prestigious educational institutions will carry on with some modification, but probably not much transformation, others will go out of business. For the remainder, survival will require dramatic action (McClenney, 1998, June 21).

The leader does not need to bring change because change is already at the door of every college. Timothy Raymer of the Michigan School Business Officials says that, "Change has quickly become business as usual." (Raymer, 1999, October, p. 3) "Common to schools is the element of change and the absolute necessity for sound financial management and business practices."

Change is often thrust upon an institution as a financial crisis (Bensimon, 1989). This crisis mentality forces people to accept fundamentally new approaches to solving the crisis, increasing the opportunity to change paradigms on which the organization functions (Barker, 1992). John Sperling, founder of the University of Phoenix, says when he left San Jose State University seeking college credits for his programs, he obtained advice from Frank Newman, Vice President for Development of Stanford (Sperling, 1989, p. 54):

> "John, you'll never get a public institution to accept a truly innovative program, or even an innovative program, and the same thing is true of private institutions, especially if they consider themselves to be elite institutions. In fact, no institution which is financially healthy - and this includes all public and most private institutions - will innovate. They don't have to. Educational bureaucracies are dedicated to the status quo, and the only time they innovate is when they have to. The primary spur to innovation is financial necessity. What you need to do is to find a

> school in financial trouble and convince the people running it that your program will generate a profit beyond the cost of the program."

Change in a financial crisis, however, is often not a solution to producing effective changes within the organization. In a survey of 1,000 companies that undertook the downsizing process (Tomasko, 1993):

- Ninety percent wanted to reduce expenses: Fewer than half succeeded
- Seventy-five percent sought productivity improvements: only 22 percent reached their goal
- More than half expected to reduce bureaucracy: only 15 percent could claim success

The challenge of the leader is to prepare the institution to meet this change. In an educational institution this is seldom a rapid process. A report to the Future of State and Land Grant Universities, composed of 27 college/university presidents, clearly states that the ability of educational institutions to make changes to their programming is slow and cumbersome (Lawrence, 1999, August 9, p. 4). The report criticizes the land-grant and other public institutions saying they are slow and unwieldily with a difficulty in obtaining timely decisions or responses. These institutions need to transform their thinking about service so engagement or response to changing conditions becomes a priority.

Jerry Sue Thornton, President of Cuyahoga Community College, did a humorous but possibly accurate, portrayal of the community college in a comparison to the Land of Oz (Thornton, 1999, July 26, p. 6-8). She says community colleges have been plunged into a setting as familiar to the past in education as Dorothy was when she plunged into

the Land of Oz. The whirlwind lifting Dorothy is similar to the winds of change sweeping over the college scene. Technology is an important tool affecting this shift and it may not be the tornado itself lifting education, it is widening the path of the funnel cloud.

As Dorothy and Toto sought the yellow brick road to Oz it became obvious that she needed help as do colleges. The Oz story has many parallels such as downsizing, right sizing, restructuring, and continuos quality improvement.

She quotes Kay McClenney, vice president of the Education Commission of the States, in that even how faculty functions will be new: "in a world where we are drowning in information and are short on wisdom, faculty members will spend less time preparing and professing and more time facilitating reflection, making meaning and sharing wisdom - managing the process of learning."

The Oz of the college world will incorporate all solutions, meet all challenges, and implement all or the most current educational theories. All traditional barriers to learning will be eliminated, technology will be everywhere, and learning will be at the convenience of the learner.

Thornton summarizes her comments:

- We exist in the whirlwind of change and old structures are unsafe
- We must eliminate barriers
- We must adapt to the present and plan for the future simultaneously
- We must cooperate and find partners on our journey
- We must be open to what is new and useful

- We must be aware that wizards are often ordinary people
- We must understand that wind is uncontrollable, witches still exist, root cellars have a purpose, dogs are good, and ruby slippers are great

Her thoughts are echoed by the past president of The Union Institute, James Conley (Conley, 1998, June 14): "All of the concepts found in the book, The College Presidency, written by Fisher (Fischer, Tack, and Wheeler, 1988) are found in the Wizard of OZ. The Wizard of Oz should be required viewing for the college presidency. There are enough strange things in higher education to write a sequel to the Wizard of Oz." Conley said leaders should never get wrapped up in the business because if you do you can be confronted with mental illness.

The ability to change as an organization is difficult. David Brock in discussing change in educational systems says (Brock, 1996, September/October, p. 62):

> "... we should not rush toward the many opportunities for growth without due consideration for how crucial organizational change processes are in developing organizations that suit the changing environments.
>
> Educational units - may thus be empowered to form their own strategies and organizational changes, preferably with planning an implementation support from core school staff. They should be trained to continue with environmental scanning and other planning, both formally and informally, as a natural part of looking at the world and relating these observations to their schools. Further, these planning processes can be empowered and extended to reorganizing all organizational processes for the unit - reward systems, communication channels, reporting relationships, and information systems."

Jerome Want, in his book entitled, *Managing Radical Change*, adds to this with the suspect motives attributed to those who like change (Want, 1995, p. 162):

> "The unknowable consequences of change are frightening. For that reason, those who claim they are committed to change are to be feared, if not avoided. What do they know that the rest of us don't know?
>
> Openness, thoughtful planning, and proactive management of various change challenges will increase the likelihood of success, while ensuring a good fit between the business and the changed environment."

Technology has been relied on to redress fundamental problems within companies. Expectations that information technology will solve problems within an organization have been unrealistically high, fostering as many problems as solutions. Organizations must change their management capabilities, strategies, decision-making practices, cultures, and attitudes to enthusiastically embrace change—to make change a quality of the organization.

People locked in their current way of thinking is another reason organizations engage in change avoidance and form their own "paradigm." Their paradigm, a way of viewing their business from the same perspective each time, cannot be perceived any other way unless something new is introduced to them. Joel Barker, a futurist, says these people cannot see past their paradigms (Barker, 1992). A major shift in thinking is required for organizations can see a need for change from their current practice. Once they understand the need to change they may spend time finding new ways or new paradigms to operate, increasing the likelihood of paradigm shifts. This produces more people who are willing, because of a crisis mentality, to accept fundamentally new approaches to solving the crisis increasing the opportunity to change.

Organizational leaders prefer to hold the change-management process hostage to an elite group of officers, planners, and directors (Want, 1995, p. 167). This diminishes the creativity and innovation that are needed when an organization finds itself challenged by change and it reduces the broadcast of the information needed for a paradigm shift. To exacerbate the problem is that many organizations think the change process is hindered by the involvement of employees. The fact is that change is inherently about people. Want says, "We cannot hope to be successful in implementing business change initiatives without factoring in the impacts and economic advantages of change for the social systems that corporations comprise."

For a leader to change the organization with a reasonable level of satisfaction requires a level of trust. Trust is the centerpiece of successful change (Jenkins and Oliver, 1999, May, p. 52-58).

The Muddled State of the Incoming Student

The future of higher education is based on the students who are now arriving from the K-12 systems. Throughout the 1980 and early 1990s numerous reports were nationally publicized on the poor performance of the K-12 systems of public education. The results have improved but the young adult population, many who are now attending colleges and universities, are having a widespread impact. In 1993 the Department of Education studied 13,600 young adults in 165 tasks in prose, document, and quantitative literacy. The results are not encouraging (Boyett, 1995):

- Almost half of adults could not make sense of a simple magazine article or read a bus schedule.

- Almost half scored below the minimum literacy level for training and retraining.
- Almost half could not write a letter explaining an error had been made on a credit card bill.
- Almost half could not use a chart to pick the proper kind of sandpaper for wood.
- Almost half could not use a bus schedule to understand how long a bus ride would last when given the starting time, the destination, and a bus schedule.

American businesses does not have a high opinion of these young adults who are now a part of the workforce (Boyett, 1995):

- In a Harris poll, fewer than one-third of the American employers thought a typical high school graduate was capable of holding a job.
- In a National Alliance of Business survey, less than 40 percent of principals surveyed said non-college-bound high school graduates were prepared to hold a job.
- Seventy-three percent did not think high school graduates could write adequately.
- Seventy-one percent said the graduate's math skills just were not up to par.

Business leaders also expressed concern on the moral and ethical characteristics among young adults. In a survey of more than 100,000 American teenagers:

- Forty percent of teens said they would keep extra cash if a cashier gave too much change.
- Thirty percent said they would not ask for more work if they finished assigned tasks early.

- Twenty-five percent said if they worked in a store they would give free merchandise to friends.
- Thirty percent admitted they would cheat on a test.

There is also a transition in the ages of the student population. Institutions have addressed decreasing traditional age student populations by diversifying enrollments to include substantial numbers of non-traditional and part-time participants (Snoddy, 1996, p. 1061). Students of all ages are coming back to college to upgrade their skills and advance their careers.

Colleges are faced with students coming to college under prepared academically. There are also concerns about the character of the students by employers. They are also facing a diversification of the student population with older adults returning to upgrade their education. From this mixture colleges must develop programs to educate a muddled student body to have marketable skills.

The Muddled Mission of the Community College

Irving McPhail, Chancellor of the Community Colleges of Baltimore County, Maryland says community colleges have the most diverse mission statement of any type of higher education institution (McPhail, 1998, June 14). It is a machine of higher education, social engineering, an extension of high school, a "wanna-be" senior college, and a place to retrain workers. John Garmon, a frustrated community college administrator, sums up some views of how a community college is viewed (Garmon, 1999, July 26).

The community college is the college of the people. They must:

- Be state of the art
- Be politically correct
- Leaders in workforce development
- Have a high rapport among students
- Have the latest technology
- Survive with complex funding mechanisms
- Develop work skills, provide community education, and teach remedial education

> "Community colleges are expected to be open-door, accessible, learning-centered, student-centered, locally supported college. They are thought to be lower standards than senior colleges, little more than extensions of high school - grades 13 and 14. They are some times seen as social service agencies for unemployed or dislocated workers and one stop career centers. Some times they are thought of a vocational tech centers. They are sometimes viewed as offering developmental skills and the students as having basic skills deficiencies."

There are even community colleges who may become providers of four-year baccalaureate degrees. In Virginia recently a proposal was offered to the Governors Blue Ribbon Commission on Higher Education for community colleges, four-year degrees. The motion meet with a flurry of protest. Virginia officials cited that this would be mission creep of the community colleges (Evelyn, 2000, February 21, p. 6-8).

The mission can be as broad and as diverse as a college administrator desires. Pueblo Community College in Pueblo, Colorado even goes as far as offering free legal help to the community (Franchi, 1999, July 27). Their counselors found their students were facing problems such as a need for legal advice on landlord-tenant relations, child

custody problems, small claims cases, bankruptcies, and divorce actions.

"We became aware that these were major obstacles to many of our students, and we felt it was something we needed to address as part of our students services function," says Dennis Trujillo-Johnson, director of the advising division of the college. A scattered mission, with community colleges becoming conduits for student access to the legal community, gives an impression of an unfocused market niche that, as the popular lecturer Steven Covey says, they have not put "first thing first" (Covey, 1989).

This scattered mission of the community college through the United States is apparent in the comments Dr. John Sperling offered in an interview for this paper. When asked: "Community colleges view themselves as comprehensive institutions for the entire community. If you were to offer advice to the community colleges, what would that be?" He responded (Sperling, 2000, January 3):

> ". . . if I were to offer the community colleges some advice it would be to continue to listen to the needs of your community. Your charter is to provide a wide range of services to a very diverse population. You will only be successful in the long run if you hear what the market needs are and are prepared to serve them. Not every community has the same needs, and too often community colleges work under a sweeping general mission that is inappropriate in the local context."

The Leader's Focus on the Business of Education

There are numerous forces at work in the world to bring a transformation into the higher education. In 1999 alone over $300 billion dollars was spent in the higher education marketplace, most was spent in the for-profit sector (Marchese and Anderson, 1998, June 23). A group called the Masie Center predicts there will be numerous mergers

of the smaller for-profit educational institutions purchased and "rolled into" a consolidated companies (Masie, 1999).

Changes such as predicted here are part of three powerful forces working on the future of higher education. These forces are markets, technology, and the drive for performance and accountability (McClenney, 1998, June 21).

The changes in these areas will dramatically shift the boundaries of geography and place of higher education with the changes emerging through technology. As these boundaries change so will boundaries of college districts, state lines, and accreditation regions. We are beginning to see a proliferation of joint teaching arrangements and joint degrees involving community colleges, baccalaureate institutions, and research universities.

James J. Stukel, President of the University of Illinois, says these changes are occurring faster than most realize. Average people can access websites and find expert information on tools for managing, decision-making, and record keeping, as well as traditional technical information (Stukel, 1998, February 19). Even the method of the transfer of information from the educational institution to the general public has substantially changed. The three traditional ways of transferring knowledge to the commercial market:

- Moving university people to industry
- Publishing papers
- Licensing intellectual property

Universities are becoming deregulated as geographic and time boundaries disappear and new technologies proliferate. State boards of higher education will be unable to designate specific regions in which colleges/universities may, or may not, offer courses and programs. Barriers to quality higher education will begin to disappear, for anyone with a $500 desktop computer will have access to higher education anywhere in the country.

Boundaries between academic and vocational, between credit and non-credit offerings will also disappear. As a result, according to Stukel, we will see more effort to create institutional niches in the education market. The focus will be on comparative advantage, eliminating marginal activities, and doing a few things exceptionally well. This drive will change the mission of the community college from the broad, comprehensive institution to a mission with a narrower focus.

Even the need for a formal education itself has come into question. A growing segment of the young adults are not pursuing four-year degrees. In a study from Michigan Future, Inc. it was found many good paying jobs today do not require a four year degree. Their studies indicate (Michigan Future, Inc., 1999, July, p. 4):

- 60% of full time workers, based in the Midwest, primarily Michigan, with annual earning of at least $30,000 did not have a four-year degree.
- In 88 occupations with a median annual salary of at least $30,000, 47 did not require a four-year degree.

Their report then continues in defining the pathway that these young adults are following (Michigan Future, Inc., 1999, July, p. 8):

- Graduate from high school
- Possibly start at college but not obtain a degree
- Get a lower skilled job
- Learn about promotion opportunities
- Learn about the skills needed for the promotion
- Repeat the advancement process

These yong adults gather the necessary skills for a position, investigate what skills are needed for advancement, obtain training for a potential promotion, what is necessary to obtain a higher paying job at another employer. Colleges do not focus on this career pathway according to the research. Colleges and universities are geared for students to pursue a degree and they often ignore this entire market of education.

The Leader's Focus on the Market for the Student

Colleges calling students consumers or a market is not common. Call a student a consumer or a customer in an academic senate meeting and a debate will probably erupt. Yet the student who is attending the institution of higher education is changing (McClenney, 1998, June 21). According to the U.S. Department of Education 44 percent of all college students are more than 25 years old, 54 percent are working, and 43 percent were attending college part time. Almost half of all freshmen and sophomores attend community colleges, most with no residential facilities, some with no campuses. In 1997, more than 76 million American adults—40 percent of the adult population—participated in one or more adult education activities, up from 32 percent in 1991. This is the market for higher education.

This market is no longer post-high-school students but is growing into the development of technical skills for nearly every sector of the economy. Continuous change is now an area for the continual expansion of learning, training and education that will occur over the length of a career and a lifetime (Simard, 1997, May 22). This is especially true in the light of the fact that the typical American holds 8.6 different jobs between ages 18 and 32 (Wall Street Journal, 1998, July 21, p. 1). The student market is large and growing and is more and more the working adult who is back to enhance their job skills, retool for new positions and careers, and other customized learning experiences (Patton, 1998, July 6). In the words of Kimberly Irwin, one of these students seeking to increase her skills in the workplace (Thiers Lui, 1997, April, p. 15), "In the workplace, the emphasis isn't on what piece of paper you had, but what you can do."

Postsecondary education is more intensively competitive and learner-defined as the students want programs that provide what they need, when they need it, and how they need it. President Clinton, in his 1998 State of the Union Address, said (Clinton, 1998, January 27) that a goal of his administration was to, ". . . make going on to the 13th and 14th years of education as universal as a high school degree." He says he wants to make lifelong learning easier for adults interested in finishing their degrees, going back to school, upgrading their skills, or advancing in their careers.

This change in demand is reflected in the expansion of the private providers of education. They are providing training, degrees, specialized non-degree programs, and an expansion of on-the-job training and education programs. Department of Labor statistics show that, by 2005, 77 percent of U.S. jobs will require some kind of training beyond

high school but not a bachelors degree (Thiers Lui, 1997, April, p. 14).

This market for students is transforming higher educational to become more responsive, flexible, entrepreneurial, and accountable (Patton, 1998, July 6). Today's highly regulated and centrally managed systems will have to provide greater flexibility with incentives to grow into new markets with new services. Institutions will begin to offer learning programs in a variety of settings and formats such as traditional undergraduate and graduate classes, full-time and part-time attendance, on campus and off campus, synchronous and asynchronous, traditional degrees as well as new competency-based programs. If they do not do so then others will step in, such as the for-profit sector of higher education, who do offer these programs.

The University of Phoenix is aggressive in the growth market of the for- profit sector of higher education. It is a leader in having multiple sites around the country and the largest for-profit university in the country (Burd, 1999, August 6, p. A36), but it is not the only player in this market. Dozens of private and regional-public colleges, for example, now offer degree programs in the Washington, DC, area. Wisconsin has more than 100 out-of-state degree providers with 37 in the Milwaukee area alone (Marchese and Anderson, 1998, June 23). Chicago's DeVry Institute of Technology now has 15 campuses in the United States and Canada enrolling 48,000 students in business and technical programs. Indianapolis-based ITT Educational Services counts 25,800 students in its 62 institutes (Hirshfeld, 1998, March 2).

In the nonprofit sector, dozens of existing universities and colleges have developed remote-site strategies. St. Louis-based Webster University now boasts 15,000

students in 64 U.S. locations plus six overseas. Chapman, National, Park, RIT, Ottawa, and Central Michigan also teach afar. The Maricopa district's Rio Salado Community College operates at 129 locations. The University of Maryland's University College teaches 35,000 students at hundreds of sites; it holds commencement ceremonies in College Park, Heidelberg, Tokyo, Okinawa, Seoul, Schwäbisch Gmünd, Irkutsk, and Vladivostok.

There is now competition for these students with a growth in for-profit higher educational institutions. As mentioned in Chapter One, there is a tremendous growth market in the for-profit field of higher education. Between 1996 and 1998 it is estimated that there has been $1.7 billion raised on Wall Street to finance new competitive ventures in higher education (Marchese and Anderson, 1998, June 23). The estimates represent outstanding growth not just in education but for any field of business (Ho, 1999, August 24, B2):

Year	Revenue	Growth
1996	$ 3,700,000,000	-0-
1997	$ 4,800,000,000	30%
1998	$ 7,100,000,000	92%

This growth is coming from increasing needs for educational services at the cost of enrollment in other institutions of higher education. All of education is growing at an estimated one-half to one and one-half percent annually (The Chronicle of Higher Education, 1999, August 27, A46) while the for-profit sector is growing dramatically faster.

This growth in taking place in different areas of the for-profit education market, often in the specialized "niche markets." The University of Phoenix defines its role as the teacher of the "adult learner." (Sperling, 1989). Bostic with the "power campuses" of the American InterContinental University sees his role as a high tech institution (Blumenstyk, 1998, October 2, p. A41 - 44).

The University of Phoenix has expanded over the past decade from 3,000 students to nearly 70,000 students on almost 100 campuses in 32 states (Fierman, 1995, December 11, p. 34). University of Phoenix president William Gibbs understands the new student vocationalism. In a New Yorker interview, Gibbs explains, "Our students don't really want the education. They want what the education provides for them." Now, in addition to neighborhood campuses, the University of Phoenix has an entirely on-line campus with complete degrees. The University of Phoenix objective is profit and since the parent company, Apollo Group, went public in 1994, the stock has increased in value from $2 to $35 per share—1,650 percent.

Within little more than five years, postsecondary proprietary education has been transformed from a sleepy sector of the economy to a $3.5 billion-a-year business, making education one of the hottest emerging growth sectors of the U.S. economy. The University of Phoenix is joined by other for-profit higher education companies including DeVry, Inc. (Chicago); ITT Educational Services, Inc. (Indianapolis); Education Management Corp. (Pittsburgh); and Computer Learning Centers, Inc. (Fairfax, Virginia) (Henkoff, 1997, April 18). These, and a growing number of others, are coming soon to a storefront across from the local college campus.

Changes will dramatically alter every facet of education. Some aspect will still continue as state and federal funding still continue into higher education programs. Mihael Dolence, a consultant who is often quoted in educational circles says (Dolence, 1997, February 25):

> "The classroom will not disappear, nor will the campus fade into oblivion. Rather, American higher education in the 21st century will provide a spectrum of choices for learners, ranging from the truly traditional to the totally transformed."

The Leader and the Remedial Student at the Community College

One role thrust on the community college is having to educate students who graduate from K-12 with minimal academic skills. There is an expectation by the student that even though they are unprepared, it is the college's fault they do not succeed (Locksley, 1998, February 5). Nationally 34% of all students entering community college need math remediation. Twenty-five percent need remediation in English and 20 percent require improved reading skills. These students are not just coming out of high school but there are also four million adults that are turning to community colleges to receive basic education, literacy skills, and to improve their English language abilities (Clinton, 1998, January 27).

Even though 76 percent of colleges and universities provide some remedial education (American Council on Education, 1999, September 13, p. 2) this role is diminishing in four-year institutions. The New York City University system is closing its doors to under prepared students. (Williams and Wright, 1998, June 15, p. A15). The criticism is that City College and City University's students lack many basic English,

math and other skills. The Trustees have voted to eliminate remedial education at it's eleven campuses. "College should be for college work not high school work. Otherwise we will devalue a college diploma," says Herman Badillo, vice chairman of the system's board. These students are enrolling in the city's six two-year colleges. "What happens to these students who cannot get into the senior institutions is hard to predict. Maybe they will try to come to a community college but we are chock full right now. We have no room. It is easy to imagine a certain percentage of the student will be discouraged from coming to college at all," says George Sussman, acting vice president for academic affairs at LaGuardia Community College.

The eventual academic success of these students who end up in remedial programs is a concern. In a study based on several million college transcripts it was found that

students who take three or more remedial courses typically do not earn a bachelor's degree (Ikenberry, 1999, April/May, p. 8). Fifty-eight percent of students that do not take any remedial courses and 47% who take only one earn a bachelor's degree. There is a populations of students who are not geared for a four-year degree that attend community college in an attempt to increase their academic level and obtain improved job skills (Rouche and Rouche, 1999, April/May, p. 2-18).

Even this role of post high school remedial education is not the sole domain of the community college. Some community colleges are turning to the private sector to teach remedial students (Gose, 1997, September 19, p. A44). Both Kaplan Educational Centers and Sylvan Learning Centers are becoming more commonplace in the teaching of

remedial skills in postsecondary education. Often they are designing, overseeing, and in some cases actually teaching remedial courses. Remedial education is becoming big business. The potential is that they promise to speed up the remedial education process, save the institution money, and make the process of college less forbidding to some students.

The Leader's Tools for Transformation: Knowledge Through Assessment

Assessment is an evaluation tool that can transform an organization. This is the tool of information and data. Tom Peters, a highly recognized management consultant in the private sector, says the organization should measure what is important, check it, and decentralize information, especially in the areas the organization wants to emphasize (Peters, 1987). Few people want to do mediocre work and be recognized publicly for their inadequacy. There are few people that when provided with credible, useful data on the outcomes of their work will fail to use those data to figure out how their work can be strengthened (McClenney, 1998, June 21). Kay McClenney, speaking to the annual conference for the League for Innovation in the Community College said, "The ugly truth about the current situation in American higher education, even in most community colleges, is that we do not have a clue what and how much students are learning—that is, whether they know and can do what their degree or other credential implies."

The reality is that policymakers and the public are signing blank checks for higher education with little or no accountability. The colleges and universities will eventually be expected to perform, to document performance, and to be accountable for producing return on taxpayer and student investment. College's will see this dynamic reflected in

performance indicators, performance funding, performance contracting, and performance pay. The issue of accountability will not go away (McClenney, 1998, June 21).

There are those who argue that colleges and universities should not be accountable (Kanter,1999, July 26, p. 4). The President of DeAnza College in Cupertino, California says that we are all building multimillion dollar data bases for transfer, job placement, retention, persistence, moving students from welfare to work, and propelling them from basic skills to college level courses and competencies. He says our focus is leaving the human condition and we talk less and less about critical thinking, ethics, pedagogies, or just learning for the sake of learning. The academic disciplines most out of favor today are the very ones that challenge our philosophical assumption about right behavior and ethical decisions. He says, "We must not lose touch with the reasons why most of us choose the profession of teaching in the first place. We wanted to help people improve their lives by learning to weigh competing alternatives, ask the right questions, make good judgements and help others." He says we should look at the qualitative aspects of education as well as the quantitative questions. In the meantime the University of Phoenix grows at over 20 percent annually.

Jorge Klor de Alva, President of the University of Phoenix, says colleges and universities do not respond to the needs of the students. The traditional educational institutions have not responded to the adult learners and these institutions are locked into providing education for a select type of student that is characterized by the 1960's (Klor de Alva, 1999, December 6,7). As the University of Phoenix President he has been attacked as a self serving operator (Shea, 1998, July 3, p. A8-10) seeking to increase the

profits and market of the University of Phoenix. This is possible but de Alva is also the president of the fastest growing educational institution in the United States.

The degree is the ultimate assessment tool for the student yet the only qualifications for the degree is that the student has survived a process and invested their time in completing a certain number and type of classes. There are few if any programs in the country where the students are tested to see if they are qualified with a certain knowledge level for the degree they are receiving. The only program testing students prior to graduation that is well known is the one the University of Phoenix has students complete prior to graduation (Sperling and Tucker, 1997, Fall/Winter).

In his book, *Killing the Spirit: Higher Education in America*, Philip Smith (Smith, 1990) calls the task of holding colleges/universities accountable difficult because of the conservative culture that he calls "academic fundamentalism." Any change can violate this fundamentalism. Harold Ridley, president of Loyola College, says people forgive mistakes but never forgive sins against the culture (Ridley, 1998, June 15). If accountability is not a part of the culture, then even a change in this area can be interpreted by some as being a sin against the culture.

When a college does attempt to make a serious assessment to improve its program, it fights itself in the process. A study of assessment programs from 1984 to 1992 in Illinois on the impact of assessment on general education (Corriveau Hypke, 1994, p. 1052) found the majority of institutions were reluctant to use student outcome measures as part of assessment efforts. According to the study, institutional interest in assessment only provides an opportunity to clarify program goals and objectives.

Another study in Kansas, at the Emporia State University, it is difficult to assess an institution unless it has clearly defined goals and these goals are agreed on by the faculty. Without goals there is uncertainty about which questions should be investigated and which assessment techniques should be applied. When faculty have not agreed on the goals or the assessment techniques, conclusions drawn from the data are strongly resisted or rejected by faculty (Payne, 1992).

If an institution is to advance its mission it must assess what assets it possesses in programs, people, physical assets. The institution then needs to know what are the expectations placed on it from the funding sources and if there is opportunity to expand its constituency or stakeholders. (Doucette and Hughers, (Ed.), 1990).

Once an assessment takes place it is the responsibility of the leader and the vision they proclaim to ensure the different parts of the organization share that vision. The vision must be transmitted into each facet of the organization through the assessments. Areas of weakness within the organization must be identified and be developed (Salluzzo and Prager, 1999, September, p. 43-48).

More boards are using assessments in developing their own vision of the college and holding the president accountable for their objectives (Basinger, 1999, August 13, p. A39). Assessment of the whole institution or of specific components of the institution will become more prevalent through higher education. Assessment and accountability must extend to their objectives, fiscal integrity (Rucker, 1998, February 25, p. 1-4), and all areas of the college.

Because of the accountability factor in finances and business acumen, boards are increasingly appointing business deans as presidents (Mangan, 1998, March 27, p. A43-44). Business deans have a natural propensity to balancing budgets and raising money for academics. This is in part for their training but it is also the ability to change to meet the demands placed in their areas in the last decade. The business schools moved to upgrade ands improve their curriculum for hot fields like international business and entrepreneurship. This highly competitive environment caused them to change how they conduct business survive.

Measuring or assessing quality is a daily process in the delivery of products and services to the customers in the private sector. Numerous tools are used to measure satisfaction including the American Consumer Satisfaction index which measures customer satisfaction on service. Jack West, chairman of the American Society for Quality Control says (Much, 1995, June 15, p. 1), "Quality is what customers say it is. It is not what the quality professional or the engineer says it is." If a college president or a dean said those same words and substituted the word customer for student and faculty member they would receive a great deal of feedback from faculty and other staff.

In an attempt to bring accountability to the classroom and other places within the institution, products of the private sector have been introduced into higher education, Total Quality Management (TQM) and Continuos Quality Improvement (CQI). Both quality tools come from quality initiatives that have their roots in a process called ISO 9000. ISO 9000 is based on identifying specific requirements for each specific task of work, developing "benchmark processes" which are levels of acceptable quality

throughout the industry and at the location of the work, and the review and of results of the process on a regular basis (Bracchia, 1995, May, p. 5-6). To obtain the ISO 9000 certification is a lengthy process and requires a great deal of documentation, a complete assessment of what is currently happening in the processes, placing all expectations in writing, and a continuos review of the process.

TQM and CQI have similar requirements for the processes under review. These assess current practices, establish levels of expectations, define "benchmark" processes, and set goals for continuos improvement (American Association on Higher Education, 1993). One college that has used this process is Colorado Tech which has engaged in a lengthy assessment of all processes for the classroom, established benchmark expectations, and reviewed processes each year. Faculty have annual faculty staff development activities they must complete and students complete surveys of the faculty which are posted in the library for all to see. Next to faculty evaluation summaries by the students is a picture of the faculty member and a biographical background (Stein, 1995, March, p. 1-4).

Colleges/universities that can demonstrate this documentation process can apply for the prestigious Malcolm Baldrige National Quality Award. This award focuses on product quality, customer satisfaction, overall business excellence, productivity, cycle time, and the speed and agility of the marketplace (TQM in Higher Education, 1995, April, p. 4). It is coveted in the private sector as the recipients have gone through the process of ISO 9000 (the latest standard is now called ISO 9002), TQM, or CQI. There are initially only a few institutions applying for this award (The Chronicle of CQI, 1995,

March, p. 1-4). If this process continues and more schools examine their processes, we may see higher education becoming more accountable.

The public through the legislature is beginning to become more focused on holding higher education accountable (Weiger, 1999, September 20, p. 6-7). One area is through performance based funding. This includes increasing or decreasing levels of state aid based on certain improvement criteria or tuition levels. Colleges and universities who follow state mandates are rewarded and those who do not are punished financially (Rucker, 1998, February 25, p. 1). Another method is to bring direct competition to programs traditionally funded through public higher education. Congress has been reviewing methods to overhaul workforce training. In the past it has been through identifying a number of seats for training, providing funds to the institution, and then a federal agency would be responsible to place students in the seats. Now congress is trying to introduce market forces and competition by issuing vouchers to eligible workers so they can pick their own training (Wessel, 1998, June 29, p. 1). This will give the individual power to take hold of their training and skills through bringing that voucher to whom they feel provides the best training for them by "shopping around."

States are moving to shift their funding mechanisms for training at an even faster rate. Texas is distributing compact disks with data on a variety of programs in the public and private sector (Levine, 1998, June 15, p. A30). Michigan is hiring private contractors to provide job-search advice previously provided by government employees.

The Leader's Tools for Transformation: Vision

Kay McClenney, Vice President of the Education Commission of the States,

quotes Peter Senge that there are only two things that prompt change: one is aspiration, the other desperation. By whichever route, the institution must arrive at a vision of what it aspires to be. This must be a shared vision that is the collective property of the college stakeholders. This vision has live in the hearts and minds of people (McClenney, 1998, June).

The commonality to all good leaders is the ability to communicate their vision for and to their organization. It must include all facets of the organization and direct its goals and resources to a purpose of being (Koch and Cebula, 1994, September, p. 687-99). When other agendas overcome the vision, the vision weakens, and the organization begins the process of decay and chaos.

Developing a vision with a team was discussed by Nicoli Machiavelli who desired to become an advisor to a new king. Machiavelli's advice, written in 1532 (Machiavelli, 1952, originally published: 1532) includes bringing in people to become close advisors to the king from different parts of the kingdom. In this manner the king could understand specific problems in each area of the kingdom and have a personal connection to that area as well. Machiavelli proposed a cabinet of experts or, in today's jargon, a team.

Following Machiavelli's advice, as well as others who expound on the use of teams, gathering a great amount of input is an important part of developing a vision for an organization. Part of the input needs to be through assessments and another part the views of the people who actually do the work itself (Heermann, 1996 and 1997). People respond best when they are invested in and have the opportunity to make significant decisions about their own areas of responsibility. This gives them the chance to have an impact on

the organization in an area that is of immediate interest and value to themselves (Van Der Bogert, 1998, Spring, p. 10-11). By creating a shared vision with buy-in by the staff, the leader can have the vision implemented by the same ones who want the changes to bring the vision to fruition (Peters, 1987). The use of the team can accomplish the organization's goals and extend the leader through the management staff they have around them. Failure to utilize the team effectively can result in the failure of the vision and the failure of the leader (Stecklow, 1994, December 9, p. 1-4).

Teams can transcend the Transformational and Transactional styles of leadership. The following is a team led by a Transformational leader using a Transactional approach. Eugene Kranz, leader of the Apollo 13 mission that almost ended in a disaster talks, of the need to make split-second decisions as he struggles to bring the Apollo 13 astronauts home after an explosion rips through their spacecraft (Useem, 1998). He says, "My job was basically to orchestrate all the players, recognize the problems, point people in the direction if we had more than one way to do a job, get the players to bring their stuff in, listen to them, and send them back." Some of the points he makes:

- Expecting high performance is prerequisite to its achievement among those who work with you. High standards and optimistic anticipations will not guarantee a favorable outcome, but their absence will assuredly create the opposite.
- When speed and precision count, sharing information and keeping everybody's eye on both goals are essential for achieving both.
- Construct decision-making teams and procedures for intensive problems solving before they are needed. Bringing to the fore those who are most qualified to make

the decisions, regardless of background or obligation, will aid decision making.

- A team is strong so that it can transcend individual frailty. The individual can fail, but the team cannot. Each person on the team is a potential hero working among heroes, and when the moment for heroism comes, each one must be ready.
- Developing teams and teams of teams through training and exercise can create implicit understandings for fast and accurate decision-making when the teams are under duress.

Another example of teams lead by vision is Joshua Chamberlain at Gettysburg (Useem, 1998). Chamberlain, leading his tattered troops into a pivotal battle at Little Round Top, on the fields of Gettysburg says:

> "If you are appealing for the support of a critical group, make your ultimate, shared objectives the platform. Convince its members that the cause is just, the calling noble, the course collective, and the challenge critical; remind them that the goal cannot be reached without their energetic engagement. When you are thrust into a responsible position with scant warning and even less preparation, ask what actions are called for in the position, what strategies have worked in the past and how others have previously responded to the challenges you now face."

This vision is critical to be displayed at every opportunity. Fisher goes so far as to help college leaders define what they should address in the Annual Address to the campus community. In the following plan of the address he makes an attempt to help define all areas of the vision of the president to touch every staff and faculty member of the college (Fisher, 1998, June 12-16).

1. *Enrollment and enrollment trend:* over the last ten years in the nation, the state, the campus. This will be an opportunity to improve the quality and grow.

2. *Finances:* the average increases across the country

3. *Public Support:* This is based on public politics.

4. *Private sector financial contribution*: This should be reviewed with how much is given to the College. Track this and talk about it: 28% comes from alumni (not how much but what percentage), 17% comes from others, 12% faculty, etc . . . know the average giving around the country with Corporations and foundations. Corporate contributions require some reservation since they only give in their own self interest.

5. *Trustees:* This is some of the best source of fund raising, especially if they are giving and if it is private school.

6. *Curriculum:* Find legitimate sources to try to get a buy in and quality to students. Some areas that should be addressed are: Involve faculty in what they should be and paint your vision as to what they should be. Push the faculty to come up with curriculum decisions and if they do not then implement the following by fiat.

   A. Computer literacy

   B. Language: English skills are very poor in college graduates

   C. Foreign language

   D. Race and gender studies

   E. International

   F. Hard science

7. *New technology:* Insist that every faculty member becomes computer literate.

8. *Leadership:* Identify external adversity to the college. Include anything that can give the president status and honor. Use a raised platform, a podium, flags, and a seal on the front of the podium. Messages should be written and then sent out afterward to all.

This vision should never be apologetic and the leader should expect and even demand quality. Freeman Hrabowski, President of the University of Maryland in Baltimore County says the leader should expect and even demand excellence from all staff members. Never apologize for expecting results yet always be gracious when you receive them (Hrabowski, 1998, June 15). In summary, effective college presidents are male or female, large or small, any number of race, creed, sharp dressers and fair dressers. The commonality is the "fire in the belly" that is a driving force in all leadership roles. Above all, the leader must be the driving force of the vision of the college (Vaughan, 1989).

Alfredo Christiani, the leader who transformed El Salvador's decade-long civil war into a negotiated settlement says this on visions (Useem, 1998):

> "The conviction of your vision is the sine qua non for its achievement. Without a clear-minded fix on where you want to get, the opportunities and pressures for diverting from it will ensure you will not arrive there. . . . Consistent, unrelenting efforts to hear and reconcile diverse positions, even when rooted in deeply entrenched and immensely powerful interests, are prerequisites to overcoming any conflict and mobilizing interests, are prerequisites to overcoming any conflict and mobilizing the resources that the contending parties are withholding."

Michael Useem, in his book, *The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All,* (1998) lists quotes from the greatest

runners of the mile for all time. For years it was believed the fastest the human body could endure in the one mile run was four minutes. This record was first broken by Roger Bannister and then several after this. To break the four-minute mile the individuals had to endure endless hours of training, pain and self-denial. Each was driven by distinct personal vision:

Roger Bannister (1954, 3:59): "Running presents a perfect test of judgment, speed, and stamina."

John Landy (1954, 3:58): "One's effort could be pinned down and quantified precisely."

Derek Ibbotson (1957, 3:57): "I ran to prove to my father that I was better than my brother."

Herb Elliot (1958, 3.54.5): "I ran at first to remorselessly beat everyone I possibly could."

Peter Snell (1962, 3:54.4): "I ran for recognition."

Michell Jazy (1965, 3:53): "I ran so I would not have to fight the war in Algeria."

Jim Ryun (1965, 3:51): "I ran to get a letter jacket and a girlfriend."

Sebastian Coe (1981, 3:47): "I ran because I was meant to run."

Noureddine Morceli (1993, 3:44): "I run to be known as the greatest runner of all time."

Vision: this is a tool to drive a person and a tool to drive an organization.

The Leader's Tools of Power

A leader has available to them five sources of power (Fischer, Tack, and Wheeler, 1988). Fisher lists these tools with his own view as to their use:

1. Coercion - This is the least effective and when it is used then it is less effective than when the threat of its use exists.

2. Reward - This is the second least effective. Direct awards should not be associated with the president, these should only be used by lower level administrators. If a president provides bonuses then they should be awarded to everyone.
3. Legitimacy - The power and ability to stand in the role of the president
4. Expertise - The perception of knowledge in a specific area. If the president has specific knowledge in an area they should make certain others know. If they do not then they should be quiet, letting others speak their wisdom on the subject. This is more powerful than all of the previous tools.
5. Referent leadership (charisma) - The ability to inspire trust and confidence. This is only built in three ways:
   A. Social distance - There are 51 studies showing there is a need for leaders to distance themselves on a personal level from their staff. The president should be a friendly phantom being everywhere and no where. The president should at least once per week show up where least expected.
   B. Personal style - How you present yourself with a pleasant style and calm.
   C. Perceived self-confidence - More confident than others; many presidents take themselves too seriously.

The issue of social distance is often the most controversial. Sr. Lorraine Hale, President of Presentation College, says this about this concept of social distance (Hale, 1999, June 22):

> "Social distance is necessary in the event that you have to make the hard decisions. It is always appropriate to be friendly with your staff but there are dangers with having them as your close personal friends."

The leader must have a vision which is well known. They must sell the vision to their staff to obtain the highest commitment from them. They must then use the tools of leadership to knit the fabric of the vision into the cloth of the organization.

The Leader Using Technology as a Tool for Transformation

The impact of technological change now clearly dominates the academic agenda. The University Continuing Education Association (UCEA) Regions I, III, IV, and VII identifies ten issues of most concern to higher educational leaders two of which were technology programming/administration and technology costs.

Measuring this impact and how faculty has changed their method of instructional delivery has generated considerable interest. Some of this research indicates that the adsorption has been only moderate.

Faculty have seldom been receptive to technological change. At Toronto's York University, the faculty contract now stipulates that decisions to use technology, "shall be consistent with the pedagogic and academic judgments and principles of the faculty member employee as to the appropriateness of the use of technology in the circumstances...." In other words, they cannot be forced to use technology (Smith, 1999, September 20, p. 14).

In 1998 the Higher Education Research Institute at the University of California surveyed 33,785 faculty members which found that while faculty are aging they are not

necessarily retiring and those who do retire are not always being replaced. Institutions are commonly replacing full-time faculty with adjunct faculty. "Many institutions have experienced such budget restraints that they are no longer hiring," says Linda Sax, director of the cooperative institutional research program at the University of California.

This presents an opportunity in higher education to add younger faculty more accustomed to newer technologies and part-time faculty who do not have longevity rights associated with tenure and unions. "One of the most important things for students is teaching styles and methods." She says older teachers rely on lectures and they are not as flexible as younger teachers in adapting to changes in the classroom like class discussions, student-developed curriculum, student presentations, and group reports.

"Students are increasingly coming to college technically prepared. They are expecting to communicate with their professors via e-mail. They want to turn their assignments on-line and to get syllabi on-line. The different comfort levels with technology are creating a wedge between faculty and students."

Survey on computer use for 38,785 full-time two-year college faculty members in 1998 by the Higher Education Research Institute at the University of California

Area	Frequency	Percentage
Communication via e-mail	Daily	49.7
	2,3 time week	20.2
	Once a week	8.0
	1,2 times month	9.4
	Never	12.7

Conducted research using the Internet	Daily	9.7
	2,3 time week	18.5
	Once a week	18.2
	1,2 time month	28.2
	Never	25.3

A total of 21 percent of the 38,785 faculty hardly use e-mail and a full 53 percent of the 38,785 faculty hardly use the Internet for research. It is easy to question the need for the technology enhancements and the credibility of faculty of being in the mainstream of change where technology has become an integral part of so much of the world outside of academia.

The Leader Integrating Technology into the Classroom

The adaption of technology into the classroom is a part of the change process that needs to be lead by the leadership of the college but it should also be a faculty initiative. William Geoghegan calls this the technology adoption life cycle (Geoghegan, 1994, July 17-20). Geoghegan, whose work is discussed on the following three pages, bases his research on previous work by Rogers, Moore, and others who generally recognize five distinct categories of adopters: innovators, early adopters, early majority, late majority, and laggards.

Innovators and early adapters comprise 14 percent, of all adapters while early majority and late majority making up the next 70 percent, and laggards making up the remaining 16 percent. Geoghegan characterizes the categories as follows:

- Innovators: This two to three percent of the population latch onto new technology as it appears. Their interest is more with technology itself than with application to significant problems. They know details of new hardware and software and are a significant resource for vendors who need to test a new product. Innovators are often broadly connected and form communities of shared interest spanning disciplines and institutions.
- Early Adopters: This 11 percent of the population blends interest in technology with a concern for significant problems and tasks. They look for the breakthroughs in instructional methods or learning effectiveness that new applications of technology enable. They explore new technologies for their potential to bring about major improvements through qualitative change. They are risk-takers and are not averse to occasional failure. They are broadly connected within the academic community, with good links to "innovators," and with strong cross-disciplinary interests and ties. They are often quite self-sufficient from a technical standpoint, either through their own skills, or through resources through personal networks.
- Early majority: This is 35 percent of the population and is the first half of the mainstream. They are comfortable with technology and their focus is on the problems of teaching and research rather than on the tools (technological or otherwise) that might be used to address them. They adopt a "wait-and-see" attitude toward new applications of technology and want solid references with examples of successes before adopting. They are not interested in abrupt,

discontinuous change, but are attuned to evolutionary modification of existing processes and methods. They want to see compelling value in an innovation before adopting it.

- Late Majority: This 35 percent of the population consists of the conservative/"skeptical" latter half of the mainstream. They are similar to the early majority, though typically less comfortable with technology. They accept innovation later once the change becomes well established among the majority. In technology products, they like complete packages, preassembled, ready-to-run technology solutions. The level of risk aversion is high.
- Laggards: The last 16 percent of the potential adopter population is the most likely never to adopt at all. In teaching they are unlikely to employ information technology and may be antagonistic to its use by others.

According to this research there are several transition points throughout this process of adapting technology. The most difficult transition point is from the visionary group (the early adopters) to the mainstream. It presents a challenge for change agents within the academic community who want to encourage the adoption of information technology in instruction. If the innovation fails to cross the gap separating early adopters from the mainstream, then it will never succeed in reaching more than about 15 percent of the population. This seems to be precisely the situation often faced with the diffusion and adoption of instructional technology.

This problem arises out of the significant differences between the early adopters and the early majority. The differences between the visionaries and the early majority can

produce a situation in which the successes of the early adopters actually work to alienate the mainstream. Some of the conditions that can alienate the mainstream:

- A good application of technology to instruction may raise expectations higher for the main stream that are really available.
- The early adopters' high visibility projects can soak up instructional improvement funds, leaving little or nothing for those with more modest technology-based improvements.
- The early adapters willingness to work in a support vacuum often ignores the needs of mainstream faculty who find themselves left with the former's projects after the developer has moved onto other things.
- The continuous change favored by the early adopter has a tendency to produce disruptive side-effects that magnify the overall cost of adoption.

It is critical to recognize the differences between the mainstream faculty as being different with the early adopters. If this is not recognized then there will be a probable failure to lose the support and involvement of the mainstream faculty (Young, 1999, May 28, p. A23-24). The mainstream must be "sold" on the idea and the practice of using instructional technology, but only on their own terms and under conditions appropriate to mainstream needs and interests. In addition, it is important to involve mainstream faculty in academic technology planning and policy groups whose decisions could affect the way they do their jobs. This could be a good first step toward breaking the unconscious hold of the "technologists' alliance" and giving an effective voice to the mainstream of potential adopters.

If there is an intent to adopt technology as an institution, there must be a clear commitment to do so by the institution. The foregoing discussion is moot if the institution itself fails to articulate and act upon a solid commitment to continuous improvement in the quality of teaching and learning. It is natural to show this commitment to the early adapters as they tend to look for new instructional methods and work often without administrative support. If it is in the institution's intent to make this technology generally used by the institution then that commitment must be articulated by removing as many impediments as possible to the mainstream faculty.

Technology in the service of ineffective teaching will do nothing to improve the quality of instruction. All it will do is simply perpetuate and even amplify poor teaching. Likewise, good teaching can often be enhanced by even simple technology, wisely and sensitively applied. In either event, the process begins with teaching; technology comes second.

The adaption of technology can be as simple as a computer in the classroom, as complex as connecting every room in a college campus with a network system, or developing computer programs that eases faculty loads by grading essays (McCollum, 1998, September 4, p. A37). One example is Asbury College (Asbury College, 1999, September 9). Asbury College is a small Evangelical College often saluted as a leader in electronic programming as a small independent college. Asbury achieving fame initially as one of the, "100 Most Wired Colleges," in 1997 in Yahoo Internet Life Magazine (Yahoo Internet Life Magazine, 1997, May). There is an e-mail address for every professor and two computer network outlets in every dorm room. The installation of the

computer network infrastructure is now complete and the College's computer centers are busy getting all faculty, staff and students trained and ready to go on-line.

Most faculty and staff can now be addressed by e-mail. Students will be addressable on-line based on the availability of their personal computers and their completion of a training session provided by the computer center staff.

The backbone of the college-wide wiring provides many basic services to the College community. Some of these basic applications include a network that links the campus community with e-mail. Resources in both of the College's library's can be accessed by computer. All campus on-line users now have access to the Internet and the World Wide Web. The College maintains a Website at http://www.asbury.edu.

The computer network project is one step in a comprehensive plan to make information more accessible to the Asbury campus community. A new library / learning resource center within the next three years is a significant part of that planning.

The Southern Association of College's and Schools (SACS), Asbury's academic accrediting agency, has approved the College's comprehensive plan and timetable for the library without requiring periodic reporting updates.

Asbury College is one example as to how a college, even a small one, can be on the cutting edge of technology with computer connectivity as well as accessing resources by the Internet. The Internet is an easily accessed network of networks. The world-wide web (WWW), the multimedia software aspect of the Internet, offers public schools and postsecondary institutions of all types and sizes a way to establish a presence by putting up what is known as a "web site." (Layton, 1996). This site is a series of interactive

screens or exhibits of text containing links to other sites (called hyper text), graphics and sound that anyone with a computer, a modem, "browser" software, and an Internet connection can access at any time from anywhere in the world.

A typical college web-site might have an on-line catalog, a photographic tour, admission information, and links to other sites on the Internet. Other examples (Layton, 1996):

- *Internal and external communications:* Web technologies are used for communication inside and outside the college. From home or from school, students communicate with faculty, classmates, friends, and counselors via the Internet using electronic mail. Faculty communicate with colleagues, students, friends, administrators, and use the Internet for conducting research, publishing papers, and participating in on-line discussion groups (Luke, 1998, June 18).
- *Instruction, learning, and curriculum enhancement:* Internet technologies provide a medium for delivering distance education to individuals and to groups of students in off-campus facilities. Regular college courses integrate the Internet into their activities for collaboration, simulations, on-line laboratories, accessing information, and communicating with learners worldwide (Laird, 1999, May 2).
- *Institutional public relations, student recruitment, and employment:* All of the information previously provided in the community college catalog is available at the college's web site, where it is easily and inexpensively updated and changed. Forms are provided for those requesting brochures and other materials by mail. A map of the campus and the surrounding area, photographs, and audio recordings

make possible a virtual tour of the college for prospective students and employees. A job board can display current openings for faculty, staff, and students. The foundation and alumni organizations make information available and ask for donations, suggestions, and information (McCollum, 1999, July 16, p. A25).

- *Admissions and records:* Students can submit admission forms, register for classes, add and drop classes, and order transcripts. Class schedules can be available, along with tuition and fees information, grade reports, and other student records, for students and faculty. Class rosters are accessible and updatable.
- *Business and industry relations and economic development:* Special programs for local firms and training can be delivered by the Web. Government information for contracts, grants, and funded projects at state and federal levels and access to state data bases for labor and employment statistics can also be provided.
- *Library and learning resources:* The learning resource center uses web technologies for cataloguing materials, planning and making acquisitions, conducting and tracking circulation, doing bibliographic searches of external databases, and keeping internal records. Media services are provided for faculty, staff, and students, who can access and download video, audio, and other presentation materials over the Internet. Access to databases on cd-roms and to interlibrary loan services is provided. Electronic journals and popular magazines, newspapers, and books are easily accessible and available. Some institutions, such as the University of Phoenix have all of their library reference materials entirely on the Internet (Slobodzian, 1999, October 7).

- *Administrative services and logistics:* Administrators and staff can use the Internet to access and update databases for facilities and equipment inventories, personnel and alumni records, and purchasing information for food services, the bookstore, and other institutional enterprises. Vendor information and external links to those vendors can be provided.
- *Student, faculty, and staff services:* Using the Internet, students, staff, and faculty can access on-line banking services, cafeteria menus, and bookstore information. Students can fill out and submit course and instructor evaluations, apply for financial aid, access employment and work-study records, use job-placement services, and join and participate in clubs and other organizations. Faculty can take advantage of test administration, scoring, and analysis services, use electronic conferencing and collaborative facilities and services, and access professional organizations and electronic journals.
- *Professional development:* Faculty and staff can participate in on-line workshops, institution-wide in service programs, mentor programs, virtual conferences and collaborative groups. Faculty opportunities can be improved with instructional materials development, course and curriculum development, publishing, and individual and collaborative research. Faculty can participate in virtual exchange programs with colleagues at other colleges and can make virtual visits and field trips to other campuses.

By means of these innovations, the web site can become a virtual institution, the representative of the school in cyberspace, a realm where telecommunications,

computers, and information technologies have combined forces to create a new frontier.

Leading to Distance Learning as a Part of the College's Advance

This access to the world through the Internet is a very powerful tool. The most unique opportunity for delivering education using the Internet is found through distance learning. Distance learning provides an opportunity for higher education to expand its market of education by providing a way to distribute their product that is neither time nor place bound (Gertz, 1996, p. 54).

The power of the tool of distance learning will have an impact on all of higher education. Traditionally, distance learning has been defined as a means of providing access to instructional programs for students who are separated by time and physical location from a faculty member (Boettcher and Conrad, 1997). Distance learning in the past has been thought of as prepackaged text, audio, and/or video courses taken by a learner with little or no interaction with a faculty member or other students.

The use of the Internet now allows for an interactive distance learning experience. This experience is different from a traditional classroom in that the students are not located in a common location. This change alters learning experiences based on: faculty with students; students with other students; and students with resources such as books, journals, experts, and other sources.

Courses taken on line have been construed as impersonal, superficial, misdirected, even potentially depressing and dehumanizing by some faculty. A 1999 report from the National Education Association say on-line courses may disrupt the student-and-faculty interaction that created a learning community (Trinkle, 1999, August 6, A60). Much of

the criticism ignores reality. Distance education can be more stimulating than classroom settings. Some faculty report that there is more interaction with students who are normally quiet during classroom discussions because the students have an opportunity to hide by their anonymity (Howard, and Bailey, 1999, October 29).

There is also a substantial reduction in costs with distance learning. Buildings, parking lots, and all the other amenities required for college/university facilities do not have to be built for the students. The geographical constraints are also non-existent to distance learning programs. A student can take a course from any where in the world as they are just a computer link away. As a result many universities are pursuing distance learning as a golden solution to a number of problems.

This new interactive distance learning can change the environment on as well as off campus. This shift in distance learning is created by the use of the World Wide Web as the center for interaction between the faculty and the student (Boettcher and Conrad, 1997). On campus, the center of a course is the physical classroom. In the new distance learning model, the center of a course is the Web site-resulting in a "Web-centric" course.

There are obvious benefits for distance learning through the Internet. Some of the more visible ones are (Stukel, 1998, February 19):

- Update material rapidly at relatively low cost to the producer and at no cost to the receiver
- Transmit voice, data, graphics, and video
- Reach audiences, large and small where the audiences can respond and interact
- Be used to communicate to and from any place and any number of places

- Allow participants to be involved at the same time or to respond on their own time
- Be used both on campus or at a distance
- Dramatic cost savings; no classrooms, no parking problems
- Flexible and easily updated, customized, personalized content
- Interactive communications and multimedia for student/instructor dialogue
- Reduction in training time and travel expenses

The Web-centric course transfers the primary framework for instruction from the classroom or guidebook to the Web. It uses the interactive capabilities of the Internet such as e-mail, digital libraries and office hours, and chat rooms to facilitate student-to-student and instructor-to-student communication and interaction (Microsoft Corporation, 1999, June1). Well developed courses may also include print, audio cassettes, video cassettes, and television via satellite or microwave. The new emerging media include Internet, video conferencing via compressed video, and computer resources delivered via disk/CD.

On-line teaching requires techniques appropriate to the media, context, and dynamics. There is a difference in developing an on-line teaching style just as there is in the classroom. According to Jon Dorbolo who developed one of the first On–Line Classes in the world at the University of Oregon, having a strong and effective style is vital to being a successful on-line teacher (Dorbolo, 1999, June). The elements of this style will be instructor driven. Dorbolo, a philosophy instructor, described his method of breaking his curriculum into module components to suit different student styles of preferences in philosophy. Dorbolo set his program so students are guided into five different tracks of material in areas of their own interest. Students are guided through

learning processes with different information to complete their class.

The instructor may include in their style other elements including books, CDs, group projects, and residency or field experiences. Many faculty are beginning the shift to Web-centric courses by creating course Web sites where core course information and announcements reside for easy access by students. Faculty are gradually encouraging student interaction with digital resources and by setting up a listserv for student-to-student interaction. Faculty are also encouraging the shift with online office hours and electronic announcements and communication.

To develop a distance learning course can vary from the people and content. The actual time spent in the development phase of a distance learning project is highly dependent on the richness and completeness of the content resources that are already available (Young, 1999, May 28, p. A23-24). A course is designed around a book that is available in both print and digital form and with whom a copyright agreement is in place with a publisher can save a great deal of time. If the course is designed around a set of video tapes that are digitized and stored on a video server, development time can be dramatically shortened. A three credit hour course can vary from a few weeks to a year to design depending on the complexity of the course and the resources available to the faculty members that are designing it . When a course is to be totally asynchronous it may even take a longer developmental time (Boettcher and Conrad, 1997).

A well developed course will entail many components. Some of the components will include (Microsoft Corporation, 1999, Junel):

- The ability to input courseware from familiar applications, e.g., Word or Power-Point
- Web-based data entry, eliminating proprietary authoring tools or uploading programs
- Automated test set up wizard, without requiring any programming
- Discussion groups
- Keyboard-based chat sessions
- Threaded bulletin boards
- Email to instructor and others taking the course
- Prerecorded streaming multimedia for more compelling courses
- White boards, application sharing, and conferencing
- Downloadable reference materials, bibliographies, articles, papers, etc.
- Hyperlinks to Web sites
- Ability to set performance criteria and control pace and testing thresholds
- Assignment creation and issuance
- Student progress tracking
- Self-correcting tests with instructor comments

Even when all of the components are present, there is a need for an instructor to be flexible and adaptable in developing the course. There are substantial differences in teaching on-line courses and teaching in the classroom. At a workshop on distance learning two presenters spoke of their experience in teaching on-line courses at their college in Michigan. They said there are at least three substantial differences in teaching

on-line in comparison to teaching in the classroom (Howard and Bailey, 1999, October 29). The first is that on-line courses are assignment driven not instructor driven. The second is that the student is forced to be their own instructor and must operate independently of the instructor. The last is that independent learning is the unbreakable law of on-line learning.

For an instructor to respond to these changes they must become facilitators. In a classroom setting the assignments are completed during class while in an on-line setting the student has a different forum to interact in which to complete an assignment. On-line classes must have self-directed assignments rather than instructor directed assignments. The assignments are often self-contained "modules" of learning. These modules will contain a subject matter that the student explores and can be reviewed or tested upon.

The instructor must also develop a mechanism for students to interact with each other and the faculty member. In lieu of the classroom when an instructor has a room with students in it to interact now the instructor and students must interact on a less than perfect medium for communication, the Internet. On this medium there is the lack of opportunity to use non-verbal communication and facial expressions, which are an important part of the communication process. In place of this is the "listserv" where the students can have on-line discussions with each other and the instructor. Both Howard and Bailey felt these on-line discussions drew out the students who in the classroom would tend to not participate in classroom discussions.

The faculty member must also develop resources for the students to use beyond the textbook. These can include multiple resources such as the text, lab manual, study

guides, cd-roms, Internet, etc . . . Even the former video taped programs where a student watches the tape and responds have now been reformatted. Now students sit in front of a computer and review an interactive computer program. The computer then reviews the material with the viewer and asks the viewer questions. The viewer then responds to the program and must achieve a minimal score to show they have understood the material (Quick, 1998, August 6, p. B8).

Above all things they said that the instructor needs to clearly address learning objectives. For general courses the assignments need to be flexible enough to include student identified interests. Critical items need to be identified very obviously and exercises in clarity are critical, especially on e-mail. Communication must be concise as e-mail is an imperfect form of communication at best.

Transferability is an issue that all on-line courses must deal with. Howard and Bailey have not had significant problems (Howard and Bailey, 1999, October 29). All transcripts in their institutions are marked to indicate if they are on-line courses. Labs in the courses are identified as being held on campus and having an Internet component. The presenters promised that the first time an instructor presents a course on-line that it will be a nightmare.

Many colleges and universities are now using this technology and rapidly expanding their distance learning capabilities. The University of Phoenix teaches students who have moved to other countries and continue their degree programs via the Internet (Palmer-Noon, 1999, August 9). Old Dominion University teaches an MBA program on an aircraft carrier (McCollum, 1998, April 17, p. A27). Geographic barriers are falling

with knowledge available a computer away.

The medium of the interactive classroom is still in the youngest stages. There is little assessment available and little credible research that clearly shows this medium of instructional delivery is better or poorer than regular classroom delivery. The largest driving factor has been the ease of accessability for students. In today's market for students this is often the most important driving factor to many institutions.

Leading to the Virtual College/University

The end result of distance learning through the Internet is the development of a school with no walls or facilities, a place of education totally delivering an educational program in a "virtual basis" or a "Virtual College." Many institutions have attempted to develop similar programs.

The grandest scheme to develop a virtual university has been the Western Governors University (WGU). This is a consortium of seventeen Western states whose founders include the governor's of 17 states and 14 "business partners" (these include Microsoft, IBM, AT&T, Sun, KPMG, Cisco, 3COM, and International Thomson) (Marchese and Anderson, 1998, June 23). under the auspices of the Western Governors Association (WGA). In 1996 they resolved to collaborate together to create a "virtual university." Because the WGU must function in "the telecommunications age," the WGA directs that "flexibility and adaptability" be regarded as survival skills for individuals and institutions: "This premise," the WGA believes, "is no less applicable to legal form, governance, organization and structure than it is to technology and content."

WGU does not employ teaching faculty, does not develop courses, and does not deal in credit hours. It is set up to be an on-line program with many providers including colleges and businesses. The aim is to, "be the broker of choice within an academic common market that the WGU will help create." It uses a guiding principle in its programs that there are "partnerships" and "competition." It has a business plan that visualizes more than 95,000 students by early next century. They are open to include as many states that want to join (Indiana joined in 1998). Utah governor Mike Leavitt foresees WGU becoming the "New York Stock Exchange of technology-delivered courses."

The WGU will have no traditional collegiate forms (Young, 1999, May 28, p. A25). Its internal structures are functional shells as "a matter of operational convenience and efficiency" to implement its "degree-granting, licensed and accredited" missions without "the creation of a substantial overhead component (Luke, 1998, June 18).

Four objectives as listed in the initial report on the WGU:

1. Creating broader markets for existing educational and assessment services rather than by creating an independent capacity to provide those services.
2. Fostering the development of new products and/or providers where unmet needs are identified and sharing the costs of materials development and promotion is possible.
3. Utilizing incentive rather than regulatory mechanisms to ensure the effective functioning of the WGU.

4. Working to remove barriers to interstate flows of educational activities and competency-based assessments.

The problem with this program is that it just is not working. In 1998 the planners projected enrollments of 3,500 students by the year 2000. As of December, 1999 the enrollment stood at 200 students (The Bulletin of Higher Education, February, 2000, p. 2). According to Douglas Johnstone, Provost of the WGU, this initial number was greatly inflated with expectations by the politicians and the media (Johnstone, May 5, 2000).

The program expansion was slowed down to a manageable level by the staff primarily by two factors. The first factor was the unprecedented challenge of obtaining accreditation from four different accreditation agencies. The process of developing a common protocol for all four agencies has taken three years to get started. The second challenge facing the university has been the defining of competencies in a given degree area that would provide uniformality and be generally accepted. The WGU did not accept applications until September of 1999 which is the primary reason for the low enrollment.

Other groups of states and schools have developed their own versions of the WGU. California developed the California Virtual University with over 2,000 courses from 300 campuses (Marchese and Anderson,1998, June 23). Southern Regional Electronic Campus (SREB) covers 16 participating states and aims to create a marketplace of courses offered by TV, the Internet, and otherwise. Its on-line catalog lists over 2,000 Web-based courses. Colorado's Community College on-line system offers associate's degrees in numerous areas from its 14 colleges for students from any location including outside of their state.

Individual schools are also offering virtual based programs with degrees through the Internet. National Technological University of Texas uses satellites to beam engineering course work from 50 major universities to clients worldwide. The University of Wisconsin has partnered with Lotus in developing the Learning Innovation Center to send 565 courses with accompanying degrees worldwide. The University of Hawaii uses two-way video, cable, satellite, and the Internet to deliver 13 degree programs across the state. The University of Nebraska, New York University, Boston University, and Penn State have programs available world wide through the Internet (Marchese and Anderson,1998, June 23). Many schools, like Michigan's Lansing Community College own virtual college to small rural colleges have branched into distance learning and virtual learning through the Internet.

(Writer's note: One of the difficulties in research of the virtual college "movement" is the difficulty in finding the success of the programs. Enrollment figures for many of these institutions is extremely difficult to obtain. Of the twelve institutions listed in the following section none had information readily discernable on their web-pages discussing enrollment figures. Numbers within the institutions themselves are almost non-existent or not available. Discussions as to whether the programs were "profitable" or economically self-sufficient are also virtually non-existent. In the writer's experience the nonprofit institutions often have a disconnect as to the programs and any accountability as to the cost of the program.)

One program that has been successful is the Virginia Tech Cyberschool.(Luke, 1998, June 18). In 1995 the first Virginia Tech Cyberschool courses were placed on-line.

Totally On-line Masters Degree programs began in 1996. This program has expanded to many parts of the institution with all departments maintaining a web page, all graduate theses and dissertations are archived as digital documents, and all students are required to own a computer.

One of the first virtual institutions is the privately held Jones International University (part of the Jones Educational Company, JEC), the brainchild of cable entrepreneur Glenn Jones. Jones International University claims to have lead the charge into virtual education with the phase, "Let's get the cost of real estate out of education!" (Marchese and Anderson, 1998, June 23). JEC offers instruction by cable called Knowledge TV, courses and degrees from existing universities "anywhere, anytime" called the College Connection, and self-paced video and cd-rom learning products from the Knowledge Store. JEC offers six certificate and 11 degree programs from 14 partner universities which include Regis and George Washington Universities. JEC recently became troubled in the accreditation process because the accrediting agency said that it lacks of a credible library for students to access.

Harcourt-Brace, most noted in education as a textbook publisher, has been developing numerous other educational tools such as interactive software, worldwide websites, and other curriculum products (Blumenstyk, 1999, June 4, A32). Harcourt-Brace will be developing a new institution for-profit higher education based on a virtual university model.

James Perley, chairman of the American Association of University Professors Committee on Accrediting Colleges and Universities, says his organization will be paying

increased attention to Harcourt to ensure the New England Association, the accrediting agency, takes into account factors as to how much contact Harcourt professors have with students, the role of faculty members in developing curriculum, and how the institution plans to guarantee academic freedom.

Leading to Conclusions on Technology

There is no documented evidence that the installation of technology improves teaching. Technology can improve the delivery of programs that are already well planned. It can enhance the quality, speed, and communications of the delivery of information in the class. It can also provide a forum to deliver classroom material outside of the classroom in a virtual forum.

There is a legitimate question as to can these influx of all of these dollars improve the information absorbed by students? Does the role of the instructor change because of the massive amount in information that is increasingly being available and that is constantly being updated? Does the cost of the new technology provide a return on the investment or is the college swapping the overhead transparency machine for an updated version on a document camera with a video projector thinking this is great new technology?

The investment value of technology into instruction should and is being questioned. The questions raised come from well known K-12 educators including Gary Bloom and others including Learning in the Real World, a group that questions the computer's impact in the classroom (Mathews, 2000, May 7, p. A13). Most experts will agree that there is little evidence that there si a link between computers and higher

academic achievement. The most significant study to date was conducted by the Educational Testing Service in 1998 with 13,373 fourth and eighth graders. The results indicate that the creative use of computers in math helps raise test scores but drills with computers decreased students scores.

A computer in the classroom, a video projector, or a digital visualizer are not guarantees that learning or instruction improves. When an institution launches a program to infuse technology into the curriculum, these questions need to be answered first and the technology allocated to those who can improve the classroom through the technology. Then, the educational technologies can be a launching platform to transform the teaching and instructional methods of the classroom. They can enhance existing instructional delivery methods or they can be used to totally transform the entire program, such as a virtual learning place.

These new electronic technologies have been subject to an enormous marketing program by vendors selling product and educators looking for answers to revive faculty. Technologies should not be a solution to reviving a dead curriculum or a faculty member who has lost the will to change their curriculum over the last ten years. Technologies can enhance good teaching and improve programs that address today's needs.

Today the students often come into the classroom more technologically adept than their instructor. There is also a flood of information available to anyone willing to take the time to explore the Internet. The instructors role is changing for being the holder of knowledge that the student comes to hear to a guide to teach the student to find the information to learn. This concept fits well into a paper on instructional technology but

the reality of trying to implement this into the teaching program is a major change in the very essence of the teaching professions at institutions of higher education.

Technology should not be relied on to change the learning environment but can be used as a tool to push change. A college should not rely on the technology to alter the institution or the teaching in that institution but rather to improve the academic environment to enhance the delivery of the material to the student.

The Leader and the Future of the Year Around Calender

The question of exactly how long does it take for a student to learn the material in a class is important when looking at a accelerated program. There are a plethora of class schedules offered in many different programs including the University of Phoenix five week curriculum. Other institutions offer classes based on seven, ten, twelve, and fifteen week classes.

The traditional fifteen week semester is one of two standards found throughout traditional programs. The quarter system, where there are three quarters during the regular school year with a fourth one offered in the summer, is also commonly used. For the most part the vast majority have converted to a semester system, especially in the United States (Jackson, 1997).

British universities are beginning to adopt the American-style academic calendar and move to a semester system (Walker, 1995, April 20). The institutions plan to abandon their traditional three-term system to make more efficient use of their buildings and faculty. Instead of a three-term academic year (similar to the quarter system) universities are being asked to consider two long semesters plus a new summer teaching session.

They believe such a move could increase enrollment in British universities by between 16 and 50 per cent without requiring new construction. The panel of vice-chancellor's of the British system also said the teaching year should increase from its present 30 weeks to 48 weeks, and the start of the academic year would be moved to early September from October.

Part of the reasoning of the British to move to a year around academic calender is to better invest funds in the infra-structure of the institutions. This is also a lead into the long term goals of the year around calender. In public schools the argument against the current calender is that summer break causes an interruption in the learning process. Each year (Dedmon, 1990, March, p. 233-40) students have to be re-taught concepts in the fall of the year that they did not have full mastery of when they left school at the beginning of summer. On the higher education level the reasons center on the financial investment of staff and facilities and the level of service to the student.

These arguments for a year around calender are beginning to have significant impact. Harvard University has taken the step of adopting a 16 month long MBA program (The Chronicle of Higher Education, 1994, November 16, A12). The total amount of class time has dropped from 62 weeks to 60 weeks for an MBA. This program came as a compromise as it was originally two years in length while the original reduction was proposed to be a one-year MBA. James Cash, chairman of the program, says the new schedule corresponds to efforts by major businesses, "to shorten their product cycles," while increasing efficiency. Cash predicts that the annual enrollment could rise.

How long a semester should last is driven by many stakeholders in the system of higher education. Donald Carter, registrar at Texas A & M University says, "It's really a complicated process to put together a calendar that satisfies all of our constituencies." Some of the constituencies he refers to (Cage and Lederman, 1993, October 6):

- Calendars have to be adjusted so that summer sessions start after local high-school programs end, so that teachers and recent graduates can take courses.
- Administrators must also consider the needs of convention organizers, who use their campuses during the summer.
- Many college officials say they also are under pressure to start classes after Labor Day. Opening before the holiday means that students earn less money in summer jobs and that local businesses, particularly those related to tourism, might not have enough employees to serve customers during the summer's waning days.
- Congress has tried to set the minimum semester length at 15 weeks through the Higher Education Act. The reasoning: Thomas R. Wolanin, Deputy Assistant Secretary for legislative affairs at the U.S. Education Department, "Thirty weeks out of 52, given that's been a traditional academic measure for decades, seems reasonable."

This discussion on calender changes gives credence to comments by John Sperling (Sperling and Tucker, 1997, Fall/Winter):

> "The most common criticism of higher education is that its budgets are out of control. . . . higher education budgets have grown at rates from two to six times that of the CPI for more than 20 years. . . . Some critics suggest that the budgetary problem is much worse than it appears when one factors in the declining

> teaching load of the professorate. Nationwide, the faculties in four-year institutions are in the classroom half as much as they were 20 years ago. In the large public and some private institutions, undergraduate teaching has become the near-exclusive province of the Teaching Assistant and adjunct faculty."

Through the years, the academic calender has been shrinking in higher education. In a survey conducted by the Chronicle of Higher Education, the academic year is shorter than it was 25 years ago. The results (Cage and Lederman, 1993, October 6):

> "The Chronicle analyzed the calendars of 20 public and private four-year colleges chosen to represent a cross section of institutions by size, location, and mission. Of those, 12 will offer fewer days of location, and mission. Of those, 12 will offer fewer days of instruction this academic year than they did 25 years ago, in academic 1968-69. On eight of those campuses, the instructional year is shorter by a week or more. Five institutions also have added or extended special January or May terms, in which students typically take non-credit courses."

Semester systems have taken root in the higher education structure and the ability to make significant changes will be difficult, if possible. The year around calender, making classes available to students throughout the year, is a successful market driven concept used by the University of Phoenix and other institutions but has not been utilized to any extent in the public institutions.

One reason is the comfort of not changing the faculty calender. Charles R. Reed, chancellor of the California State University, says he wants to compete with University of Phoenix. The first thing he proposed was year around classes. The faculty were not pleased and there were immediate demands for his ouster (Leatherman, 1998, October 16). To create change is politic and can be very dangerous. "Politics is a major portion of the college presidency," according to Earl Richardson (Richardson, 1998, June 12-16),

President of Morgan State University in Maryland. It is unfortunate in the public sector of higher education the concern is politically driven rather than student driven for in the for-profit sector of higher education the concern is not politics but a student schedule that meets the students needs from which the institution can generate a profit.

Chapter 3

Research Methodology

Chapter 3: Research Design and Methodology

Introduction

Chapter One examined the current state of higher education in relation to for-profit and nonprofit institutions. It presented the purpose of the study, which is to determine if there are advantages for the community college to adopt practices which have proven to be successful from the University of Phoenix Corporate Model and the possible consequences of these uses.

Chapter Two reviewed the literature concerning leadership, leadership and change, innovation, for-profit institutions of higher education, and the impact of technology and costs. It also reviewed the areas of interface when changing from a traditional program to an accelerated program.

The purpose of Chapter Three is to discuss research design, the research processes, student questionnaire development, data collection materials, procedures, data analysis activities, and the role of the researcher. This research will be applied to the research question:

"What Scheduling Strategies Can Community Colleges Utilize from the University of Phoenix Corporate Model?"

As a basis for this study, the following Hypotheses is tested:

"Holding classes for five or six-week is more desirable to students than holding classes for twelve to fifteen weeks or more."

I. Interviews with Key University of Phoenix Staff

Several key members of the University of Phoenix staff were interviewed as a part of this research. These included critical personnel such as the founder,

the chief academic officer, the chief finance officer, the chief research associate, and local leaders at the Michigan Campus. Among those interviewed:

1. John Sperling, Ph. D.: Founder of the University of Phoenix
2. Ms. Laura Palmer Noon, JD: Provost and Vice President of Academics of the

   University of Phoenix and a fellow graduate student of the Union Institute
3. Mr. Larry Fleisher, Vice President of Finance
4. Ms. Serra Sarah: Michigan Director of Corporate Development
5. Mr. Kurt Slobodzian: Associate Vice President for Research
6. Mr. Michael Wright: Regional academic coordinator

The results are included throughout this paper. A great deal of information was obtained from Sera, Palmer-Noon, and Slobodzian. The results of the interview with Dr. Sperling are included in this section. After numerous attempts to obtain a live interview or video conference interview, Dr. Sperling agreed to answer specific questions via facsimile. Dr. Sperling's answers are noted with JGS and are *italicized.* The questions and answers are contained here:

An Interview with Dr. John Sperling, Founder of the University of Phoenix

1. The current rate of college enrollment across the nation is projected to be between one-half of 1 percent to 2 percent annually for the next decade. The University of Phoenix is increasing at least 20 percent annually. Do you see this continued increase and if so, what do you think will happen to higher education as a whole?

JGS: There is no foreseeable reason for the University of Phoenix not to continue to grow. However, we have a very special niche of the education market in that we serve only adult students. Higher education is in the midst of great change and without the ability to adapt many institutions will not survive long into the next millennium. Highly selective institutions will remain untouched, and those institutions that are able to serve constituencies with high quality, low cost and quick turnaround will survive. The key is the ability to meet the market quickly - those that cannot, will not survive.

2. The University of Phoenix is about degree completion. Community colleges view themselves as comprehensive institutions for the entire community. If you were to offer advice to the community colleges, what would that be?

JGS: The University of Phoenix is more than just degree completion. We started as a degree completion institution and that clearly is where the bulk of our student population comes from, but we offer educational opportunities to adult students regardless of prior transcripted course work. But if I were to offer the community colleges some advice it would be to continue to listen to the needs of your community. Your charter is to provide a wide range of services to a very diverse population. You will only be successful in the long run if you hear what the market needs are and are prepared to serve them. Not every community has the same needs,

and too often community colleges work under a sweeping general mission that is inappropriate in the local context.

3. What is the secret ingredient of the University of Phoenix?

JGS: Convenience, convenience, and convenience. If you don't make adult students jump through needless administrative hoops that can focus their time on learning, that appeals to most adult learners. This doesn't mean endless flexibility or options - it means providing a clear path to a stated goal that is unencumbered with extra work that could be performed as a service to the student instead of being required of the student.

4. What roles would you see the community college for remedial education? workforce development? Community education?

JGS: There is an important societal function to be performed by the community colleges. If the community college doesn't provide remedial education, where will adults receive it? Most public and private colleges refuse to provide remedial education. What becomes an even more compelling question is why students that have graduated from high school need remedial education at all? Perhaps the community college can perform an important function in assisting our K-12 system.

Workforce development should be the province of all higher education and not merely the community college. I don't know exactly what you mean by community education, so can't comment on that.

5. Would the University of Phoenix be interested in partnership across the country with community colleges that were interested in accelerated programming?

   JGS: Absolutely - as long as it is a true partnership. I would be very interested in partnerships where students could register for their entire bachelor's degree when they sign up at the community college and receive all the necessary course work at their home community college location. Too often though, people expect that the University should teach them how to operate more efficiently without any real partnership benefit to the university.

6. Where do you see the University of Phoenix in five or ten years?

   JGS: More international presence. In five years, on our current growth rate, we will have 177,000 students in 25 states and several foreign countries.

7. Where do you see the community college in five or ten years?

   JGS: They will need to reassess how their students are - a heavy demographic survey is on order. They need to reassess the comprehensiveness of their mission. It isn't always appropriate in every location, given what may be going on in higher educational institutions and in the K-12 arena. They also need to consider their relationship with corporate universities, since the emerging presence of corporate universities will change the whole structure of higher education.

8. Why are students paying $780 every five weeks for a University of Phoenix education?

JGS: The straightforward answer is "quality." Why does someone buy an Acura instead of a Kia or a Cadillac instead of an Oldsmobile? There is a perceived difference in quality. Quality, relevance and convenience make us worth paying a bit more. The fact that we have more than 60,000 students in 16 states, and that our level of employer support for students is roughly twice the national average is a strong mandate, as well as an indisputable testament to the fact that a University of Phoenix education is valued in the sectors we serve.

II The Practitioner Faculty Member

The second method of research is becoming a faculty member of the University of Phoenix. This experience provides an opportunity to contrast the process of hiring, training, mentoring, and teaching with the writer's previous experience of teaching for more than ten years in community colleges. The colleges used to contrast teaching experience at the University of Phoenix:

A. Macomb Community College in Macomb County, Michigan and Oakland Community College in Oakland County, Michigan. Macomb is the fourteenth largest community college in the United States. It has two campuses, one learning center, and a few satellite locations. The writer's experiences in teaching at this college come from teaching at the largest campus located in Warren, Michigan. This experience is in the business

education department teaching business, personnel management, and management. The teaching experience was on a part-time or adjunct basis from 1989 to 1994.

Oakland Community College is the tenth largest community college in the country. It is an immediate neighbor of Macomb Community College and there are five campuses. The writer's experiences in teaching at this college are at the college's largest campus located in Auburn Hills, Michigan in business and management. The teaching experience is based on a part-time or adjunct basis from 1995 to the present.

B. University of Phoenix: The writer applied and became a faulty member in 1998. The following describes the process of becoming a faculty member or, as the Provost, Laura Palmer Noon calls this position, a "Practitioner Faculty Member." Some of the contrasts in the classroom settings:

- The University of Phoenix class is five weeks long. Once one class is completed the student begins the next class the following week with no break. There are no semesters at the University of Phoenix. In contrast the two community colleges have fifteen week classes.
- A syllabus is mailed to each student BEFORE the class begins listing reading assignments and homework assignments that are to be completed and turned in at each session, including the first session. At community colleges it is handed out the first class.

- In each University of Phoenix class the student must do at least one presentation on their own.
- All students in each class at University of Phoenix are assigned to be a part of a study group/learning team. The study group/learning team must make at least two presentations in the course. Presentations are part of all courses because of the University of Phoenix commitment they advertise to employers that students will become comfortable in presenting before groups. This stipulation of presenting includes all classes, even such as Math and Algebra.
- In each class the student must turn in written reports on a subject covered in the class.
- Classroom discussions on the current classroom topic are expected with the faculty member and students.
- The faculty member is viewed as a facilitator rather than a lecturer.

University of Phoenix: The Teaching Experience

Lonnie Speight, an adjunct faculty member for the University of Phoenix, says, "We're not professional teachers, we're professionals who teach." This is the core of the University of Phoenix philosophy on its faculty (Leathernman, 1998, October 16, p. A14-16). University of Phoenix has 87 campuses and learning centers. There are a total 140 full-time faculty members who teach at least three courses a year but whose duties are mainly administrative. The rest of the University of Phoenix faculty are, "practitioner faculty members, people who

work the job in the day time and teach the job at night." (Slobodzian, 1999, October 7).

The people who do most of the teaching don't control the curriculum. Every course taught has a, "Course Module," which are highly detailed syllabi produced at the flagship campus in Phoenix, Arizona which plans the course and all details. Phoenix critics doubt instructors have much in governance. Patricia Reeling, Rutgers's University professor of library science dubs University of Phoenix instructors as 'roboticized faculty.' "They are literally given a script and told to adhere to it." She does not think the courses at University of Phoenix last long enough for students to master the material or that students get enough time with instructors (Leathernman, 1998, October 16, A14-16).

The University of Detroit-Mercy is a neighbor to a University of Phoenix Michigan Campus in Detroit, Michigan which opened in 1998. Gary A. Giamartino, dean of the business school at University of Detroit-Mercy says, "The faculty are really the life blood of the institution. It puzzles me as to how you can build an entire curriculum and academic program around part-time faculty. It seems very mechanical, rote, lifeless." Richard P. Chait, higher education professor at Harvard University says, "That poses a threat to the livelihood of other faculty - and it runs counter to the conception most faculty have of the necessary elements of high education quality."

Many critics hoped that accreditors would zero in on quality of instruction at University of Phoenix. The North Central Association (NCA), a national

educational accrediting agency said, however, "We do a minimal level of quality assurance. We don't claim that all institutions we accredit are of equal quality," says Stephen D. Spangehl, associate director of NCA.

Courtney Leathernman, a reporter for The Chronicle of Higher Education who compiled the following information on the University of Phoenix compares it to the "fast food franchise" or the "McDonald's" of higher education. Her comparisons (Leathernman, 1998, October 16, A14-16):

- Uses a standardized curriculum
- Operates on a for profit basis
- Relies almost exclusively on part-timers
- Does not offer tenure
- Caters to working adults who are at least 23 years old (most are between 35 and 3)
- Students who want to earn their degrees quickly
- The courses are taken one at a time and are on an accelerated format with five weeks for undergraduates and six weeks for graduate school.

University of Phoenix has a unique opportunity not found at most institutions: identical curriculum and instructional methods across the United States and internationally. If a student transfer from one state to another, they can pick up at another site without losing a class or credit. In the event there is not a campus in the state or country they are moving to, they can complete their degree through on-line classes.

Charles R. Reed, chancellor of the California State University, says he wants to compete with University of Phoenix. The first thing he proposed was year around classes. The faculty were not pleased (Leatherman, 1998, October 16).

Laura Palmer-Noon, Vice President for Academics and Provost says the University of California would have to do a lot more than offer classes year around. She says, "Your practitioner faulty are not the same kind of creature as adjuncts, because they're not trying to cobble together a career." Ninety percent of Phoenix's faculty members are employed elsewhere. Some statistics on the faculty and the University:

Occupational distribution of faculty

Executives, Managers, business owners	37%
Consultants	14%
Law engineering, accounting	13%
Teachers, education	18%
Counselors, social workers, and related professionals	9%
Healthcare professionals	8%
Other	5%

Faculty by subject:

Undergraduate business	27%
Graduate business	24%
General education	19%

Education	11%
Health care	9%
Technology	8%
Counseling	2%

Average class sizes

Range from 12.0 to 14.7 students

On-line classes average 8.8 students

Campuses and Learning Centers

Arizona, California, Colorado, Florida, Hawaii, Louisiana, Michigan, Nevada, New Mexico, Oregon, Pennsylvania (Newly opened), Puerto Rico, Utah, Washington

Student faculty ratios

Range from 11.2 to 6.1

Experience as a Practitioner Faculty Member

To better understand the processes at the University of Phoenix, the writer applied for a position at the University as an Adjunct Faculty member or as the University of Phoenix calls this position, a Practitioner Faculty Member. The processes involved were considerably different from the two community colleges. Included are contrasts in each section for comparative purposes.

A. Applying for Adjunct/Practitioner Faculty

University of Phoenix: The term Adjunct faculty is commonly used in higher education for part-time faculty members. At the University of

Phoenix this position is called the, "Practitioner Faculty Member." (University of Phoenix, 1997, p. 13) The first step in obtaining the position is the application process. This involves a four-page application and copies of all transcripts. It also includes:

- A request to teach specific courses which the potential faculty member feels qualified to teach. The method to communicate this is through a form with a narrative portion to explain the applicant's qualifications to teach the course. The applicant's ability to write is scrutinized for communication skills and practical experience in the areas the applicant is requesting to be assessed. According to the University of Phoenix Faculty Handbook on Qualifications (University of Phoenix, 1997, *Faculty Handbook*, p, 10), if the applicant does not have experience in an area, they cannot teach.

> "Graduate degree from a regionally accredited institution earned at least two years prior to application to teach at the University of Phoenix and relevant to the chosen field of instruction, Current employment at a professional level in the content area of instruction." (University of Phoenix, 1997, *Faculty Handbook*, University of Phoenix, p. 7)

If a candidate has no practical experience in an area they cannot teach in that area. In the orientation process with the University of Phoenix it was stated they have turned away full-time faculty from universities and colleges who had applied to teach because they

had no practical experience in their area.

The application process is not coordinated well. The initial time from the point of application to the review of the application is lengthy and ponderous even though there is a specific and stated need to fill positions quickly. Applicants were expected to explain what courses they were to teach and what their qualifications are to teach that course, yet they are not provided a description of the course or course catalog. Continual phone calls were also necessary to keep the application moving through the system.

Macomb Community College / Oakland Community College: A multi-page application and a resume are required to be processed into the system with copies of all educational transcripts. At Macomb the actual application was submitted two years before the writer was called to teach a class. As a course becomes available they are often filled by staff members before "outside"adjunct faculty is utilized.

B. Faculty Assessment

University of Phoenix: After the application is approved then the potential faculty member must go through a Faculty Assessment program. The program is held on Friday night with three distinct areas of assessment:

A. *Interview:* Each potential faculty member has a formal interview with a University of Phoenix faculty member. The faculty

members conducting interviews are Department Chairs for specific disciplines. These department chairs are usually practitioner faculty who hold full-time employment in other companies.

B. *Presentations:* Each potential faculty member must present a lesson before a panel of three or more University faculty members and any other potential faculty members present. The faculty in the assessment group are practitioner faculty members and each presenter is questioned by the faculty about different parts of the lesson to simulate a real class session. This is a stated philosophy and strategy in this portion of the assessment and is in accordance with the Program Delivery of the University (University of Phoenix, 1992, *Facilitation Skills*, p. 1+):

> "The University's philosophy of degree program delivery is based upon accepted principles and practice of adult centered education which emphasizes the integration of the student's expertise through the medium of *highly interactive classes* (emphasis added) and a curriculum in which the learning activities and outcomes are specified."

C. Group Problem Solving: Classroom discussions and interaction are part of the philosophy and program of the University of Phoenix. The potential faculty members in each presentation group are sent into a room and given a series of problems to solve as a group. There are no faculty members present in this exercise that are

visible. The purpose of this exercise is to familiarize the potential faculty to the use of study groups/learning teams, a major part of the curriculum. This is also a part of the learning objectives of the University (University of Phoenix, 1991, *Study Group Training Manual*, p. 2):

> "The University has set two critical learning objectives to help students achieve their academic goals:
>
> - Enhance self-directed learning through the use of small group dynamics.
>
> - Develop interpersonal skills needed for effective participation in small groups"

Macomb Community College / Oakland Community College: No faculty assessment was conducted.

C. Faculty Orientation

University of Phoenix: After acceptance of an applicant as a practitioner faculty member, they are required to attend an Orientation Training Workshop on a Saturday. Some states have multiple days while in Michigan there is just a one day orientation lasting from 8:30 A.M. through 4:00 P.M.. The workshop has a facilitator and six presenters. The agenda for the day (University of Phoenix, 1998, November 11, Orientation Training Workshop Agenda):

Introduction

A. A review of Administration, Policies, and Presentations

B. Facilitation as a teaching practice

C. Study Groups, now called Learning Teams

D. Learning Resources

E. Grading, Feedback, Writing Standards

F. Human Equity

G. Wrap Up and Evaluation

The program was in-depth and comprehensive. A large four-inch, three-ring binder is provided to all Practitioner Faculty members complete with numerous manuals on University of Phoenix philosophy and expectations of their faculty. The manuals provided:

A. Faculty Handbook

B. Facilitation Skills Manual

C. Administrative/Mentor Manual

D. Study Group Training Manual

E. Policies and Procedures Manual

F. Grading/Evaluation/Feedback Manual

G. Peer Feedback Manual

H. Mentor/Internship Intern Manual

One issue discussed is keeping with the prepared curriculum. The concept of academic freedom is not applicable at the University as faculty are paid to teach a course as prepared by the University of Phoenix experts in that area. If a faculty member desires to change the course, they need to

be a part of a curriculum review committee. The same course material is sent to students the week before class is scheduled to begin. (In actual practice, according to students and instructors interviewed, some liberties are taken by the instructors to make changes in course programming but there is little acknowledgment of this by the University.)

There is ample time for questions and answers by the new practitioner faculty members. The faculty in charge of the orientation are willing to share their own personal experiences. The concept of receiving additional pay for these presentations was also mentioned throughout the day several times. The University's goals in increasing the size of the faculty to cover an anticipated 20 percent growth rate for the coming year was also a main topic of discussion.

Macomb Community College / Oakland Community College: The process to obtain an adjunct faculty position is to apply and then be called by a Department Chair as a position becomes available. At Macomb the writer was called after applying two years previously and called to teach the night before class.

Many materials are provided to assist in teaching including textbook, teacher's manual, overheads, chapter outlines, and numerous supplemental materials. (At the University of Phoenix the faculty is provided the same material as the student.) Orientation at Macomb took place at the end of the year. The Deans presenting orientation apologized

for "skipping" orientation between the Fall and Winter semesters because they were "tied up." Adjunct often received orientation after having taught two to four classes. The information presented is primarily administrative without any teaching guidelines or academic plans discussed

Orientation at Oakland did not take place until one year had transpired. The program covered administrative processes for the adjunct with no training in classroom skills. The following year a generic book about adjunct instruction was purchased and handed to adjunct faculty but this book was only used at the Auburn Hills Campus

D. Faculty Mentorship

University of Phoenix: All new faculty members are assigned a mentor for the first class. The new practitioner faculty members are "Interns" and the mentor is a "seasoned" practitioner faculty member. This program is designed to assist the new faculty member. The mentor provides the intern the opportunity to teach while doing the following (University of Phoenix, 1992, *Mentor/Internship Program Manual*, p. 2.):

- Become familiar with curriculum/modules and administrative requirements
- Develop/enhance facilitation skills
- Gain experience in the use of the study group/Learning Team process to enrich the learning process
- Increase ability to evaluate students effectively

- Share ideas with a mentor who has experience in teaching the particular course in the University of Phoenix setting
- Experience the application of the University of Phoenix adult learning model
- Assess his/her strengths and weaknesses as a University of Phoenix facilitator

The mentors use differing approaches. In some cases, such as the writer's, the Mentor taught the class and the Intern assumes the role of observer with occasional input. The Mentor covered all components of the training well but provided no opportunity for the Intern to teach. Other cases have been where the mentor watches and guides the Intern through the teaching process in the class with the Intern performing the instruction. In these cases the role of the mentor is an observer, guide, and colleague.

Macomb Community College / Oakland Community College: These were no mentorship programs although the Department Chair is willing to spend a few minutes with adjuncts in working with them in teaching.

E. Classroom Experience

University of Phoenix: There are clear administrative problems at the University Phoenix. The writer's first night of class was to be at the Southfield, Michigan location. Upon arriving an hour prior to the beginning of class, the writer found the electronic room schedule had not been updated from the previous week. All of the early faculty and students

waited while sitting on the floor in the hallway. No chairs or rooms were available and all classroom doors were locked as they always are, according to the students.

A staff member arrived at 5:35 P.M. to update this schedule (the classes begin at 6:00 P.M.). The class the writer was to teach was not listed. Calls to the main office went unanswered until the fourth call and this was processed to the receptionist. It was now 6:05 P.M. and the class was scheduled in another location, seventeen miles away in Livonia.

Arriving at the Livonia Campus 6:35 P.M., the students were all present awaiting the faculty. The Mentor had not arrived as she was also at the Southfield location. Class eventually began at 7:05 P.M. All of the students were given the correct information as to the class location but the two instructors had not. According to the Mentor, this happens occasionally.

Macomb Community College: The experience was not as traumatic as University of Phoenix but, as it was the first experience in teaching at a college level, it was frightening. The writer was alone in a classroom with 35 students with no training or experience in teaching higher education. There was no one "in charge" or an experienced mentor to assist a new instructor in the classroom. It was a unique experience to have no training, no syllabus, and an entire six hours of preparation before class. There were no difficulties, however, with the building or scheduling.

Oakland Community College: The experience was not traumatic and because of the similarity to Macomb Community College there were no problems. The building and room were scheduled well in advance and there were no administrative difficulties.

F. Administrative Responsibilities in the Classroom

University of Phoenix: University of Phoenix depends on its faculty to communicate administrative policy to students. Types of communication expectations are include:

A. Policy changes in the delivery of grades to the students: While the writer was teaching the faculty had to communicate to the students that grades would no longer be delivered to the students by mail but only be available to the students by Internet.

B. Policy changes in late fees: The faculty were to make announcements to their classes that students late in the payment of bills will be assessed thirty dollars if they are late in the payment.

C. Policy changes in attendance: Students missing one class in the five-week course would be dropped from the course.

D. Other communications of a similar nature

Macomb Community College / Oakland Community College: Classroom communications involve curriculum and teaching/learning. There are no expectations to communicate to students about administrative matters as these are handled in future student schedules or by direct mail.

G. **Access to Teaching/Learning Resources**

University of Phoenix: Almost all of the University of Phoenix facilities are rented or leased with no physical libraries or learning centers with reference materials. Most research done by students is conducted through Internet libraries which the University of Phoenix maintains. Students and faculty complained about continual changes to access these resources. The writer on numerous occasions attempted to access the electronic library and could not gain access. When the number for help was called a message played promising return phones call. Voice mail was left three times with no response. Experience with difficulties obtaining access to the libraries is common as discussed with faculty and students at the Michigan campus.

Macomb Community College / Oakland Community College: The libraries at both locations emphasize physical access to books, periodicals and other reference materials. Libraries have study rooms and conference rooms available to students and staff. Access to major Internet search engines and numerous directories is similar to the University of Phoenix with on hand librarians available.

H. **Classroom Set Up**

University of Phoenix: The University of Phoenix is geared to their teaching philosophy even in the arrangement of classroom furniture. Standard classrooms have tables and chairs arranged "U" shape with the

end open for the instructor. Presentations and discussions are conducted in this format specifically so there is little distance between the students and instructor.

Macomb Community College / Oakland Community College: Most of the classrooms are equipped with either individual student desks or tables and chairs. Students complained the desks as too juvenile or "high schoolish." Some classrooms were equipped with technological equipment including video projectors, video recorder/player, visual displayer, stereo sound system, white boards, and high quality tables and chairs. The tables and chairs were of a higher quality than the University of Phoenix.

I. **Employee Interaction with Faculty and Students**

University of Phoenix: Obtaining information from the University of Phoenix can be difficult. Situations like the first night of class are common at the Michigan campus according to the writer's experience, the experience of five other faculty members, and the students interviewed. To have a telephone call returned is the exception rather than the norm according to personal experience, faculty discussions, and student conversation.

Macomb Community College / Oakland Community College: Most complaints voiced in a classroom setting resulted from interactions with registration and clerical errors. At Oakland a survey was conducted on

student satisfaction on administrative processes. Students had difficulty in obtaining applications, schedules, or catalogs through the mail. Students had difficulty in contacting individuals and often students end up talking to voice mail and there are complaints of a lack of returned telephone calls (Oakland Community College, 1998, p. 4).

J. Classroom Interaction with the Students

University of Phoenix: The students of the University are from a specific target market of working adults who are seeking degrees in Business, Nursing, and Education. These three disciplines are core programs at all sites of the University of Phoenix. The accelerated classes are five weeks long in the undergraduate program and six weeks long in the graduate program. Students are expected to attend class once per week for four hours and meet as a group with their study group/learning team outside the class for a similar period of time.

The University of Phoenix emphasis is on degree completion. People who want to take a class or two are not admitted. The uniqueness of the program is not for everyone. By the fourth or fifth class the dropout rate is minimal with the students who continue generally competing their degree (Serra, 1999, July 15).

The first University of Phoenix class taught by the writer is entitled, "Critical Thinking." This class is taught primarily to students who are midway through their program. As a result of its location in the

curriculum, the students in this class are typical of the students who follow through for graduation according to the Mentor. The class size was small at twelve students with the class located at a rented location. The furniture is inexpensive folding tables with stackable chairs set in the shape of a "U" with an overhead, screen and lectern.

As an experienced instructor for ten years in numerous settings, the writer has had many differing experiences with students and situations. This group was unique to these experiences. They were more aggressive, more willing to interact, and felt free to openly criticize the instructor as they felt appropriate. They are willing to discuss and debate issues on the subject for discussion and others as they came to the forefront.

This is a part of the University of Phoenix philosophy on instruction. This philosophy views the instructor as a Facilitator for learning (University of Phoenix, 1992, *Facilitation Skills*, p. 4):

> "The University of Phoenix views its faculty as facilitators, where the instructor and the learner are in a special type of temporary helping relationship. The learner comes to the school because he or she feels the need for increased skills and knowledge in order to advance processionally. The instructor is there because he or she possesses the subject knowledge and teaching expertise necessary to meet the needs of the learner and is a role model as a working professional. Neither party can enact his/her role without the participation of the other. In essence, joint responsibility is placed on both the instructor and the learner facilitation."

This is a far cry from the description provided of his studies on the typical college lecture by Boyer (1987, p. 149-150):

> "Today, the lecture method is preferred by most professors. With few exceptions, when we visited classes, the teacher stood in front of chairs and talked most of the forty-five or fifty minutes. Information was presented that often students passively received. There was little opportunity for positions to be clarified or ideas challenged . . . When discussion did occur in classes we visited, a handful of students, usually men, dominated the exchange."

John Sperling, founder of the University of Phoenix claims open discussion in the classroom is the norm at the University. In his book about the founding of the University he says (Sperling, 1989, p. 74):

> "The University of Phoenix circumvents these problems by insisting that all those who instruct in programs for professional degrees must be working professionals active in the field in which they are teaching. Thus, they can communicate effectively with the adults they are teaching, and relate theory to the world which the students are familiar. And, because University of Phoenix classes are small - averaging about 15 students - students can be, indeed are required to be, active participants in the learning process. Mini-lectures of 10 to 15 minutes are the norms: almost all class time is devoted to active discussion and debate, applying the material which is being studied to the varied work situations of the students and instructors."

Based on the training of the University and it's philosophy, what is described here in the classroom setting is the expected outcome.

Macomb Community College / Oakland Community College: The writer has used an interactive class discussion format for teaching prior to the University of Phoenix experience. The students come from all walks of life and are not confined to the working professionals the University of Phoenix targets. Community colleges tend to be comprehensive institutions which try to teach everyone something. Students come in on their own and register for whatever class they choose provided they meet the prerequisite courses. It is common for a student to register for one class in an area because they want to learn an additional skill.

K. **Problems Unique to the University of Phoenix:** At the Michigan Campus there is a high turnover rate among employees, especially counselors. One student expressed this problem graphically. In the 26 months of schooling at University of Phoenix the student had a total of eight counselors. The position of counselor is important to the student because they are the information officer to the student. Information such as academic status, courses required for graduation completion, changing of schedules or classes from locations, obtaining a copies of a schedule, exit interviews, and any other type of correspondence and changes in the students status are conducted through the counselor. The low pay rate of $8 to $10 per hour as reported by the counselors and Michigan's lowest unemployment rate in history ensure a constant turnover and a continual source of frustration for the student.

III. Student Survey

The final component of research is to administer a student questionnaire to University of Phoenix students. This questionnaire was developed with input from various sources. Some of the key individuals who assisted in the development of this questionnaire:

Laura Palmer Noon, J.D.: Provost/Vice President of Academics University of Phoenix

Kurt Slobovian, Associate Vice President of Research for the University of Phoenix

Jeanette Saquette, Ph. D.: President of Business Research Associates

Lorraine Hale, Ph. D.: President of Presentation College

Jonathan Campbell, Ph. D.: Dean of Student Services at Oakland Community College

The final questionnaire was the result of seventeen previous drafts. The University of Phoenix research department provided assistance in the development at the direction of the Provost, Ms. Laura Palmer-Noon. This assistance came primarily from the Kurt Slobodzian, Associate Vice President for Research (1999, October 7). The University of Phoenix did not attempt to restrict the type of questions students were asked but assisted in academic language differences between the University of Phoenix and traditional academic environments:

- Semester: There are no semesters at the University of Phoenix. Students attend classes lasting five weeks long and then go on to the next class.
- Adjunct or full-time faculty: the University of Phoenix claims their faculty are not adjuncts but "Practitioner Faculty." Laura Palmer-Noon, Vice President for Academics and Provost says (Leatherman, 1998, October 16)., "Your practitioner faulty are not the same kind of creature as adjuncts, because they're not trying to cobble together a career." She says that 90 percent of Phoenix's faculty members are employed elsewhere.
- Scheduling of classes: No general written schedule of classes exist at the University of Phoenix. Each student has an individualized schedule developed by the counselor. The role of the counselor is also substantially different since the counselor gives the student a schedule of classes rather than the student selecting classes.
- Class rankings: At University of Phoenix there are no "freshmen," "sophomores," or other titles for students. A new student is called a zero-credit student and there is no reference to class rank in classes.

A. Sampling Plan

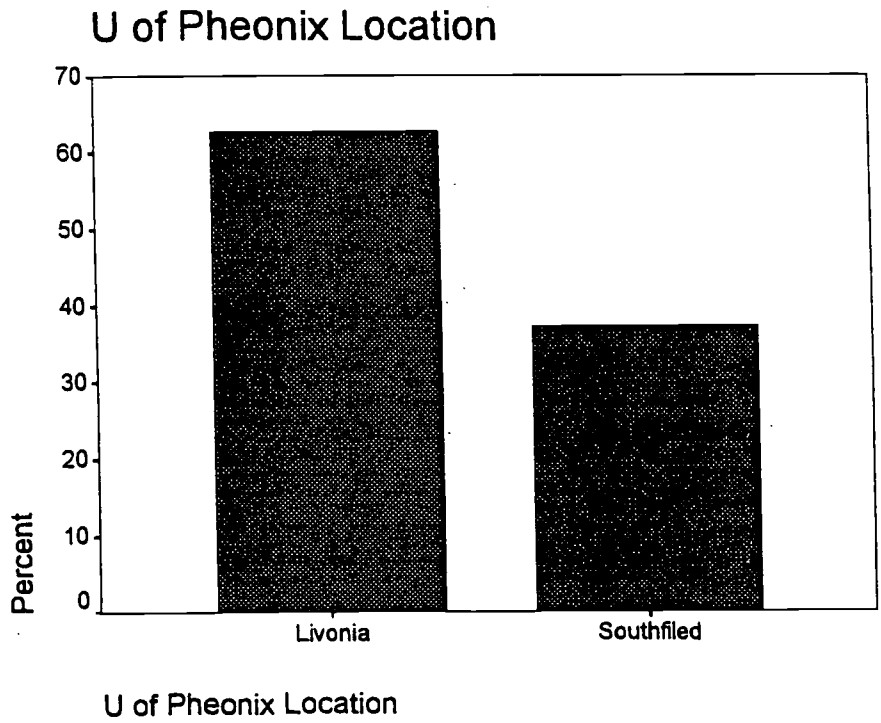
The University of Phoenix did not have a survey of student satisfaction available for use. The Sampling Plan is to use a statistical survey of students at the Michigan campus. Two main campuses hold the majority of the classes with several satellite locations that have a few classes.

- Total Michigan Campus enrollment 2,542 students
- The Livonia campus 1, 074 students
- The Southfield Campus 1, 042 students.
- Satellite sites 426 students

The following presents this graphically:

Table 1: University of Phoenix Locations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Livonia	271	62.7	62.7	62.7
	Southfiled	161	37.3	37.3	100.0
	Total	432	100.0	100.0	



The intent of the survey is to ascertain the desirability of the accelerated program Students in all three major divisions of education were surveyed including business students, nursing students, and education students. No differences were drawn between graduate and undergraduate student. Entering graduate students as well as entering undergraduate students can be zero-credit to multi-credit students.

B. Data Collection

The Student Survey was administered after it was approved through the Provost' office in Phoenix, Arizona. The local approval process was facilitated by the Director of Corporate Development, Sarah Serra and Regional Academic Coordinator, Mr. Michael Wright. Prior to the classroom session each faculty member was asked if they would be agreeable to allow the students to participate in the survey. Most faculty members were very receptive to allowing the survey.

Students in 36 classes were surveyed at the Livonia Campus and the Southfield Campus. The University of Phoenix classes are small in comparison with traditional classes with an average class in Michigan of 13.2 students. This resulted in a student population who participated in the survey to be a sample size of 426 students. As it was a general survey and students names were not used, consent forms were not necessary. The actual instrument used for this survey is on the following two pages:

Questionnaire on Student Satisfaction with Accelerated Classes

Dear University of Phoenix Student:

The following is a survey designed to assess your satisfaction with traditional classes as compared to accelerated classes. For purposes of this survey, accelerated classes are either 5 or 6 weeks in length and meet once per week. Traditional classes are from 12 to 15 weeks in length. Please answer the questions to the best of your ability. If you have further comments on this subject, please use the reverse side of this form for your comments. Thank you for your help.

Please circle the most appropriate answer that applies to you:

1. I have attended the following number of classes at the University of Phoenix.

   A. 0 - 3 classes B. 4- 7 classes

   C. 8 - 12 classes D. more than 12 classes

2. I attend or have attended institutions of higher education with traditional classes (12-15 weeks in length):

   A. Yes B. No

3. Please rank the following items in order of importance as to why you chose the University of Phoenix with 1 being the most important, 2 the next most important, and so on with 10 being the least important:

   ___ College has a good academic reputation
   ___ The accelerated program
   ___ Graduates obtain good jobs
   ___ Offers financial assistance
   ___ Size of the college
   ___ Low tuition
   ___ The practitioner faculty (Part-time faculty who work in the area they teach)
   ___ Graduates gain admission to top graduate schools
   ___ Information in a multi-college guidebook
   ___ Has a good reputation for it's social activities

4. Do you like the overall experience of an accelerated class?

   A. Yes B. No

5. All other things being equal, if I had an opportunity to go to one of two colleges and one offered accelerated programs and the other offered traditional programs, I would choose:

   A. Accelerated model like the University of Phoenix model
   B. Traditional course scheduling model (semester, tri-mester, quarter)

6. The University of Phoenix program is centered on degree completion of the student. The program provides a compressed schedule of classes to be completed in a set length of time using accelerated classes. In the selection of an institution of higher learning, how important is this type of accelerated program in your selection process for choosing a four-year college/university?

   A. Very important
   B. Important
   C. Somewhat important
   D. Not important

The following are the questions and the accompanying rational:

1. I have attended the following number of classes at the University of Phoenix.

   A. 0 - 3 classes B. 4- 7 classes

   C. 8 - 12 classes D. more than 12 classes

Reasoning: The experience level of the student as they proceed through the University of Phoenix in the accelerated format may have a reflection on the answers they provide. According to Sarah Serra, a University of Phoenix Michigan Director, by the time a student completes the third class in the program, there is an extremely low drop out rate from the program.

2. I attend or have attended institutions of higher education with traditional classes (12-15 weeks in length):

   A. Yes B. No

Reasoning: Students can be divided into those who have experienced traditional educational programs and those who have not. The results of this survey have found that a full 10.4% of the students say they did not attend a traditional class.

3. Please rank the following items in order of importance as to why you chose the University of Phoenix or Oakland Community College with 1 being the most important, 2 the next most important, and so on with 10 being the least important:

   ___ College has a good academic reputation

   ___ The accelerated program

___ Graduates obtain good jobs

___ Offers financial assistance

___ Size of the college

___ Low tuition

___ The practitioner faculty (Part-time faculty who work in the area they teach)

___ Graduates gain admission to top graduate schools

___ Information in a multi-college guidebook

___ Has a good reputation for it's social activities

Reasoning: This rank order listing is based on a survey of 275,811 freshmen entering 469 two-year and four-year institutions in the fall of 1998. The findings are published in the Chronicle of Higher Education Almanac dated August 27, 1999 on page 28 under, "Reasons noted as very important in selecting colleges attended." The items selected for this survey are the top 8 items that ranked in above 20 percent of responses selected. The lowest item selected was chosen by 21.3% of the students with the next item, which was not included in the survey selected by 9.4% of the students. Two additional items were included in this survey, which play an important role to the testing the hypothesis in this study as to the marketing program of the University of Phoenix. These are the accelerated program and the practitioner faculty. The items ranked in the national survey:

Item	**Percentage responding as important**
College has a good academic reputation	48.4 %
The accelerated program	Included as supporting the study's hypothesis

Graduates obtain good jobs	45.4 %
Offers financial assistance	32.3 %
Size of the college	32.1 %
Low tuition	28.9 %
The practitioner faculty	Included as a University of Phoenix preference
Graduates gain admission to top graduate schools	27.4 %
Has a good reputation for it's social activities	23.5 %

This forced ranked question provided valuable comparison and contrast information.

4. Do you like the overall experience of an accelerated class?

   A. Yes B. No

Reasoning: This is a question to test the hypotheses, "Holding classes for five or six-week semesters is more desirable to students than holding classes for fifteen weeks or more."

5. All other things being equal, if I had an opportunity to go to one of two colleges and one offered accelerated programs and the other offered traditional programs, I would choose:

   A. Accelerated model like the University of Phoenix model

   B. Traditional course scheduling model (semester, tri-mester, quarter)

Reasoning: This question focuses on the hypothesis that students have a preference for accelerated classes taken one at a time rather than a traditional class program.

6. The University of Phoenix program is centered on degree completion of the student. The program provides a compressed schedule of classes to be completed in a set length of time using accelerated classes. In the selection of an institution of higher learning, how important is this type of accelerated program in your selection process for choosing a four-year college/university?

A. Very important B. Important

C. Somewhat important D. Not important

Reasoning: The University of Phoenix focuses on degree completion in which it uses the accelerated class format to obtain this goal. This is another and different aspect of trying to ascertain what degree the accelerated format plays in the choice a student makes as to what educational format they are choosing.

Responses from the Students to the Survey

It is important to note responses from the students in administration of the survey. The surveyor came to their classes and explained the nature of the survey, its intended use, and that this was not a University of Phoenix study but one for a doctoral dissertation. When asked about availability of the results the surveyor stated the results would be available through the Corporate Development Director. There were times prior to this explanation that students made comments or lengthy explanations about their dissatisfactions with the University of Phoenix. In some cases this inquiry was hostile toward the administration of the University. Some of the experiences related anecdotally:

- In seven classes of the 36 classes surveyed, students were direct in finding out exactly whom the surveyor was and whether the surveyor was associated with the University of Phoenix. In four cases the comments were of the nature that if survey was for the University, the students would charge for the information. The charges proposed by the students ranged from five dollars to thirty dollars.
- In three classes the students felt a need to express their frustration with the University of Phoenix to the writer/surveyor. The surveyor listened and conveyed that the survey was not a part of the University's program and the focus of the survey was on the program and not how the program was administered.
- In two classes derogatory remarks were made about the quality of the faculty. In one class these comments were made with the faculty member present.
- In eleven classes students were openly derisive about the quality of the way the program was administered.
- In more than 25 classes the low tuition portion of question number three was commented about in a negative sense.

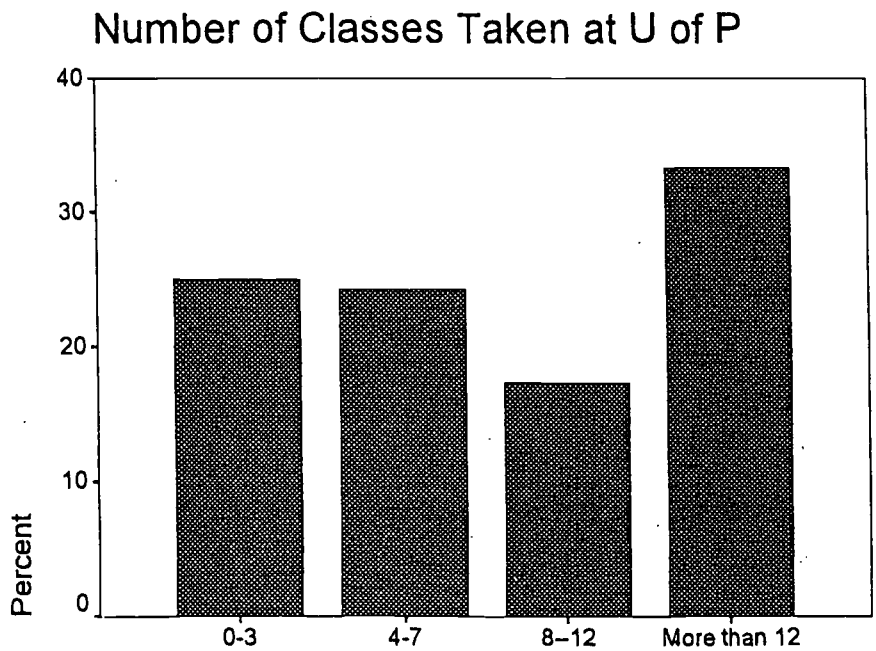
Overall the experience in these classes by the surveyor was positive with the instructors and students. The students were open to discussion, more aggressive than found in ten years of teaching in an adjunct capacity in community colleges, and more open to criticize the way University of Phoenix programs are administered.

Findings

The results of this student survey are at a statistical level of ninety-five percent accuracy or higher. A total of 432 students were surveyed at the Michigan University of Phoenix campuses for these results. Of these students 33% had taken more than 12 classes, 17.4% had taken 8 - 12 classes, 24.3% had taken 4 - 7 classes, and 25.0% had taken 0 - 3 classes.

Table 2: Number of Classes Taken at University of Phoenix

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3	108	25.0	25.0	25.0
	4-7	105	24.3	24.3	49.3
	8--12	75	17.4	17.4	66.7
	More than 12	144	33.3	33.3	100.0
	Total	432	100.0	100.0	



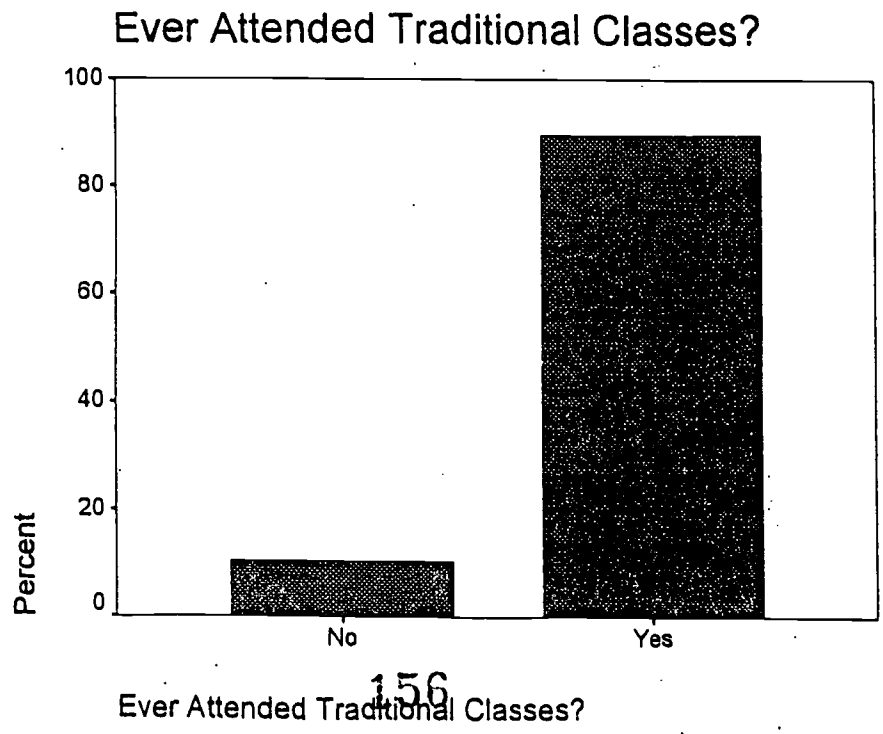
The University of Phoenix does attract some students who report that they have no traditional classroom experience. Traditional classes are defined in the opening instructions on the questionnaire. These directions are:

> "For purposes of this survey, accelerated classes are either 5 or 6 weeks in length and meet once per week. Traditional classes are from 12 to 15 weeks in length."

This was also explained by the surveyor prior to the administration of the questionnaire. Of the sample population 89.6% had taken traditional classes and 10.4% indicated that they did not have traditional class experience. University of Phoenix is attracting some students who may not have pursued a college degree at all.

Table 3: Ever Attended Traditional Classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	10.4	10.4	10.4
	Yes	387	89.6	89.6	100.0
	Total	432	100.0	100.0	



The results indicate the primary reason students of the University of Phoenix are there is because of the accelerated program. The third question of the survey was a forced rank question with students answering the ten items in an order of one through ten. A point factor of ten was assigned to the one ranked the most important and a point factor of one was assigned to the least important. In some results presented, particularly the forced rank question, there is a percent and a valid percent. The valid percent is based on the analysis done on the number of answers in this question. Some answers were left blank. As a result the scores were averaged and a mean was used to obtain the results. In each finding discussed, the valid percent figure was used. Based on this ranking of questions the Mean score for the accelerated program being the most important is at a score of 9.58 with a score of 10 being a perfect score.

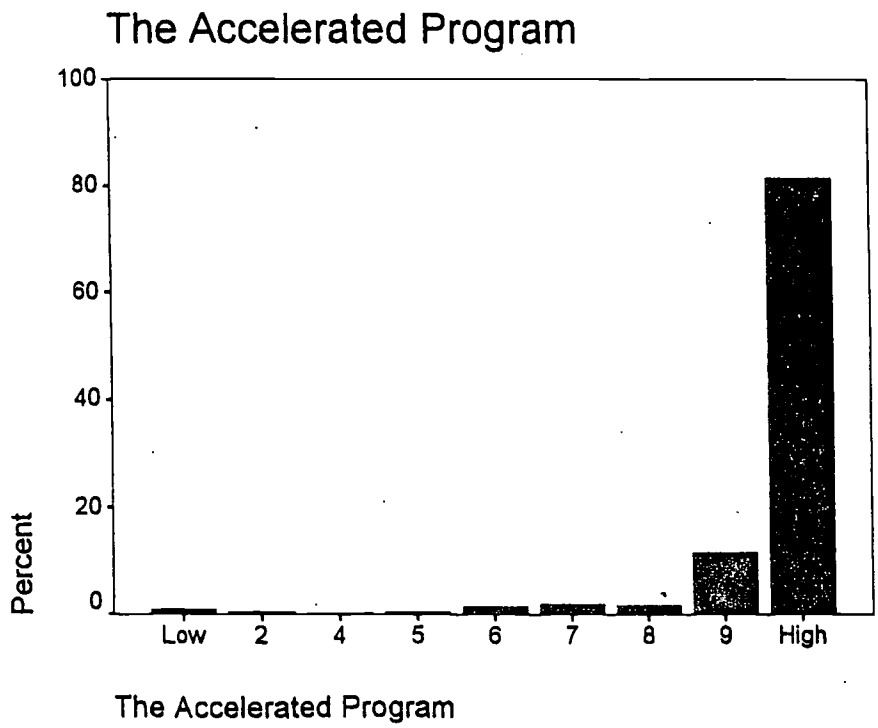
Table 4: Descriptive Statistics

	N	Mean	Std. Deviation
The Accelerated Program	426	9.58	1.29
College Has a Good Academic Reputation	412	7.21	2.10
Graduates Obtain Good Jobs	410	6.73	2.24
The Practitioner Faculty	417	6.54	2.36
Size of the College	413	6.10	2.34
Offers Financial Assistance	413	5.70	2.69
Graduates Gain Admission to Top Graduate Schools	403	4.68	2.16
Information in a Multi-College Guidebook	404	3.97	2.12
Low Tuition	407	3.18	2.43
Has a Good Reputation for it's Social Activities	401	2.48	2.12
Valid N (listwise)	392		

A full 93% of the students selected the accelerated program as the most important or the second most important reason for choosing the University of Phoenix.

Table 5: The Accelerated Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	.9	.9	.9
	2	2	.5	.5	1.4
	4	1	.2	.2	1.6
	5	2	.5	.5	2.1
	6	6	1.4	1.4	3.5
	7	8	1.9	1.9	5.4
	8	7	1.6	1.6	7.0
	9	49	11.3	11.5	18.5
	High	347	80.3	81.5	100.0
	Total	426	98.6	100.0	
Missing	Missing	6	1.4		
Total		432	100.0		



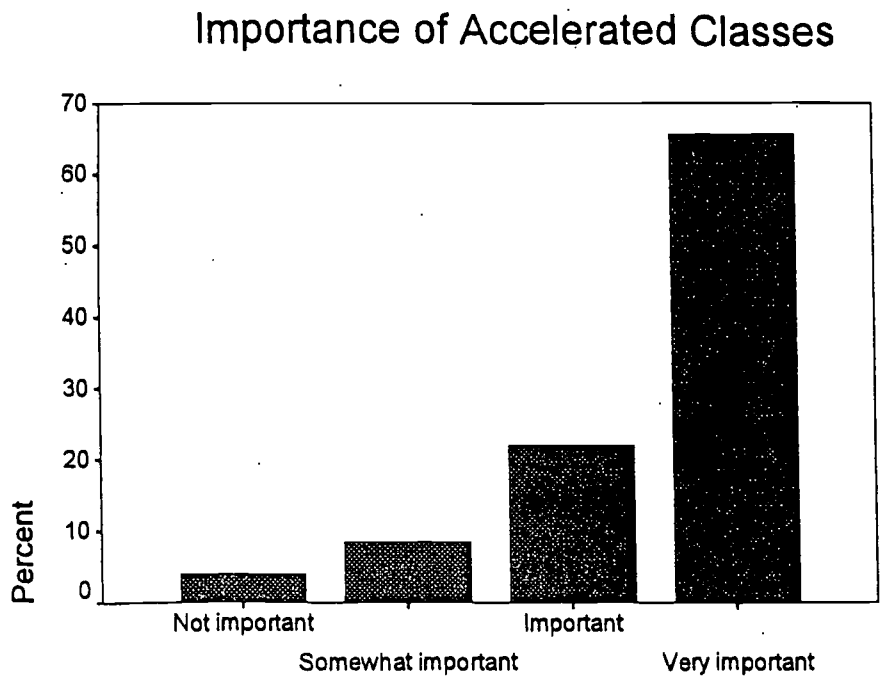
The result of the accelerated courses being an important consideration is also born out by the results of the question:

> "The University of Phoenix program is centered on degree completion of the student. The program provides a compressed schedule of classes to be completed in a set length of time using accelerated classes. In the selection of an institution of higher learning, how important is this type of accelerated program in your selection process for choosing a four-year college/university?"

The results of the answers to this question are that 87.6% ranked the selection of an accelerated program as important to very important.

Table 6: Importance of Accelerated Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	17	3.9	4.0	4.0
	Somewhat important	36	8.3	8.4	12.4
	Important	94	21.8	22.0	34.4
	Very important	280	64.8	65.6	100.0
	Total	427	98.8	100.0	
Missing	Missing	5	1.2		
Total		432	100.0		



The results of this answer go beyond the student selection process for choosing the institution of higher education to attend. The question of liking an accelerated format of classroom experience was also posed as:

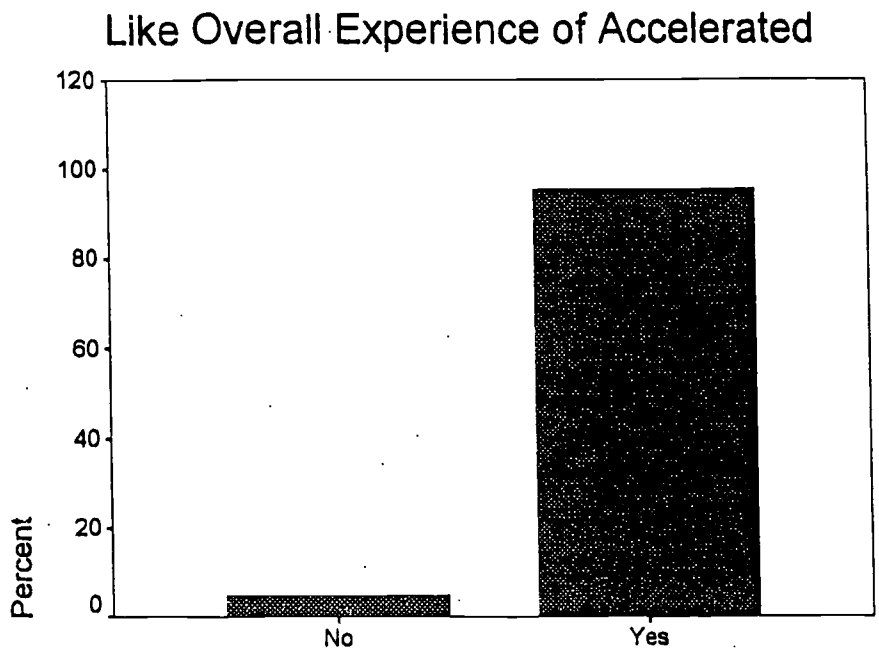
Do you like the overall experience of an accelerated class?

A. Yes B. No

The results to this question are that 95.3% answered this question yes and only 4.7% answered no. The results of this are in the following graph:

Table 7: Like Overall Experience of Accelerated Class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	20	4.6	4.7	4.7
	Yes	408	94.4	95.3	100.0
	Total	428	99.1	100.0	
Missing	Missing	4	.9		
Total		432	100.0		



Like Overall Experience of Accelerated Class?

This question was followed by another as a following question:

> "All other things being equal, if I had an opportunity to go to one of two colleges and one offered accelerated programs and the other offered traditional programs, I would choose:
>
> A. Accelerated model like the University of Phoenix model
>
> B. Traditional course scheduling model (semester, tri-mester, quarter)

A full 91.6% of the students experiencing accelerated classes at University of Phoenix would choose an accelerated program again.

To contrast the desire to attend accelerated classes in the future, a crosstabulation was completed on the following question:

Do you like the overall experience of an accelerated class?

A. Yes B. No

A small number of students, a total of 20, did not like the experience of an accelerated class. Of these 20 students, 25% would choose an accelerated class even though they did not like it.

Table 8: Crosstab: Like Overall Experience of Accelerated Class * I Would Choose ...

			I Would Choose:		
			Accelerated	Traditional	Total
Like Overall Experience of Accelerated Class?	No	Count	5	15	20
		% within Like Overall Experience of Accelerated Class?	25.0%	75.0%	100.0%
		% within I Would Choose:	1.3%	42.9%	4.7%
	Yes	Count	383	20	403
		% within Like Overall Experience of Accelerated Class?	95.0%	5.0%	100.0%
		% within I Would Choose:	98.7%	57.1%	95.3%
Total		Count	388	35	423
		% within Like Overall Experience of Accelerated Class?	91.7%	8.3%	100.0%
		% within I Would Choose:	100.0%	100.0%	100.0%

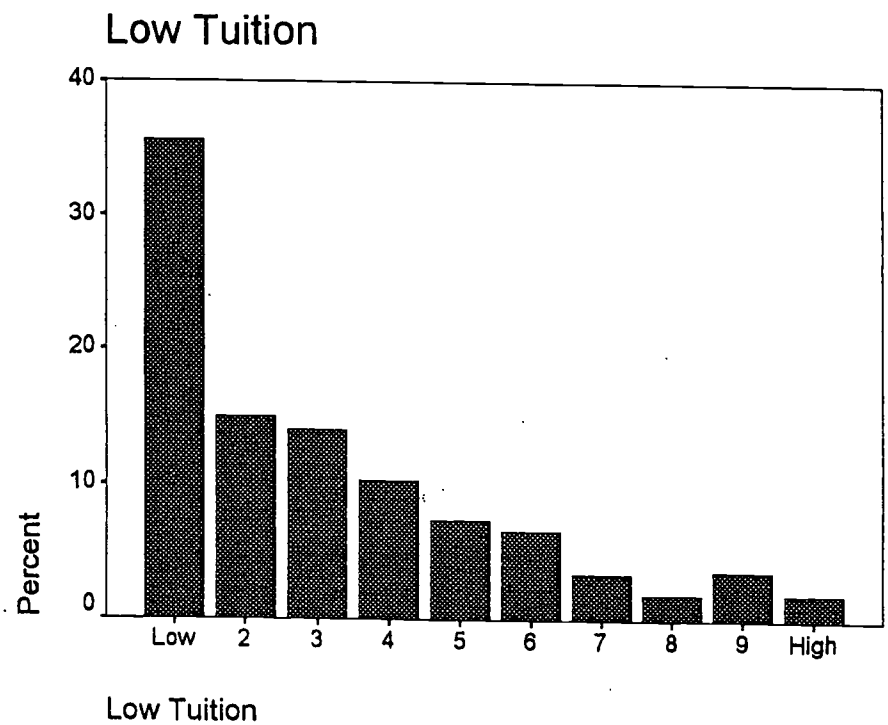
There is a small statistical inverse relationship the tuition rate and the desirability of the accelerated program. There is no correlation between the strong desire of students for an accelerated and the high cost of tuition at the University of Phoenix. This is especially significant in the fact that:

- The University of Phoenix tuition is currently at $276.00 per credit hour compared to $110.00 nationally for a four-year school and $51.00 for a two-year school.
- There are no social activities, no football teams or any other athletic teams
- There has been a continual increase of the tuition beyond the Consumer Prices Index, with tuition increases of between 8% annually and 12% annually; This tuition increase averages between two to four times the annually adjusted Consumer Price Index which is a nationally recognized standard to measure inflation.

This inverse relationship is born out by the response of the students to the forced ranking on thee item of, "Low Tuition," which is illustrated in the following graph:

Table 9: Low Tuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	145	33.6	35.6	35.6
	2	61	14.1	15.0	50.6
	3	57	13.2	14.0	64.6
	4	42	9.7	10.3	74.9
	5	30	6.9	7.4	82.3
	6	27	6.3	6.6	88.9
	7	14	3.2	3.4	92.4
	8	8	1.9	2.0	94.3
	9	15	3.5	3.7	98.0
	High	8	1.9	2.0	100.0
	Total	407	94.2	100.0	
Missing	Missing	25	5.8		
Total		432	100.0		



When a statistical correlation is drawn between the accelerated program and low tuition, there is an inverse relationship between the two. To draw a correlation between the accelerated program and low tuition a Pearson Correlation is used. A Pearson Correlation is a comparison between two populations to see if there are similar characteristics or dissimilar characteristics. Specifically this relationship is as follows:

The Accelerated Program in Correlation with Low Tuition

Pearson Correlation = -.125

N = 406

This correlation has a negative factor. The negative correlation shows there is an inverse relation between the two items under comparison. This negative shows that the rate of tuition and the strong desire for an accelerated program are not related. This is indicative there is a possible "inelastic demand" in economic terms for an accelerated education. In other words, cost is not a factor because the consumer of the accelerated classes desires it so much.

When students were forced to rank the level of importance of low tuition in obtaining an accelerated education, this was consistently low. Those students who felt that selecting an accelerated program was very important ranked low tuition as 3.05 on a 10 point scale with ten being the most important. Those students who felt it was important ranked low tuition as 3.65 on a 10-point scale.

The conclusion drawn is that students are not sensitive to the tuition rates at the

University of Phoenix. Their desire to attend this accelerated program is so strong they will pay two and a half times the cost of comparable traditional programs at a four-year institution or five times the cost of a traditional two-year program school, OR MORE. It is important to note this correlation is small so students are not more attracted to the University of Phoenix the higher the tuition but the figure does show that the cost of the education is not a factor in a student choosing an accelerated program.

Another inverse correlation is the relation between the accelerated program and "Graduates Gain Admission to Top Graduate Schools." This indicator shows that students in the accelerated program have little or no interest in obtaining a degree at a top graduate school.

The Accelerated Program in Correlation with Graduates Gain Admission to Top Graduate Schools

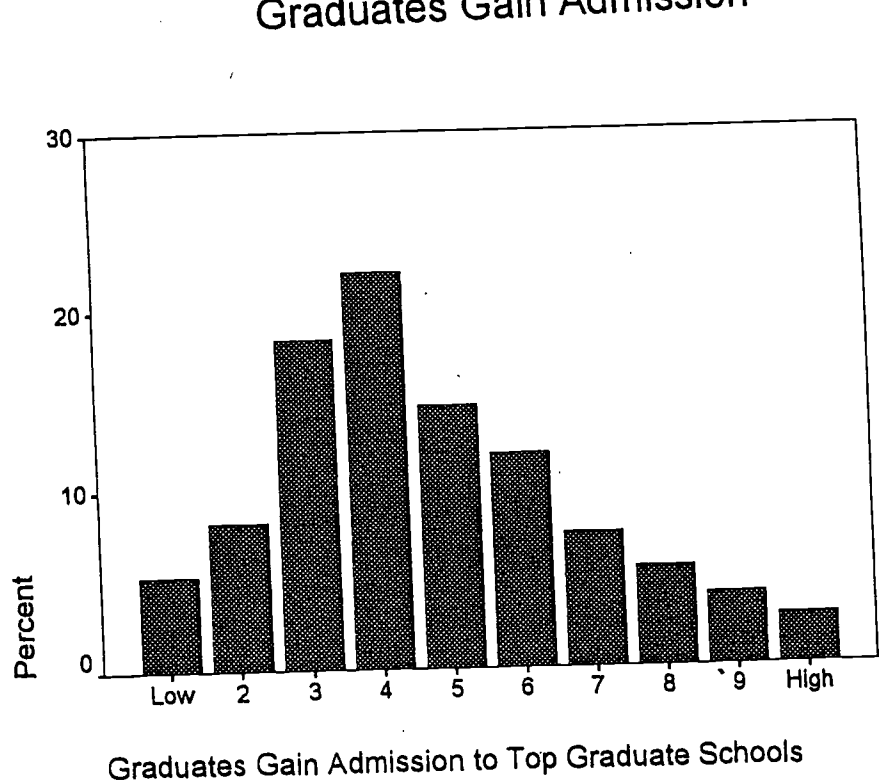
Pearson Correlation = -.139

N = 402

This conclusion would be an indicator that these working adult students are interested in getting a degree to promote their current life. Going to a top graduate school would entail relocation or a major change of life to what the current working adult over the age of 23 would entertain. This low level of desire to attend a top graduate school is shown graphically:

Table 10: Graduates Gain Admission to Top Graduate Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	21	4.9	5.2	5.2
	2	33	7.6	8.2	13.4
	3	74	17.1	18.4	31.8
	4	89	20.6	22.1	53.8
	5	59	13.7	14.6	68.5
	6	48	11.1	11.9	80.4
	7	30	6.9	7.4	87.8
	8	22	5.1	5.5	93.3
	9	16	3.7	4.0	97.3
	High	11	2.5	2.7	100.0
	Total	403	93.3	100.0	
Missing	Missing	29	6.7		
Total		432	100.0		



Not surprisingly, the correlation between the importance in selecting an accelerated class and whether the student liked the experience of accelerated classes was very strong. A full 89.5% of the students felt selecting an accelerated program was very important or important and liked the experience of accelerated classes:

Table 11: Crosstab: Importance of Accelerated Classes in Selection*Like Overall Experience of Accelerated Class

			Like Overall Experience of Accelerated Class?		
			No	Yes	Total
Importance of Accelerated Classes in Selection?	Not important	Count	5	12	17
		% within Importance of Accelerated Classes in Selection?	29.4%	70.6%	100.0%
		% within Like Overall Experience of Accelerated Class?	25.0%	3.0%	4.0%
	Somewhat important	Count	5	30	35
		% within Importance of Accelerated Classes in Selection?	14.3%	85.7%	100.0%
		% within Like Overall Experience of Accelerated Class?	25.0%	7.4%	8.3%
	Important	Count	6	86	92
		% within Importance of Accelerated Classes in Selection?	6.5%	93.5%	100.0%
		% within Like Overall Experience of Accelerated Class?	30.0%	21.3%	21.7%
	Very important	Count	4	275	279
		% within Importance of Accelerated Classes in Selection?	1.4%	98.6%	100.0%
		% within Like Overall Experience of Accelerated Class?	20.0%	68.2%	66.0%
Total		Count	20	403	423
		% within Importance of Accelerated Classes in Selection?	4.7%	95.3%	100.0%
		% within Like Overall Experience of Accelerated Class?	100.0%	100.0%	100.0%

This desire to attend accelerated classes is further shown that the experience of taking accelerated classes did not diminish the desire to take accelerated classes into the future. A full 91% of those students selecting a accelerated class as very important or important would choose an accelerated class for future education.

Table 12: Crosstab: Importance of Accelerated Classes in Selection*I Would Choose

			- I Would Choose:		
			Accelerated	Traditional	Total
Importance of Accelerated Classes in Selection?	Not important	Count	9	8	17
		% within Importance of Accelerated Classes in Selection?	52.9%	47.1%	100.0%
		% within I Would Choose:	2.3%	22.2%	4.0%
	Somewhat important	Count	30	6	36
		% within Importance of Accelerated Classes in Selection?	83.3%	16.7%	100.0%
		% within I Would Choose:	7.7%	16.7%	8.4%
	Important	Count	83	11	94
		% within Importance of Accelerated Classes in Selection?	88.3%	11.7%	100.0%
		% within I Would Choose:	21.2%	30.6%	22.0%
	Very important	Count	269	11	280
		% within Importance of Accelerated Classes in Selection?	96.1%	3.9%	100.0%
		% within I Would Choose:	68.8%	30.6%	65.6%
Total		Count	391	36	427
		% within Importance of Accelerated Classes in Selection?	91.6%	8.4%	100.0%
		% within I Would Choose:	100.0%	100.0%	100.0%

Another fact shows that 87.2% of the students who had attended traditional education felt attending an accelerated program was very important or important. These students would prefer to pay a premium tuition rate to go to an accelerated program over a traditional program.

The student with experience in a traditional program felt an accelerated program is a powerful motivator to return to school in an entirely different program. The impact of this is that these students would leave a traditional educational environment where they already knew the process of signing up and taking classes to try an entirely different type of educational program. These students are making powerful statements with both their actions and their financial priorities.

Table 13: Crosstab: Importance of Accelerated*Ever Attended Traditional?

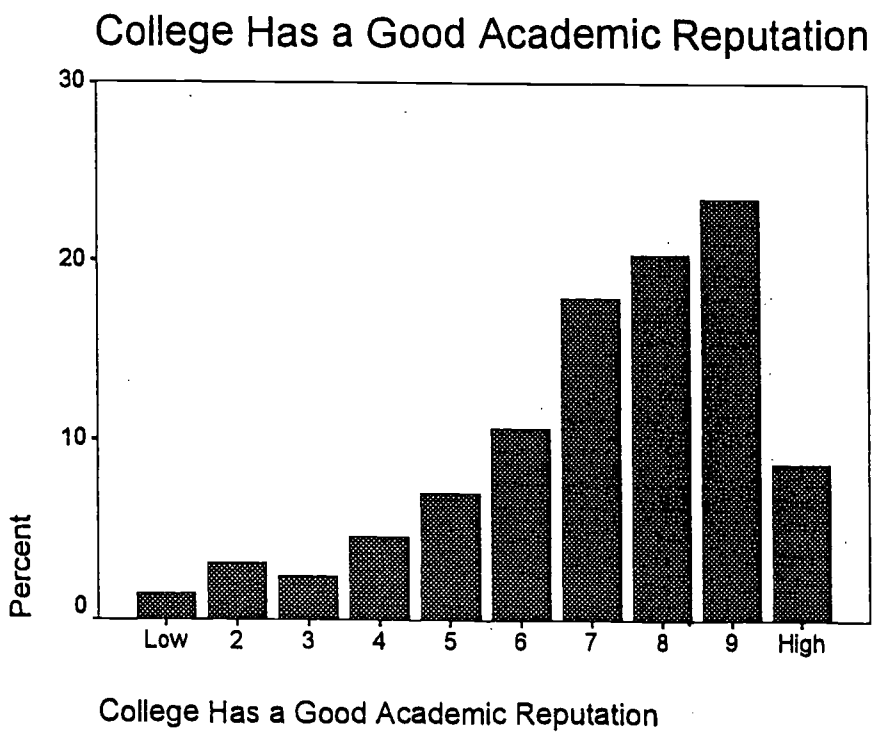
			Ever Attended Traditional Classes?		
			No	Yes	Total
Importance of Accelerated Classes in Selection?	Not important	Count	2	15	17
		% within Importance of Accelerated Classes in Selection?	11.8%	88.2%	100.0%
		% within Ever Attended Traditional Classes?	4.4%	3.9%	4.0%
	Somewhat important	Count	2	34	36
		% within Importance of Accelerated Classes in Selection?	5.6%	94.4%	100.0%
		% within Ever Attended Traditional Classes?	4.4%	8.9%	8.4%
	Important	Count	9	85	94
		% within Importance of Accelerated Classes in Selection?	9.6%	90.4%	100.0%
		% within Ever Attended Traditional Classes?	20.0%	22.3%	22.0%
	Very important	Count	32	248	280
		% within Importance of Accelerated Classes in Selection?	11.4%	88.6%	100.0%
		% within Ever Attended Traditional Classes?	71.1%	64.9%	65.6%
Total		Count	45	382	427
		% within Importance of Accelerated Classes in Selection?	10.5%	89.5%	100.0%
		% within Ever Attended Traditional Classes?	100.0%	100.0%	100.0%

Another factor in the selection of an accelerated program was the college having a good academic reputation. Many colleges/universities are beginning to offer accelerated programs. In the Metro Detroit market there are frequent commercials on the University of Phoenix. This is certainly not an indicator of quality but the name of the University of Phoenix is well known. The results of the questionnaire showed a significant ranking that a college with a good academic reputation was important to the students. This was not the highest ranked item, the accelerated program was, but it is the second highest ranked item with 71.6% of the students ranking this at a level of 7 or higher on a 10-point scale.

The students of the University of Phoenix are not interested in obtaining a degree from a "diploma mill" nor are they interested in getting a"down and dirty"degree. The students of the University of Phoenix are hard working, earn their degrees and, from the results shown in this questionnaire, take pride in their accomplishments.

Table 14: College has a Good Academic Reputation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	6	1.4	1.5	1.5
	2	13	3.0	3.2	4.6
	3	10	2.3	2.4	7.0
	4	19	4.4	4.6	11.7
	5	29	6.7	7.0	18.7
	6	44	10.2	10.7	29.4
	7	74	17.1	18.0	47.3
	8	84	19.4	20.4	67.7
	9	97	22.5	23.5	91.3
	High	36	8.3	8.7	100.0
	Total	412	95.4	100.0	
Missing	Missing	20	4.6		
Total		432	100.0		



When students were asked if they would choose between an accelerated program and a traditional program in the future a strong correlation existed. These students are going to an accelerated program but they want the program to have a good academic reputation.

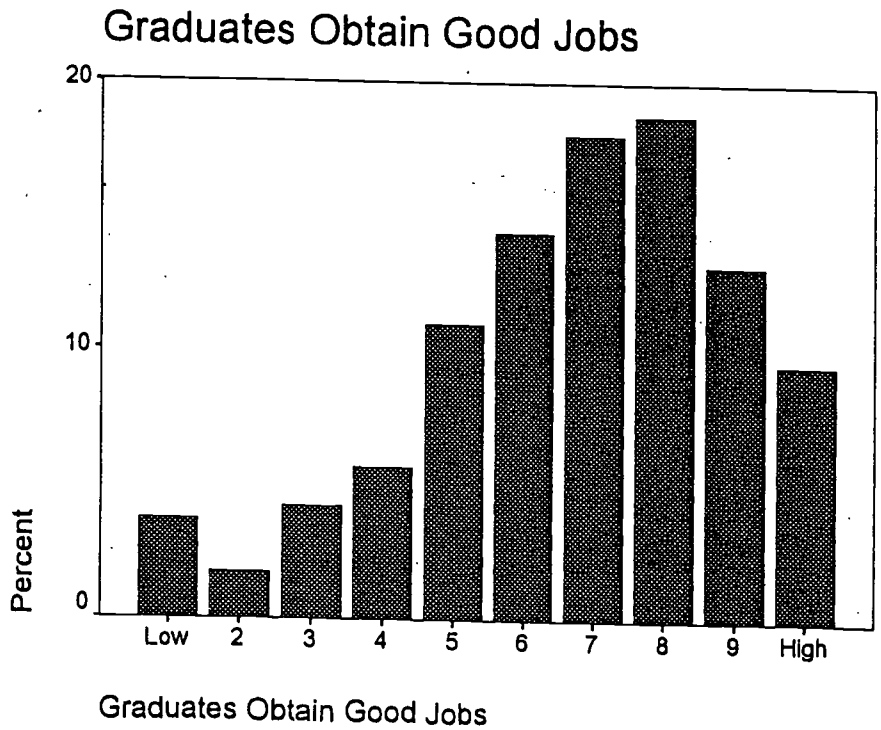
This desire differed in the small number of students who did not like the experience of an accelerated education. The sample size of this group was 18 but the average ranking they provided on desiring a college with a good academic reputation was 5.33 on a 10-point scale while those who liked the overall experience of an accelerated education ranked the same item at 7.29. Not only does the University of Phoenix student want an accelerated program but they want one at a college with a good academic reputation. From this data can be seen that they do not want to complete a "down and dirty degree" just to get the degree but they also want it to be viewed as a quality degree.

There are several correlations that are significant to the desire to attend a college with a good academic reputation. Among these is the statistical correlation to the view that when a college has a good academic reputation then graduates obtain good jobs. This is one of the strongest correlations in the survey.

The third strongest ranked item in the forced choice selection is that, "Graduates get good jobs." This was ranked as a 6 or higher in value on a 10-point scale by 73.7% of the students.

Table 15: Graduates Obtain Good Jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	15	3.5	3.7	3.7
	2	7	1.6	1.7	5.4
	3	17	3.9	4.1	9.5
	4	23	5.3	5.6	15.1
	5	45	10.4	11.0	26.1
	6	59	13.7	14.4	40.5
	7	74	17.1	18.0	58.5
	8	77	17.8	18.8	77.3
	9	54	12.5	13.2	90.5
	High	39	9.0	9.5	100.0
	Total	410	94.9	100.0	
Missing	Missing	22	5.1		
Total		432	100.0		

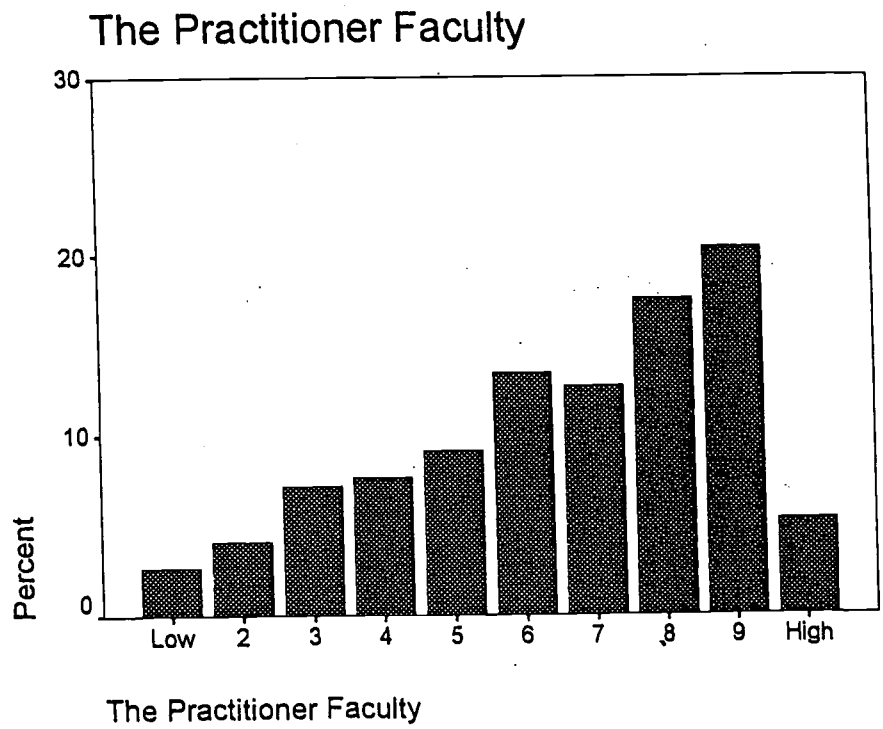


A significant item to the University of Phoenix is the rating of the "practitioner faculty" by the University of Phoenix student. This is a major focus of the University of Phoenix advertising program and a point of criticism by the academic community in general as a whole. It is also a point the University appears to have taken pride in as a point of mentioning that full-time faculty have little real world experience.

The reality is that the University of Phoenix student is not impressed by the faculty. The Practitioner Faculty only ranked at 7 or above on a 10-point scale in 55.9% of the student's ratings and earn a rank of 6 or above on 69.3% of the student's ratings. These rankings are not low but they are not one of the main reasons students attend the University of Phoenix.

Table 16: The Practitioner Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	11	2.5	2.6	2.6
	2	17	3.9	4.1	6.7
	3	30	6.9	7.2	13.9
	4	32	7.4	7.7	21.6
	5	38	8.8	9.1	30.7
	6	56	13.0	13.4	44.1
	7	53	12.3	12.7	56.8
	8	73	16.9	17.5	74.3
	9	85	19.7	20.4	94.7
	High	22	5.1	5.3	100.0
	Total	417	96.5	100.0	
Missing	Missing	15	3.5		
Total		432	100.0		



There are also some negatives the students associate with the Practitioner Faculty. There are three inverse correlations that need special note. There is one in regards to the number of classes a student takes. When the more classes the student takes the less significance they place on the Practitioner faculty.

The Practitioner Faculty in Correlation with the Number of Classes Taken

Pearson Correlation = -.027

N = 417

Another inverse correlation is the College has a good academic reputation.

The Practitioner Faculty in Correlation with the College Having a Good Academic Reputation

Pearson Correlation = -.077

N = 409

The third is a correlation between Practitioner Faculty and Graduates Obtain Good Jobs.

The Practitioner Faculty in Correlation with Graduates Obtain Good Jobs

Pearson Correlation = -.045

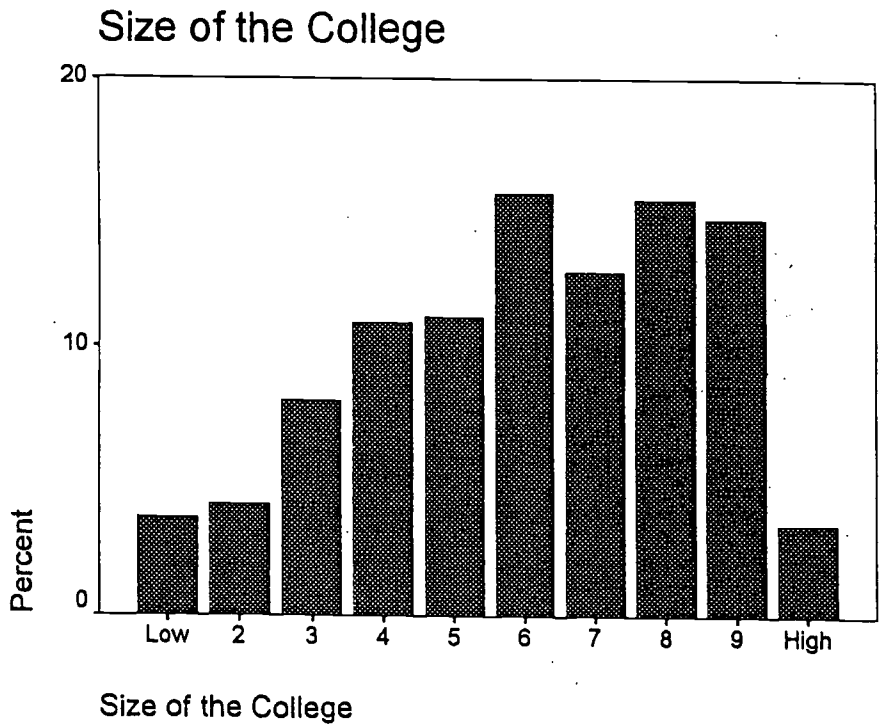
N = 417

In all three cases the correlation is small but it is important to note they are all negative.

The University of Phoenix is one of the largest schools in the United States and in the world. This fact is certainly significant if a student moves to a different state and picks up the program exactly where they left off. There would be no credit transfers or other paper work to complete. This factor left little impression on the students however. Only 46.5% of the students rated this item at 7 or above on a 10-point scale and only 62.3% rated it at a 6 or above. This is illustrated on the following page:

Table 17: Size of the College

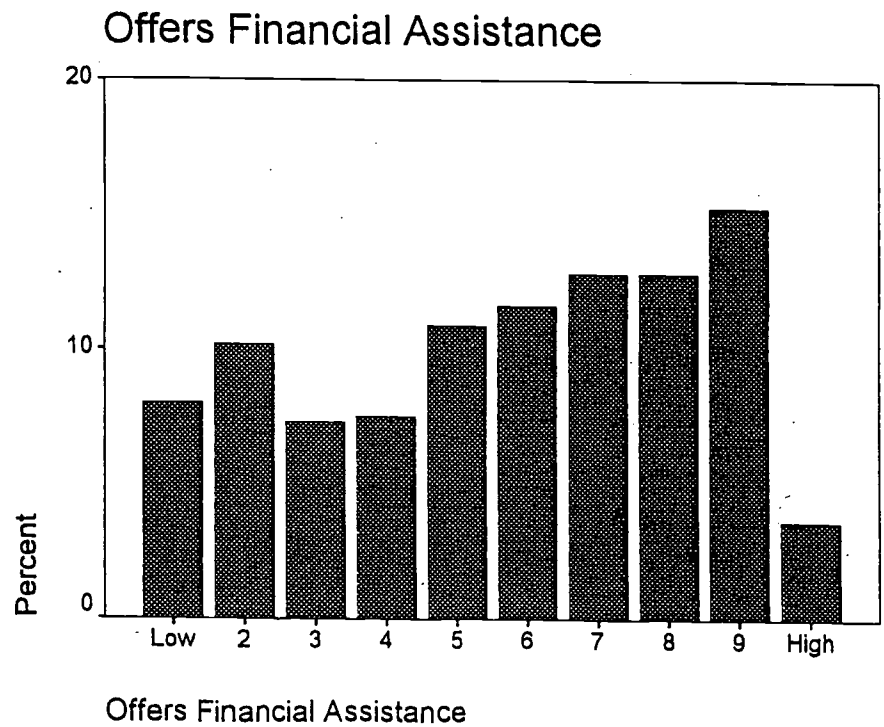
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	15	3.5	3.6	3.6
	2	17	3.9	4.1	7.7
	3	33	7.6	8.0	15.7
	4	45	10.4	10.9	26.6
	5	46	10.6	11.1	37.8
	6	65	15.0	15.7	53.5
	7	53	12.3	12.8	66.3
	8	64	14.8	15.5	81.8
	9	61	14.1	14.8	96.6
	High	14	3.2	3.4	100.0
	Total	413	95.6	100.0	
Missing	Missing	19	4.4		
Total		432	100.0		



The financial aid students can receive is the same to University of Phoenix students as in other institutions. It is a large institution yet this is not a factor that appears to draw students to the university. Only 44.5% rated this item at 7 or above on a 10-point scale and only 56.1% rated this at 6 or above.

Table 18: Offers Financial Assistance

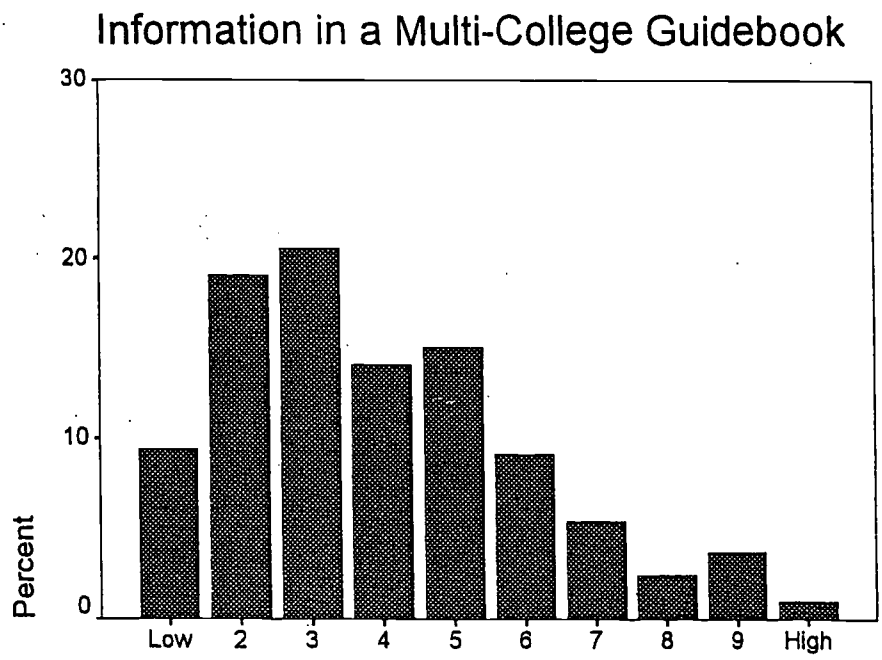
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	33	7.6	8.0	8.0
	2	42	9.7	10.2	18.2
	3	30	6.9	7.3	25.4
	4	31	7.2	7.5	32.9
	5	45	10.4	10.9	43.8
	6	48	11.1	11.6	55.4
	7	53	12.3	12.8	68.3
	8	53	12.3	12.8	81.1
	9	63	14.6	15.3	96.4
	High	15	3.5	3.6	100.0
	Total	413	95.6	100.0	
Missing	Missing	19	4.4		
Total		432	100.0		



The multi-college listing is one of the least significant items to the students surveyed. This is clearly not a tool that attracts students to the University.

Table 19: Information in a Multi-College Guidebook

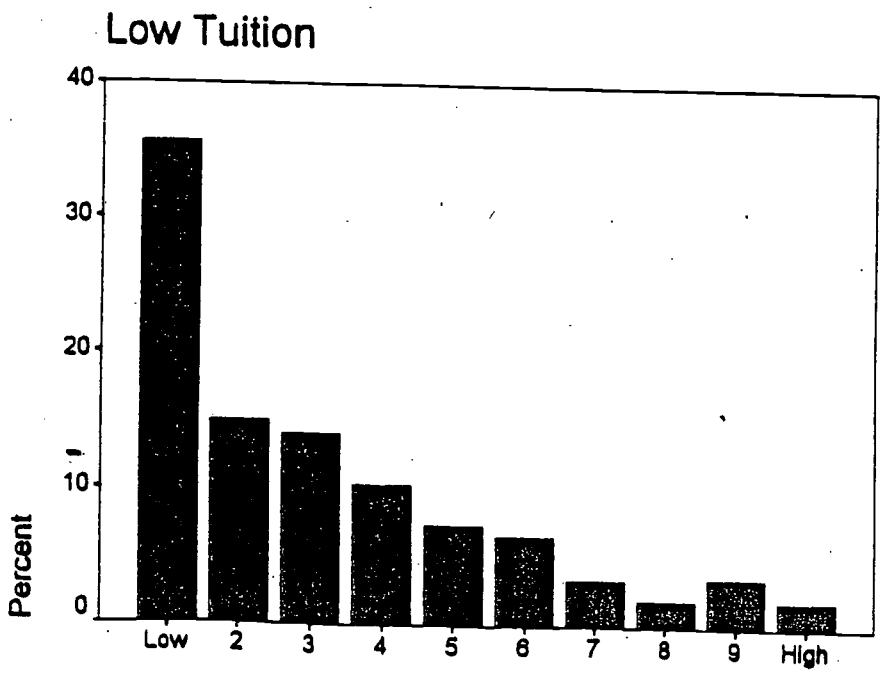
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	38	8.8	9.4	9.4
	2	77	17.8	19.1	28.5
	3	83	19.2	20.5	49.0
	4	57	13.2	14.1	63.1
	5	61	14.1	15.1	78.2
	6	37	8.6	9.2	87.4
	7	22	5.1	5.4	92.8
	8	10	2.3	2.5	95.3
	9	15	3.5	3.7	99.0
	High	4	.9	1.0	100.0
	Total	404	93.5	100.0	
Missing	Missing	28	6.5		
Total		432	100.0		



The item of Low Tuition was a favorite of the students when they were filling out the survey. In almost every class there were comments made among the students and publicly as to the cost of their education. With a tuition rate of $276.00 per credit hour it is easy to understand these comments. The survey results are:

Table 20: Low Tuition

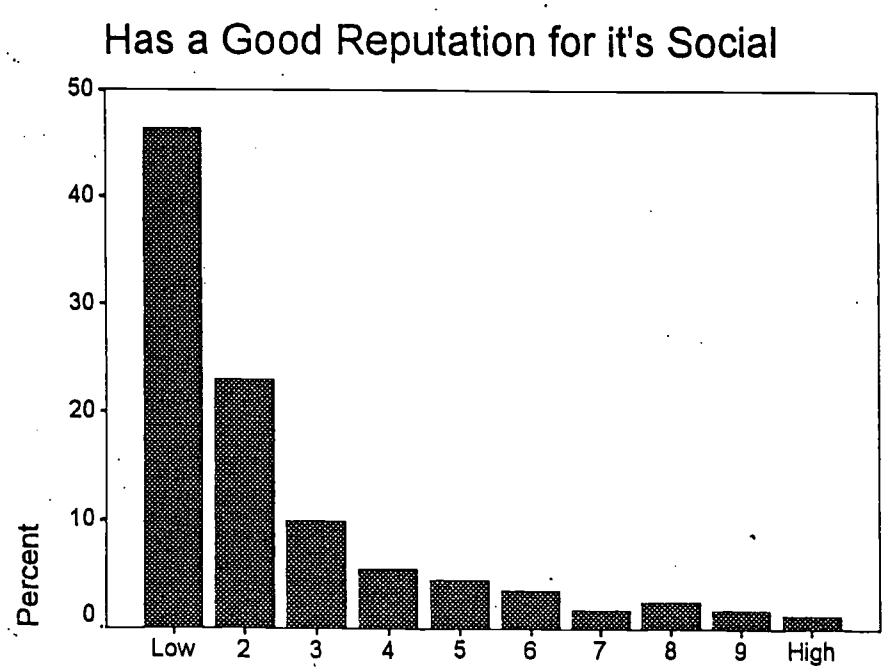
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	145	33.6	35.6	35.6
	2	61	14.1	15.0	50.6
	3	57	13.2	14.0	64.6
	4	42	9.7	10.3	74.9
	5	30	6.9	7.4	82.3
	6	27	6.3	6.6	88.9
	7	14	3.2	3.4	92.4
	8	8	1.9	2.0	94.3
	9	15	3.5	3.7	98.0
	High	8	1.9	2.0	100.0
	Total	407	94.2	100.0	
Missing	Missing	25	5.8		
Total		432	100.0		



The least rated item is the University of Phoenix social activities because there are none. There are no campus movies, no clubs, no sports teams, and no college football bowl games. This is a business, a business that operates in the area of academics offering a service for a fee.

Table 21: Has a Good Reputation for its Social Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	186	43.1	46.4	46.4
	2	92	21.3	22.9	69.3
	3	40	9.3	10.0	79.3
	4	22	5.1	5.5	84.8
	5	18	4.2	4.5	89.3
	6	14	3.2	3.5	92.8
	7	7	1.6	1.7	94.5
	8	10	2.3	2.5	97.0
	9	7	1.6	1.7	98.8
	High	5	1.2	1.2	100.0
	Total	401	92.8	100.0	
Missing	Missing	31	7.2		
Total		432	100.0		



Has a Good Reputation for it's Social Activities

Based on this survey the students of the University of Phoenix are working adults. These students are interested in an accelerated program at a college/university with a good academic reputation, to get good jobs from faculty who actually work on the subject full-time that they teach on a part-time basis. The size of the college and the ability to obtain financial aid are also factors in their selection process.

Factors that do not figure into their selection process are the ability to gain admission in top graduate schools, the availability to obtain information in multi-college guidebooks, low tuition, or its reputation for it's social activities.

Chapter 4

Conclusions

Chapter 4: Conclusions

Introduction

Community colleges have a history of being at the forefront of innovation in higher education. It is in keeping with the character of the innovative community college to adapt programs that have proven successful in other academic areas. Kay McClenney, speaking at the League for Innovation in the Community College 1998 Conference said this (McClenney, 1998, June):

> "The inclination to innovation has served community colleges well for the past 30 years. It has positioned us at the forefront of America's higher education community. But we are at a point where innovation, even lots of it, is no longer enough. The reality is that innovation does not equal transformation, and multiple innovations do not add up to fundamental change. Effective innovations are seldom effectively replicated. Even when replicated, innovations seldom change institutions or systems. Evidence of this fact is widely available and equally widely ignored. It is convenient to ignore because otherwise we might have to disrupt the status quo. In fact, the willingness to allow innovation on the margins is a way of containing it, preventing it from contaminating 'core functions.' Innovation on the margins relieves pressure on the institution to create more essential change."

This tendency to innovate is part of the basis that the community college has become a comprehensive education center that, according to Allan Arnold, President of Mott Community College (Arnold, 1999, July, 11), "tries to become all things to all people." The scope of education at a community college can extend from offering courses on the cutting edge of Computer-Aided Design (CAD) to basic English skills or personal enrichment class in performing arts. Some community colleges go to extremes and become more than educators of the community by offering free legal services to the

community as does Pueblo Community College in Pueblo, Colorado (Franchi, 1999, July 27, p. 10).

Often the role of the community college is that of being the local source of higher education that is integrated into the community. As such, it provides a host of regular educational services. Most secondary institutions offer the following level of services (American Council on Education, 1999, September 13, p.2):

Remedial education	76.3%
Academic Career and Counseling	94.3%
Employment services	83.0%
Placement services	84.0%
On-campus day care	29.1%
Assistance for visually impaired	54.3%
Assistance for hearing-impaired	53.6%

The community college is the "college of the people." Because of this market niche community colleges have for themselves, it is felt the community college must:

- Be state of the art
- Politically correct
- Leaders in workforce development
- High in rapport among students

- Have the latest technology
- Survive with complex funding mechanisms

They are an open door, accessible, learning-centered, student-centered, and locally supported college (Garmon, 1999, July 26, p. 4). They are thought of in all ranges of education from being lower senior colleges to extensions of high school, grades 13 and 14. On 1998 the President of the United States stated in the State of the Union Address that he (Clinton, 1998, January 27), ". . . wants to open the doors of college to all who work hard and make the grade, and make going on to the 13th and 14th years of education as universal as a high school degree." Community colleges are sometimes seen as social service agencies for unemployed or dislocated workers, as one-stop career centers, or as vocational technology centers.

This "community centered philosophy" is a call some four-year institutions are embracing. The Future of State and Land Grant Universities, an organization composed of 27 college/university presidents, calls on public institutions to become more engaged with their communities through effective partnerships (Lawrence, 1999, August 9, p. 4). Their call is for the colleges and universities to offer more than an education to the public and to be a means of community support.

Objectives such as this help to further define the use of publicly funded institutions as, "all things to all people," and often dilutes the role of the educational institution. Irving McPhail, Chancellor of the Community Colleges of Baltimore County, says the community college has the most diverse mission statement than any other type of

higher education institution and expands the opportunity and chance for real leadership (McPhail, 1998, June 14). This is a foundation for Sperling, founder of the University of Phoenix, in an interview for this paper says about community colleges:

> ". . . if I were to offer the community colleges some advice it would be to continue to listen to the needs of your community. Your charter is to provide a wide range of services to a very diverse population. You will only be successful in the long run if you hear what the market needs are and are prepared to serve them. Not every community has the same needs, and too often community colleges work under a sweeping general mission that is inappropriate in the local context." (2000, January 3).

The University of Phoenix and other for-profit institutions like it understand their objective: the increase of profits while filling the needs of students in their pursuit of higher education. Another University of Phoenix official, Vice President of Finance, Larry Fleisher, comments on the specificity of the "market niche" occupied by the University of Phoenix. In a response to a question on the cost of the University of Phoenix tuition he states this was a good price. The interviewer follows this with the following (Fleisher, 2000, January 24):

> Interviewer: Based on a national average a 2-year school charges $51 per credit hour and typical 4-year school charges around $102 per credit hour. The University of Phoenix charges $276 per credit hour. How is that a good price?
>
> Fleisher: It all comes down to the fact that we are serving a market of adult learners and we are providing a product geared for them. This is an under served market and we do a good job of listening and responding.

This ability to innovate and to embrace new concepts is a focal point of this study with accelerated education. Students, at least University of Phoenix students whose population is growing in excess of 20% annually, desire an accelerated education. This desire is financially translatable in that students at the University of Phoenix pay additional dollars, two and one half times the national average, for this accelerated program to compete their degree faster than traditional programs. The national average for 2-year colleges tuition is $52.68 per credit hour, for 4-year college/university tuition is $104.61 per credit hour, and for University of Phoenix undergraduate program is $276.00 per credit hour. The University of Phoenix maintains and increases its enrollment annually at a rate of more than 20 percent with tuition increases averaging between 6% and 10% annually (Fleisher, 2000, January 25).

Conclusions on the Research Question:

The research question, *"What Scheduling Strategies Can Community Colleges Utilize from the University of Phoenix Corporate Model,"* can now be answered based on this research.

The Five-Week Class of the University of Phoenix Corporate Model Can be Utilized by Community Colleges.

In conjunction with this, the major conclusion of this research, there are also a series of accompanying conclusions that can also be drawn:

Conclusion 1: Price

Price is not a factor in choosing accelerated education at the University of Phoenix.

This research finds one of the most statistically documented conclusions of this paper shows the University of Phoenix student is powerfully motivated to attend accelerated education. There is even evidence that cost, even cost up to 250% above the national norm for four-year institutions and up to 500% above the national norm for two-year institutions, is not a significant factor in choosing the University of Phoenix accelerated program. The student wants a degree and they want it quickly.

Conclusion 2: Quality education

Conclusion: The University of Phoenix student wants an accelerated education based on a quality education.

This research finds one of the statistically documented motivations for the University of Phoenix student is to have a degree from an institution with a quality reputation in academics. They want a degree quickly and want this degree from a university with a reputation for quality. This evidence of a desire for a quality education means the student does not want a, "down and dirty degree," or a piece of paper from a, "diploma mill," but a degree considered being of a quality value.

Conclusion 3: Extracurricular activities

The University of Phoenix student is an adult learner over the age of 23 and extracurricular activities are not necessary to obtain these students.

The University of Phoenix student is an adult learner with a minimum age of 23 with a full-time job. The age of 23 originated from the experiences of the University of Phoenix in developing its program. Initially they accepted students who were high school graduates with at least several years of progressively responsible work experience. This process of screening for eligibility was excruciating so they picked the age of 23 so the background of the student would provide a responsibility level of a student who could handle their type of classroom program (Palmer-Noon, 2000, March 13).

The University of Phoenix offers few if any opportunities for student social gatherings other than study groups/learning team and graduation. There are no student center buildings, no gymnasiums, no library buildings, and no student lounges for students to gather and socialize. There are no football teams, basketball teams, or any intermural sports programs. There are not even places set aside for students to meet in study groups/learning teams. Their growth rate of more than 20 percent annually and the research in this paper is conclusive that these facilities are not a factor for choosing or retaining students at the University of Phoenix.

Conclusion 4: Students not experienced in traditional higher education

There is a market for students the University of Phoenix reaches that is not experienced in traditional classes at the level of higher education. These students, numbering more than ten percent of the University of Phoenix student population, may not have attended a school of higher education with traditional classes.

Ten percent of University of Phoenix students say they have not attended as institution with traditional semesters. It is possible they may have never attended a college or university unless they could attend an accelerated program. This is a population of students the current traditional system of higher education may not have ever served.

Conclusion 5: Top graduate school is not important

Getting a degree to attend a top graduate school is not an important motivation for a University of Phoenix student.

These students are there to better themselves with a college degree. They are working and often have a family of their own. They do not want to go to college as, Sperling claims, for ten years in a traditional program (Sperling and Tucker, 1997, Fall/Winter), but get a degree in a shorter period of time. This may be a strong characteristic of the University of Phoenix working adult student which also describes 72 percent of community college students.

Conclusion 6: Using their education to obtain a good job

The working adult student of the University of Phoenix is interested in using their education to obtain a good job.

The statistical evidence is that students want to use their degree to obtain good jobs. These working adults are interested in advancing themselves which is a major motivation for attending school. They are working adults who are currently attending classes one night per week. Their education is a part of a life where they work full-time and have other interests than attending school full-time.

Conclusion 7: The practitioner faculty

The use of practitioner faculties in educating the University of Phoenix student does not have a significant impact on the opinions of the University of Phoenix student. In fact, the research indicates there is a possibility the practitioner faculty may be a negative factor in the student's assessment of the University of Phoenix.

As the University of Phoenix student progressed in the program their opinion of the practitioner faculty became lower. There is also a small indication the practitioner faculty member may be viewed as a negative by the University of Phoenix student. This is a factor commonly advertised by the University of Phoenix. Their target market for this advertising may not be the student but rather the employer.

Conclusion 8: The large university

While the University of Phoenix is one of the largest universities in the world, this is not a significant factor for students to attend the University of Phoenix.

The size of the institution is not, according to the student questionnaire, a significant factor for a student to choose the University of Phoenix. The University of Phoenix does have an aggressive marketing program and a broad exposure to the market but students say the size of the institution did not contribute to their enrollment.

Conclusion 9: University of Phoenix needs to review administration

The University of Phoenix needs to review their administration of their programs. The unexpected findings of hostile reactions to students who thought they were being

surveyed by the University of Phoenix indicates there is some strong dissatisfaction with the way the students feel they are being treated.

There is a strong indignation about the services the students receive at least at the Michigan campus of the University of Phoenix. In some classes the students were openly angry about the treatment they had received in the processes of the program. They were clearly strongly loyal and satisfied by the program itself but the writer had to ensure in three cases to the students that he was researching the program of the University and not a staff member.

In the current market the University of Phoenix may think it can afford to ignore these concerns because it is the largest provider of accelerated programming but in the long term this deep level of dissatisfaction will have an adverse effect on their institution.

Conclusion 10: Community colleges need to review their niche

Community colleges need to review what their niche is in the educational market.

According to Larry Fleisher of the University of Phoenix, the reason the University of Phoenix is growing at such a phenomenal rate while the rest of higher education faces only marginal enrollment increases are tapped into a large under-served student population of working adults (Fleisher, 2000, January 25). Community colleges have a student population very similar to the University of Phoenix. According to the associate vice-president for research at the University of Phoenix, Kurt Slobodzian, the similarities in the market are centered on the working adult. Approximately 72% of the student population at community colleges consists of part-time students over the age of

23. The fact that the University of Phoenix addresses this market and is growing while community colleges enrollments are generally flat adds credence to Fleisher's comments that this is an under addressed market.

Conclusions 11: Community colleges should review the comprehensive college

Community colleges should review their desire to be a comprehensive college and their attempts to "be all things to all people."

The University of Phoenix is growing at a rapid rate without gymnasiums, student centers, soccer teams, or intermural sports. The commuting, working adult student is not necessarily interested in these extracurricular activities and, according to the University of Phoenix student population, they may not be necessary for a working adult student population.

There is a student population that is served by the community college that is not a working adult population. The services to this population need to be evaluated as well as services to all students to ascertain a balance of student service. Sperling offers advice to community colleges when interviewed for this paper (Sperling, 2000, January 3):

> " . . . if I were to offer the community colleges some advice it would be to continue to listen to the needs of your community. Your charter is to provide a wide range of services to a very diverse population. You will only be successful in the long run if you hear what the market needs are and are prepared to serve them. Not every community has the same needs, and too often community colleges work under a sweeping general mission that is inappropriate in the local context."

Conclusion 12: Community colleges can use accelerated classes

Community colleges can use the accelerated class of the University of Phoenix Corporate Model for their programs.

The community college has a history of innovation. The adaption of an accelerated program is a choice. McClenney, in the opening quote for this section, addresses the ability to innovate and this ability does not mean the institution is willing to change. In a restatement of part of the opening quote, she says (McClenney, 1998, June):

> " . . . In fact, the willingness to allow innovation on the margins is a way of containing it, preventing it from contaminating 'core functions.' Innovation on the margins relieves pressure on the institution to create more essential change."

The changes required by an institution to adopt an accelerated program of learning would require a complete difference in how the business of education is conducted. The role of counselors, faculty, and administration would be substantially different. There would be no facet of the organization serving students in this program that would not have to be re-thought, re-planned, and changed. It can be done if there is a true commitment by the institution to adopt this opportunity. The University of Phoenix uses the model and the largest problem they face is keeping up with the growth of the student population.

A community college can adopt this program for at least a part of its student population in one or two ways. The easiest and most controversial method would be to

take Sperling up on the responses he provided for this paper. Dr. John Sperling, founder of the University of Phoenix, responded to the following question:

> Interviewer: "Would the University of Phoenix be interested in partnership across the country with community colleges that were interested in accelerated programming?"
>
> *Sperling:* *Absolutely - as long as it is a true partnership. I would be very interested in partnerships where students could register for their entire bachelor's degree when they sign up at the community college and receive all the necessary course work at their home community college location. Too often though, people expect that the University should teach them how to operate more efficiently without any real partnership benefit to the university.*

He responded with an answer that left an avenue open for community colleges to partner with the University of Phoenix. Recent actions by the University of Phoenix confirm what Sperling reported for this paper.

Laura Palmer-Noon, Vice President of Academics and Provost of the University of Phoenix, stated to the writer of this paper that negotiations to develop a proposal to partner with community colleges and the University of Phoenix are being worked out presently (Palmer-Noon, 2000, March 13). The League for Innovation in the Community College, a nationally recognized agency dealing with many issues in community college fields, is developing a program for the University of Phoenix to enter into a national escalation agreement with community colleges who participate with the League for Innovation. The agreement is for the University of Phoenix to accept Associate of Arts (AA) degrees, Applied Associate of Arts (AAS) degrees, and Associate of Science (AS)

degrees to apply directly to a Bachelor program within the University of Phoenix. This is a unique opportunity for the community college student, especially for the student who is earning an AAS or an AS degree. These two degrees are often not well received by other four-year institutions and the student frequently has to repeat many classes in the transition process.

This pending offer opens many doors for the University of Phoenix in numerous states and locations. These same doors also are opening for the community college to embrace one of the most innovative higher educational programs of today. It is desired by the working adult student and, according to the research conducted, has a very strong loyalty before a student enrolls and after they are already in the program.

The concept of partnering with other educational institutions for specific programs is common for community colleges. Previously cited was the partnership of Maricopa Community College, one of the countries largest, with the United States Open University. Community colleges seeking partnerships with the University of Phoenix or other institutions with accelerated programs would do well by absorbing the gained experience with the other schools successes or failures.

The private sector uses this concept daily through franchises. Franchises succeed at a higher rate than entrepreneurs who are attempting to begin their own business themselves (Nickels, McHugh, and McHugh, 1999, 149-152). This success rate is three times as higher than business who do not have a franchise. It is often a measure of the success or failure of a business.

To partner with the University of Phoenix will dramatically increase the probability of success. The University of Phoenix will bring its own program and administer it much the same way as a franchise. The drawback is the confining restrictions franchises place upon their partners. In the proposal going before community colleges, it is expected that there will be a, "two-plus two program." In these programs the first two years are conducted at the community college and all students in this program have one hundred percent of their credits transfer to the four-year institution, the University of Phoenix (Palmer-Noon, 2000, March 13). A community college student could complete an accelerated associates's degree in two years at the community college and complete the rest of their bachelor's degree in another two years at the University of Phoenix probably at the same location. They could complete a bachelor's degree by attending classes one night per week for four years while working full-time.

Another way of accomplishing the results of the University of Phoenix Corporate Model is for the community college to develop their own pilot program. The program should copy University of Phoenix model as closely as possible to ensure success. The details of this pilot should include the method of entry, year around scheduling, the five-week class, the top down scheduling, and the pre-developed course curriculum. This pilot program for accelerated education should follow the University of Phoenix corporate Model as closely as possible and contain most or all of the following characteristics:

The University of Phoenix Corporate Model Student

University of Phoenix has a specific niche market of students. Their students are at least 23 years of age with a full-time career who are looking to complete a college degree. Further, they want to complete this degree in the areas the University of Phoenix has deemed to have a market for careers. University of Phoenix is not an "all things for all people" university.

The adult learner, according to Dr. John Sperling, differs from the regular college student. According to Sperling, research shows the adult learner learns best when (Sperling and Tucker, 1997, Fall/Winter):

- They are invested in and make significant decisions about their own learning
- They are learning something of immediate interest and value to themselves
- Through real life experiences
- At different rates and different ways
- A need to learn and grow that emerges given the right conditions

The University of Phoenix addresses the needs of this student in a very specific way through teaching methods, curriculum, and instructional delivery model. They begin by enrolling students into a defined cohort group. The counselor sets a schedule for the students classes on a particular night and when enough students are enrolled the new cohort group begins.

The University of Phoenix does not focus on training students who are not ready for college or the remedial student. Of all community college students nationally (Locksley, 1998, February 5, p. 4):

- 34% need math remediation
- 25% need remediation in English
- 20% need improved reading skills

These students are not a part of the University of Phoenix Corporate Model program. Their needs differ and may better be served in another type of program other than the accelerated model. Sperling, in the interview when asked about the role he felt community colleges should have in remedial education responded as follows (Sperling, 2000, January 3):

> *"There is an important societal function to be performed by the community colleges. If the community college doesn't provide remedial education, where will adults receive it? Most public and private colleges refuse to provide remedial education. What becomes an even more compelling question is why students that have graduated from high school need remedial education at all? Perhaps the community college can perform an important function in assisting our K-12 system."*

Sperling does not claim to be a community college expert nor does the writer intend to give him that status but he is clearly an expert on the use of the accelerated educational format. According to the University of Phoenix Corporate Model, the remedial student, the younger student under the age of 23, and the non-working student do not belong in the accelerated class. Seventy-two percent of the community college

students would meet the qualifications for the University of Phoenix Corporate Model accelerated program (The Chronicle of Higher Education, 1999, August 27, A46).

University of Phoenix Corporate Model Faculty Member

The University of Phoenix has few full-time faculty members. The few they have spend most of their time serving as department chairs and in curriculum development. The number of full-time faculty has grown recently because of a concern expressed in the most current North-Central Association report, according to Palmer-Noon, Provost of the University of Phoenix. According to her, the number of full-time faculty has more than doubled in the last four years (Palmer-Noon, 1999, August 9).

The University of Phoenix refers to their regular faculty members as "Practitioner Faculty." This is defined as people who practice what they teach during the day and teach it at night. There is little to no difference in the qualifications between the University of Phoenix faculty member and the community college adjunct faulty member.

There is considerable difference in the expectations of the University of Phoenix faculty member and the community college adjunct faculty member. At the University of Phoenix, the practitioner faculty is expected be the main conduit of communication between the university and the student. Announcements are given to the faculty to be made to students that are of great importance such as changes in grading, changes in enrollment, and other critical procedural processes. The experience of the writer is that almost all major changes in processes at the community college are communicated through the student schedule or direct mail to the student.

There is a difference between the atmospheres of the two systems that is intangible and unmeasurable. This may be that there is are underlying cultural differences in motivation and incentives. In the community college the adjunct faculty member knows there are full-time faculty who allow deal with the parameters of scheduling and curriculum: full-time professionals. There is also the knowledge that the institution is there solely to upgrade the skills and knowledge of the community.

At the University of Phoenix there is a knowledge that everyone in the organization is trying to earn extra money for their personal objectives. There is also the knowledge conveyed weekly to the practitioner faculty that you are trying to help the University of Phoenix generate a profit and you are an important part of the corporation. The mission is not some idealist thought of improving the community but in helping generate a profit for a corporation and yourself.

Another component of the culture is the difference in the history of the institution. Community colleges traditionally do not have the same history as some of the four-year institutions but there is history. This history includes specific college campuses, locations, faculty, and recognition as a part of the local community.

The University of Phoenix has a history extending more than 20 years with leased facilities and satellite locations in rented motel conference rooms. This difference is in the rapidly moving corporate environment of the corporate world of which the University of Phoenix is a part compared to a nonprofit educational institution.

The Limited Class Size

The typical University of Phoenix class has between ten and twelve students. In traditional education classes the typical class size is twice to three times this size. The small format of the University of Phoenix classroom makes for more interactive class discussions which is a major component of the curriculum. Even with this small class size, (between 12 and 16 nationally), the University of Phoenix makes a substantial profit and serves the student.

There is no conclusive evidence, however, that limited class size is comparable to an improved education. According to Eric Hanushek of the University of Rochester, "We have been reducing class size for a long time. It's nothing new. We have no evidence that we got any thing out of it." About 277 studies have been done on the subject of smaller class size (Shea, 1998, April 3, p. A17.). Only 15 percent have found statistically there is a positive benefit from smaller classes. Thirteen percent have found students in smaller classes perform worse on tests. Hanushek contends: "Nothing has been debated as much as class size. The reason the idea stays alive in the face of all kinds of evidence it doesn't have an impact is that it has so much intuitive appeal."

The small class size is more conducive to the style of interactive teaching supported by the University of Phoenix. The small class size, the curriculum, even the shape of the classroom furniture are all geared to focus on an interactive discussion format for adult learning. Another driving force of the small class size is the ability to serve the students in cohort groups quickly. Once a groups of twelve to fourteen students

are ready to begin on a specific night, the room spaces are allocated, the practitioner faculty members are lined up to teach, and the cohort group begins.

The Admissions Process: The "Top Down" Enrollment Model

The University of Phoenix Corporate Model has substantial differences in how it conducts enrollment and uses a top down method of student scheduling. There is no written schedule for students and there is not even an electronic schedule accessible by e-mail. The student reports to a counselor and they set up a night during the week when the student is available (Slobodzian, 1999, October 7). The counselor then spends time in developing a schedule for the student to complete their degree. The student then spends the next two or more years in completing the schedule designed by the counselor with little or no modification.

This differs considerably in the philosophy exhibited in the community college. The student picks their courses under the guidance of the counselor with the counselor providing advice and the student goes through their program taking the classes as the student deems appropriate. As the student nears completion, they return to the counselor and the review their status toward a degree.

The role and philosophy of the counselor in these situations are significantly different. In the University of Phoenix the counselor acts as a "director" of the student's schedule. In the community college the counselor is an "advisor" to the student.

The schedule of the school year is also different. The numerous breaks in the community college schedule do not exist at the University of Phoenix. The University of

Phoenix student attends school fifty weeks out of the year, one night per week, and accumulates thirty credit hours. The typical community college student attending one night per week in the traditional scheduling format would do well to accumulate twelve to sixteen credit hours.

University of Phoenix Corporate Model is a Degree Completion Program

The University of Phoenix is geared for degree completion (Slobodzian, 1999, October 7). It is not an institution where a student enrolls for a personal enrichment course, a craft class, nor is it designed for a life time learning model where community education courses are taught. It does not offer pottery classes for personal enrichment and it does not offer auto repair classes so the car owner can learn to repair their engine.

Students are there to complete a degree in a set period of time. The students want the degree and work continually for completion. Once the first few courses are completed, students seldom drop out of the program. According to The Michigan Director, Sarah Serra, after the first three courses are completed the drop out rate is extremely low and is usually for extenuating circumstances only (Serra, 1999, July 15).

The Curriculum

The University of Phoenix Corporate Model can be adapted to the community college but there are significant differences that will have to be understood and addressed in the curriculum before implementation. The University of Phoenix uses a modularized curriculum. Their academic experts develop a curriculum and the practitioner faculty are

expected to teach what the experts have given them. Little to no variance from this curriculum is allowed.

The process is structured so students have the curriculum and the syllabus before class begins. The entire syllabus for the class is completed by curriculum experts, not the faculty member, and includes homework assignments to be completed for each session. The faculty member is not involved in this design unless they are a part of a curriculum review process. There is little to no flexibility in the program for the instructor to inject their own concepts. This is substantially different from the broad academic freedom in community colleges.

This issue of mandated curriculum must be addressed before the program can be implemented. The concept of academic freedom and shared governance is strong in all of traditional academia. There is currently a great debate raging in California on this concept as the State Legislature has mandated all colleges and universities have shared governance in 12 different areas (Patton, 1998, September 22, p. 1-6). The shared governance model in California is extreme by some opinions in academia, but faculty being directed as to what exactly to teach and say in their classes would not be popular in most institutions (Patton, 1998, September 22).

This concept of a shared governance structure is sometimes expressed in the private sector. Tom Peters in his book, *Thriving on Chaos,* says to pursue fast paced renovation it is best to follow the following four steps which are similar to the shared governance concept so talked about in higher education (Peters, 1987):

1. Invest in applications oriented small starts: use intraprenuership within the organization to produce rapid responsiveness to changes in customer expectations and be the first to satisfy their needs.
2. Encouragement pilots of everything: Encourage innovation and reward not only the successes but also the failures as an effort to try to meet customer expectations.
3. Support fast failures: Look at new ideas, try them, and if they don't work, get rid of them.
4. Set quantitative innovation goals: Put your expectations to numbers and hold to them.

Peters goes on in discussing the process of involving employees in the process. He delineates five additional points that are applicable in the administration of any programs in any institution (Peters, 1987):

1. Involve everyone in everything: Open communication channels and get buy in on all new ideas and concepts.
2. Use self managing teams: Develop an atmosphere of initiative with accountability.
3. Train and retrain: Keep your employees the best there is and tell them that.
4. Provide incentive pay for everyone: *(Writer's note: An interesting thought for colleges/universities)*
5. Simplify/reduce structure: make life easier and reduce bureaucracy

Jerome Want, author of *Managing Radical Change,* reinterates similar concepts on implementing change. He says (Want, 1995, p. 78):

> "We cannot hope to be successful in implementing business change initiatives without factoring in the impacts and economic advantages of change for the social systems that corporations comprise. If businesses continue to throw workers overboard whenever their companies are challenged, the social fabric of the

> workforce and larger society may be irrevocably ripped apart and businesses will feel the impact."

For as dramatic of a difference as an accelerated program compared to the traditional program, the use of a pilot project with input from the faculty involved is a major concern based on these management theorists. It is also in keeping with the concepts of academic freedom and shared governance within a college/university.

Faculty members often have significant roles in defining what courses are scheduled, when they are scheduled, and the content of the course. They usually design their own syllabus, homework to assign, if they have presentations by students, and what portions of the textbook they cover in class.

In an accelerated program, such as the University of Phoenix Corporate Model, the flexibility in teaching the courses or the content of the courses cannot be subject for debate. The courses must teach what is described and there is no flexibility to protect the concept of academic freedom. The curriculum is accelerated and course content must be completed in five weeks. This allows the student to complete around thirty credit hours per year (five-week, three-credit-hour classes times 10 classes per year equals 30 credit hours). There is no flexibility in the University of Phoenix Corporate Model. As a part of the accelerated format, students have their assignments delivered to them early, before class starts, including syllabus, curriculum materials, homework, and all expectations.

The success of the University of Phoenix program includes the "top down" sequence of classes. All classes are scheduled for a specific night of the week, whatever

is best for the student, and the student remains on that night until they are complete in their programming. The classes often build upon each other and the instructor has little flexibility.

For a community college to implement this type of program, extensive input should take place before the implementation and then during formal reviews as appropriate. Academic freedom is thought by many to be vitally important in the educational process (*Writer's note: The protection of academic freedom is important to the writer as well).* Yet it is important this concept is protected in the curriculum development process and does not become an issue when the curriculum is being delivered to the students in the classroom.

Faculty teaching the curriculum need to teach exactly what is in the curriculum program. The accelerated format does not allow a variation to be injected in the processes of learning. The role of the part-time or "practitioner faculty" as the University of Phoenix calls them is to teach the program as the experts have designed it (Sperling and Tucker, 1997, Fall/Winter)(Palmer-Noon, 1999, August 9).

The Role of the Study Group/Learning Team

The Study Group or Learning Team as it is now called (effective August, 2000) is an integral part of the University of Phoenix Corporate Model and is formed in the first session of each class. The students are required to meet outside of the classroom each week for the same amount of time they meet in the classroom and to turn in a report of these meetings at each class. Often students spend more than four hours outside of class

through actual meeting times or their time is spent on communication via telephone, fax, and e-mail. This formal portion of the instructional process is a critical component mentioned in the accreditation by the accrediting agencies (University of Phoenix, 1991, Study Group Training Manual, p. 2). The assignments for the Study Group, now the Learning Team, usually include the development of a formal presentation by the group to the class in the last class session and a written paper.

The Role of Administration

There are numerous differences in how the University of Phoenix program is administered in comparison with traditional programs. The "Top Down" model of scheduling is applicable to the decision making process is conducted at University of Phoenix. Faculty are sent numerous directives to inform students of administrative policies and other items the administration desires students to know.

Other administrative issues are given as directives. A faculty meeting is a session to impart information to the faculty and is not conducive to receive input from the faculty.

The Potential for Higher Tuition Rate

The University of Phoenix tuition rate is much higher than community colleges. The national average for 2-year colleges tuition is $52.68 per credit hour while the University of Phoenix tuition is currently at $276.00 per credit hour. Even with the substantially higher rate the University of Phoenix has grown more than 20 percent annually. This desire to attend an accelerated program is so great students are willing to pay substantially more tuition.

This demand can translate into increased revenue for a community college. There are probably few community colleges not interested in additional funds. The requirements of an accelerated program would be ample justification to pass a special tuition rate structure.

Some states have specific funding requirements stated in their state funding formula for community colleges while others have limitations on levels of tuition. Some states require a certain number of "clock hours" on the students to receive a credit hour. In Michigan, and possibly other states, the funding formula has a component requiring a set number of hours of "seat time" for each student to be in the classroom (Brantley, 1999, July 11). Areas such as state funding need to be addressed before a community college embarks on an accelerated class format. The accelerated program in the community college may have no restrictions at all, may require a formal waiver of any requirements on funding stipulations, or the program may have to be excluded from regular state funding.

The Potential for a Contingent Growth Plan

There should be a specified contingent growth plan as the college should anticipate the possibility of large demand for additional classes and programs to offer this type of accelerated format.

The University of Phoenix student, a working adult, has a strong desire for an accelerated education. The similarity of the University of Phoenix student and the community college working adult student may include the strong desire for an accelerated

class. The potential demands for a program so strongly in demand with a tuition rate one-fifth that of the University of Phoenix could be extraordinary.

The Potential for Administrative Cost Savings

The greatest potential feature of the a community college adopting the University of Phoenix Corporate Model is the cost savings. A full-time faculty member teaching a traditional class of 15 weeks with a load of 30 credit hours annually could, in theory, teach three times the number of classes or 90 credit hours annually. To have one faculty member teach three times their current load may be a vision only on paper because of additional administrative work, however that faculty member can build a large base of students, increase the student population, teach a quality curriculum, while reducing personnel costs.

The University of Phoenix Model utilizes many additional methods of cost savings that should be reviewed by all community colleges. These cost saving include year around calender, part-time faculty staffing, the leased facilities arrangement, leased classroom furnishings, no gymnasiums, and no physical libraries

The use of the year around calender and increasing the amount of time students are in class is often a balancing act for colleges and universities (Dedmon, 1990, March, p. 233-40). Colleges often succumb to pressures that do not affect the University of Phoenix. These include satisfying students and professors as only a part of the equation (Cage and Lederman, 1993, October 6, p. 20). Calendars have to be adjusted so summer sessions start after local high-school programs end, so teachers and recent graduates can

take courses. Administrators must also consider the needs of convention organizers, who use their campuses during the summer.

Many college officials say they also are under pressure to start classes after Labor Day. Opening before the holiday means students earn less money in summer jobs and local businesses – particularly those related to tourism -- might not have enough employees to serve customers during the summer's waning days. "It's really a complicated process to put together a calendar that satisfies all of our constituencies," says Donald D. Carter, A & M's University registrar. "You have to ponder all the variables. It's like politics. You can't be way to the left or way to the right." (Cage and Lederman, 1993, October 6).

Other administrators say they had little choice but to adjust their calendars to reflect student behavior. Twenty-five years ago Pepperdine University had a trimester system that included 207 instructional days but changing demographics persuaded Pepperdine to switch to a two-semester system with 140 instructional days.

Facility use for accelerated programs differ from traditional programs. In an accelerated program, facilities usage are year around and this results in a higher return on investment for in the investment of the facilities. The University of Phoenix does not involve itself in the expensive portion of facility dollars from the cost of swimming pools, gymnasiums, student centers, or libraries. This enables them to focus on their core business which is providing education for a profit. It also eliminates the concern that occupies many institutions of higher education which is the unionized employees of the

maintenance staff. If all the work is subcontracted out then the potential restrictions found in some unionized environments would be less restraining.

The furnishings of the classroom are minimal. A regular classroom is equipped with folding tables and stackable, plastic chairs. Students desiring to utilize a power point presentation in the classroom often bring their own equipment for the computer and the video projector. Usually overhead projectors for transparencies and screens are available.

Concluding Remarks

Dr. Freeman A. Hrabowski, President of the University of Maryland, Baltimore County says this about the University of Phoenix (Hrabowski, 1998, June 15):

> "We should not be worried about the University of Phoenix or other for-profit institutions unless we are worried that we are not doing what we should be doing."

The conclusions of this research show there is a powerful desire by students to attend accelerated classes. Higher education is changing as institutions modify scheduling because they are responding to the student's desire and because if they do not change they lose enrollment. The community college systems must adapt to change in new ways to meet changes already happening in other parts of higher education. University of Phoenix and other private institutions are obtaining significant enrollment increases while traditional institutions are losing enrollment. The University of Phoenix and others are focusing on the market of students and private companies lead by corporate chairs and owners of universities will change the way higher education is conducted.

Community colleges must orient themselves to understand other organizations who thought they would always exist. Though the community college has a history of innovation, it is in danger of becoming a paradigm with a diverse, general mission while the for-profit institutions focus on niche markets to make a profit while educating their students and providing them with degrees they want. Barker defines a paradigms as (Barker, 1992, p. 150-158):

1. Paradigms are common
2. Paradigms are functional
3. Paradigms reverse the commonsense relationship between seeing and believing
4. There is almost always more than one right answer
5. Paradigms too strongly held can lead to paradigm paralysis, a disease of certainty
6. Paradigm pliancy is the best strategy in turbulent times
7. Human beings can choose to change their paradigms

If community colleges and other institutions are becoming paradigms of their own they will have the following characteristics (Barker, p. 197, 198):

Step 1 The established paradigm begins to be less effective.

Step 2 The affected community senses the situation, begins to lose trust in the old rules.

Step 3 Turbulence grows as trust is reduced (the sense of crisis increases).

Step 4 Creators or identifiers of the new paradigm step forward to offer their solutions (many of these solutions may have been around for decades waiting for this chance).

Step 5 Turbulence increases even more as paradigm conflict becomes apparent

Step 6 The affected community is extremely upset and demands clear solutions.

Step 7 One of the suggested new paradigms demonstrates ability to solve a small set of significant problems that the old paradigm could not.

Step 8 Some of the affected community accepts the new paradigm as an act of faith.

Step 9 With stronger support and funding, the new paradigm gains momentum.

Step 10 Turbulence begins to wane as the new paradigm starts solving the problems and the affected community has a new way to deal with the world that seems successful.

This is a time of change, even turbulent change in higher education. The University of Phoenix provides a model for learning that differs dramatically from traditional learning models. Based on this study and the crucible of the marketplace of education where companies that respond to students thrive and those not listening flounder, the University of Phoenix Corporate Model is what the student of today seeks. It is time to accept the words of Jennifer O'Donnel who shared the contents of a message to the president of AT&T with a group studying organizational change, "Change or Die." (O'Donnel, 1999, September 4).

Areas of Future Research

This study showed that students desire accelerated classes and want to have the ability to acquire a degree quickly. It did find there are more questions about the University of Phoenix Corporate Model that should be studied.

A. The Quality of the Accelerated Classroom Model

This criticism is often used by faculty members regarding the University of Phoenix Corporate Model. In the writer's personal experience, the training at the University of Phoenix and the clear written expectations of the part-time faculty are much more detailed than provided at Macomb Community College or Oakland Community College.

The measure of the quality of education is not measured uniformly between institutions. The University of Phoenix is one of the few that tests students on entry and tests them again prior to completion and measures the results of their program from year to year. No such test exists at Macomb Community College, Oakland Community College, or most community colleges across the country. At the end of each class at the University of Phoenix the students fill out a questionnaire on the student's satisfaction with the class. Similar evaluations were completed at Macomb Community College for all new adjunct instructors for their first, third and fifth classes and no such measure of student satisfaction exists at Oakland Community College.

Recommended research: A recommended study for future research is a comparison of community college students to be instructed and tested with exactly the same material in both the traditional classroom fifteen week semester and the accelerated classroom format.

Recommended research: A recommended study is an independent assessment of the quality of the University of Phoenix independent study group/learning team. University of Phoenix has integrated this as a major part of its instructional program. From the author's personal experience, this program in both the University of Phoenix system and in the community college setting is an excellent instructional tool. Clear independent research to validate these observations would be relevant.

B. The Quality of the Practitioner Faculty

Another often mentioned complaint is the quality of the instruction. Full-time faculty cited in this research have called them "roboticized" and functionaries with no academic freedom. These comments would generate at least two interesting subjects for study.

Recommended research: A recommended study for future research is a comparison of the quality of instruction in situations where academic freedom is allowed and where a structured modularized program is in place. The research question could be, "Is academic freedom an essential parameter to provide quality education?" Measurements of the results of student learning and satisfaction

would provide information for determining future criteria for classroom instruction, especially in accelerated programs.

Recommended research: A recommended related study is a comparison of the quality of the teaching, the time lines of the information presented, the level of student satisfaction, and learning levels of the students between the University of Phoenix "practitioner faculty" or an adjunct faculty member verses the full-time instructor. There are some studies of the Western Governor's Associations that claim there is little to no difference in the quality of instruction between adjunct and full-time faculty. The University of Phoenix claims their faculty are not adjunct faculty but something they define as "practitioner faculty." The research for this paper has found no conclusive difference between the two but it would provide some interesting contrasts. The research question could be, "Can part-time faculty members provide the same level of classroom learning as full-time faculty members?"

C. The Quality of the Classroom Environment

In completing the student survey, the writer had opportunity to observe the classroom environments of more than thirty classes. There were significant differences in the atmosphere in each classroom. In the limited amount of time the survey took, it is impossible to draw any conclusions as to the classrooms in general but it was clear in some that the students were comfortable and interactive in the classroom and in others the instructor was "in control."

Recommended research: A recommended related study for future research is a comparison of the learning quality of the students in a classroom where the instructor uses humor to teach and students interaction compared to an instructor who does not.

D. The University of Phoenix Student with No Traditional Educational Experience

There is a group of University of Phoenix students who report they have not attended a school of higher education with a traditional fifteen week semester. A recommended related study for future research is a study on the roles and objectives of this student population. Would be these students with no traditional education experience in higher education have ever have gone back to college without a program of accelerated education?

Limitations for the Research Conducted in this Study

There are at least two areas in this study that proved to be an intangible part that could not be measured. These are the cultural differences between the corporate university and the nonprofit educational institution.

A. The faculty at the University of Phoenix have a different philosophy than community college faculty. Of the eight presenters at the orientation for new faculty at the University of Phoenix the writer attended, six of them talked about the opportunity to earn extra income like themselves by conducting special

workshops. The presenters gave the appearance of being driven by money rather than student success.

B. The students of the University of Phoenix have a different philosophy as well. This could be a result of the instructional method or the selection method. There was an intangible difference in the students of the University of Phoenix and the writer's experience on two different community colleges over the last decade.

These attitudes are a cultural difference between the two methods of communication and it is felt that perhaps this difference cannot be quantified or explained unless such unscientific terms are used such as, "they feel totally different."

Appendix

Appendix **Page 223**

The Appendix contains additional information obtained through the primary research. The accompanying supporting information are in two categories:

Correlations

		Number of Classes Taken at U of P	Ever Attended Traditional Classes?	College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs
Number of Classes Taken at U of P	Pearson Correlation	1.000	.036	-.100*	.049	-.076
	Sig. (2-tailed)	.	.462	.042	.316	.125
	N	432	432	412	426	410
Ever Attended Traditional Classes?	Pearson Correlation	.036	1.000	-.011	.105*	.045
	Sig. (2-tailed)	.462	.	.817	.031	.366
	N	432	432	412	426	410
College Has a Good Academic Reputation	Pearson Correlation	-.100*	-.011	1.000	-.014	.266**
	Sig. (2-tailed)	.042	.817	.	.784	.000
	N	412	412	412	411	409
The Accelerated Program	Pearson Correlation	.049	.105*	-.014	1.000	.009
	Sig. (2-tailed)	.316	.031	.784	.	.859
	N	426	426	411	426	409
Graduates Obtain Good Jobs	Pearson Correlation	-.076	.045	.266**	.009	1.000
	Sig. (2-tailed)	.125	.366	.000	.859	.
	N	410	410	409	409	410
Offers Financial Assistance	Pearson Correlation	-.026	-.055	-.120*	.143**	.003
	Sig. (2-tailed)	.594	.262	.015	.004	.946
	N	413	413	407	412	408
Size of the College	Pearson Correlation	-.128**	.008	-.146**	.142**	-.072
	Sig. (2-tailed)	.009	.866	.003	.004	.148
	N	413	413	406	412	406
Low Tuition	Pearson Correlation	-.169**	.019	.093	-.125*	.047
	Sig. (2-tailed)	.001	.705	.063	.011	.347
	N	407	407	402	406	400
The Practitioner Faculty	Pearson Correlation	-.027	.079	-.077	.093	-.045
	Sig. (2-tailed)	.589	.106	.119	.058	.359
	N	417	417	409	416	409
Graduates Gain Admission to Top Graduate Schools	Pearson Correlation	.016	-.024	.177**	-.139**	.190**
	Sig. (2-tailed)	.751	.625	.000	.005	.000
	N	403	403	403	402	402
Information in a Multi-College Guidebook	Pearson Correlation	-.015	-.012	-.051	-.084	-.026
	Sig. (2-tailed)	.767	.810	.303	.093	.607
	N	404	404	403	403	402
Has a Good Reputation for it's Social Activities	Pearson Correlation	-.007	-.075	.074	-.195**	.033
	Sig. (2-tailed)	.887	.133	.137	.000	.510
	N	401	401	401	400	400
Like Overall Experience of Accelerated Class?	Pearson Correlation	-.096*	-.002	.191**	.088	.050
	Sig. (2-tailed)	.047	.966	.000	.072	.318
	N	428	428	409	422	407
I Would Choose:	Pearson Correlation	.047	-.006	-.117*	-.114*	-.076
	Sig. (2-tailed)	.335	.907	.018	.019	.125
	N	427	427	408	421	406

Correlations

		Number of Classes Taken at U of P	Ever Attended Traditional Classes?	College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs
Importance of Accelerated Classes in Selection?	Pearson Correlation	.003	-.036	.126*	.081	.093
	Sig. (2-tailed)	.957	.453	.011	.095	.060
	N	427	427	408	421	406

Correlations

		Offers Financial Assistance	Size of the College	Low Tuition	The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools
Number of Classes Taken at U of P	Pearson Correlation	-.026	-.128**	-.169**	-.027	.016
	Sig. (2-tailed)	.594	.009	.001	.589	.751
	N	413	413	407	417	403
Ever Attended Traditional Classes?	Pearson Correlation	-.055	.008	.019	.079	-.024
	Sig. (2-tailed)	.262	.866	.705	.106	.625
	N	413	413	407	417	403
College Has a Good Academic Reputation	Pearson Correlation	-.120*	-.146**	.093	-.077	.177**
	Sig. (2-tailed)	.015	.003	.063	.119	.000
	N	407	406	402	409	403
The Accelerated Program	Pearson Correlation	.143**	.142**	-.125*	.093	-.139**
	Sig. (2-tailed)	.004	.004	.011	.058	.005
	N	412	412	406	416	402
Graduates Obtain Good Jobs	Pearson Correlation	.003	-.072	.047	-.045	.190**
	Sig. (2-tailed)	.946	.148	.347	.359	.000
	N	408	406	400	409	402
Offers Financial Assistance	Pearson Correlation	1.000	.107*	.121*	-.124*	-.077
	Sig. (2-tailed)	.	.030	.015	.012	.126
	N	413	409	403	412	401
Size of the College	Pearson Correlation	.107*	1.000	.065	.082	-.033
	Sig. (2-tailed)	.030	.	.194	.096	.513
	N	409	413	404	411	402
Low Tuition	Pearson Correlation	.121*	.065	1.000	-.011	.133**
	Sig. (2-tailed)	.015	.194	.	.828	.008
	N	403	404	407	405	398
The Practitioner Faculty	Pearson Correlation	-.124*	.082	-.011	1.000	.094
	Sig. (2-tailed)	.012	.096	.828	.	.059
	N	412	411	405	417	403
Graduates Gain Admission to Top Graduate Schools	Pearson Correlation	-.077	-.033	.133**	.094	1.000
	Sig. (2-tailed)	.126	.513	.008	.059	.
	N	401	402	398	403	403
Information in a Multi-College Guidebook	Pearson Correlation	.010	.056	-.033	.165**	.282**
	Sig. (2-tailed)	.834	.260	.513	.001	.000
	N	402	402	399	403	399
Has a Good Reputation for it's Social Activities	Pearson Correlation	.092	.128*	.065	.038	.277**
	Sig. (2-tailed)	.066	.010	.195	.447	.000
	N	399	400	397	401	399
Like Overall Experience of Accelerated Class?	Pearson Correlation	-.080	-.003	-.012	.005	.170**
	Sig. (2-tailed)	.108	.946	.810	.915	.001
	N	409	409	403	413	400
I Would Choose:	Pearson Correlation	.005	-.066	.053	-.017	-.077
	Sig. (2-tailed)	.925	.183	.290	.725	.122
	N	408	408	402	413	399

Correlations

		Offers Financial Assistance	Size of the College	Low Tuition	The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools
Importance of Accelerated Classes in Selection?	Pearson Correlation	.023	-.009	-.058	-.029	.149**
	Sig. (2-tailed)	.641	.863	.247	.563	.003
	N	408	408	402	413	399

Correlations

		Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities	Like Overall Experience of Accelerated Class?	I Would Choose:	Importance of Accelerated Classes in Selection?
Number of Classes Taken at U of P	Pearson Correlation	-.015	-.007	-.096*	.047	.003
	Sig. (2-tailed)	.767	.887	.047	.335	.957
	N	404	401	428	427	427
Ever Attended Traditional Classes?	Pearson Correlation	-.012	-.075	-.002	-.006	-.036
	Sig. (2-tailed)	.810	.133	.966	.907	.453
	N	404	401	428	427	427
College Has a Good Academic Reputation	Pearson Correlation	-.051	.074	.191**	-.117*	.126*
	Sig. (2-tailed)	.303	.137	.000	.018	.011
	N	403	401	409	408	408
The Accelerated Program	Pearson Correlation	-.084	-.195**	.088	-.114*	.081
	Sig. (2-tailed)	.093	.000	.072	.019	.095
	N	403	400	422	421	421
Graduates Obtain Good Jobs	Pearson Correlation	-.026	.033	.050	-.076	.093
	Sig. (2-tailed)	.607	.510	.318	.125	.060
	N	402	400	407	406	406
Offers Financial Assistance	Pearson Correlation	.010	.092	-.080	.005	.023
	Sig. (2-tailed)	.834	.066	.108	.925	.641
	N	402	399	409	408	408
Size of the College	Pearson Correlation	.056	.128*	-.003	-.066	-.009
	Sig. (2-tailed)	.260	.010	.946	.183	.863
	N	402	400	409	408	408
Low Tuition	Pearson Correlation	-.033	.065	-.012	.053	-.058
	Sig. (2-tailed)	.513	.195	.810	.290	.247
	N	399	397	403	402	402
The Practitioner Faculty	Pearson Correlation	.165**	.038	.005	-.017	-.029
	Sig. (2-tailed)	.001	.447	.915	.725	.563
	N	403	401	413	413	413
Graduates Gain Admission to Top Graduate Schools	Pearson Correlation	.282**	.277**	.170**	-.077	.149**
	Sig. (2-tailed)	.000	.000	.001	.122	.003
	N	399	399	400	399	399
Information in a Multi-College Guidebook	Pearson Correlation	1.000	.425**	.019	.015	-.030
	Sig. (2-tailed)	.	.000	.704	.767	.550
	N	404	399	401	400	400
Has a Good Reputation for it's Social Activities	Pearson Correlation	.425**	1.000	.124*	-.068	.047
	Sig. (2-tailed)	.000	.	.013	.176	.355
	N	399	401	398	397	397
Like Overall Experience of Accelerated Class?	Pearson Correlation	.019	.124*	1.000	-.540**	.288**
	Sig. (2-tailed)	.704	.013	.	.000	.000
	N	401	398	428	423	423
I Would Choose:	Pearson Correlation	.015	-.068	-.540**	1.000	-.298**
	Sig. (2-tailed)	.767	.176	.000	.	.000
	N	400	397	423	427	427

Correlations

		Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities	Like Overall Experience of Accelerated Class?	I Would Choose:	Importance of Accelerated Classes in Selection?
Importance of Accelerated Classes in Selection?	Pearson Correlation	-.030	.047	.288**	-.298**	1.000
	Sig. (2-tailed)	.550	.355	.000	.000	.
	N	400	397	423	427	427

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Report

Ever Attended Traditional Classes?		College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs	Offers Financial Assistance	Size of the College	Low Tuition
No	Mean	7.28	9.18	6.44	6.14	6.05	3.05
	N	43	44	43	43	44	42
	Std. Deviation	1.94	2.11	2.26	2.68	2.05	2.31
Yes	Mean	7.20	9.63	6.77	5.65	6.11	3.20
	N	369	382	367	370	369	365
	Std. Deviation	2.12	1.16	2.24	2.69	2.37	2.44
Total	Mean	7.21	9.58	6.73	5.70	6.10	3.18
	N	412	426	410	413	413	407
	Std. Deviation	2.10	1.29	2.24	2.69	2.34	2.43

Report

Ever Attended Traditional Classes?		The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools	Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities
No	Mean	6.00	4.84	4.05	2.95
	N	44	43	42	41
	Std. Deviation	2.69	2.11	2.35	2.29
Yes	Mean	6.61	4.67	3.96	2.42
	N	373	360	362	360
	Std. Deviation	2.32	2.17	2.10	2.10
Total	Mean	6.54	4.68	3.97	2.48
	N	417	403	404	401
	Std. Deviation	2.36	2.16	2.12	2.12

ANOVA Table

			Sum of Squares	df	Mean Square
College Has a Good Academic Reputation * Ever Attended Traditional Classes?	Between Groups	(Combined)	.237	1	.237
	Within Groups		1809.811	410	4.414
	Total		1810.049	411	
The Accelerated Program * Ever Attended Traditional Classes?	Between Groups	(Combined)	7.772	1	7.772
	Within Groups		700.014	424	1.651
	Total		707.786	425	
Graduates Obtain Good Jobs * Ever Attended Traditional Classes?	Between Groups	(Combined)	4.104	1	4.104
	Within Groups		2043.918	408	5.010
	Total		2048.022	409	
Offers Financial Assistance * Ever Attended Traditional Classes?	Between Groups	(Combined)	9.080	1	9.080
	Within Groups		2962.882	411	7.209
	Total		2971.961	412	
Size of the College * Ever Attended Traditional Classes?	Between Groups	(Combined)	.156	1	.156
	Within Groups		2247.573	411	5.469
	Total		2247.729	412	
Low Tuition * Ever Attended Traditional Classes?	Between Groups	(Combined)	.843	1	.843
	Within Groups		2387.702	405	5.896
	Total		2388.545	406	
The Practitioner Faculty * Ever Attended Traditional Classes?	Between Groups	(Combined)	14.577	1	14.577
	Within Groups		2306.853	415	5.559
	Total		2321.429	416	
Graduates Gain Admission to Top Graduate Schools * Ever Attended Traditional Classes?	Between Groups	(Combined)	1.117	1	1.117
	Within Groups		1873.860	401	4.673
	Total		1874.978	402	
Information in a Multi-College Guidebook * Ever Attended Traditional Classes?	Between Groups	(Combined)	.263	1	.263
	Within Groups		1818.438	402	4.523
	Total		1818.700	403	
Has a Good Reputation for it's Social Activities * Ever Attended Traditional Classes?	Between Groups	(Combined)	10.192	1	10.192
	Within Groups		1795.877	399	4.501
	Total		1806.070	400	

ANOVA Table

			F	Sig.
College Has a Good Academic Reputation * Ever Attended Traditional Classes?	Between Groups	(Combined)	.054	.817
	Within Groups			
	Total			
The Accelerated Program * Ever Attended Traditional Classes?	Between Groups	(Combined)	4.708	.031
	Within Groups			
	Total			
Graduates Obtain Good Jobs * Ever Attended Traditional Classes?	Between Groups	(Combined)	.819	.366
	Within Groups			
	Total			
Offers Financial Assistance * Ever Attended Traditional Classes?	Between Groups	(Combined)	1.259	.262
	Within Groups			
	Total			
Size of the College * Ever Attended Traditional Classes?	Between Groups	(Combined)	.028	.866
	Within Groups			
	Total			
Low Tuition * Ever Attended Traditional Classes?	Between Groups	(Combined)	.143	.705
	Within Groups			
	Total			
The Practitioner Faculty * Ever Attended Traditional Classes?	Between Groups	(Combined)	2.622	.106
	Within Groups			
	Total			
Graduates Gain Admission to Top Graduate Schools * Ever Attended Traditional Classes?	Between Groups	(Combined)	.239	.625
	Within Groups			
	Total			
Information in a Multi-College Guidebook * Ever Attended Traditional Classes?	Between Groups	(Combined)	.058	.810
	Within Groups			
	Total			
Has a Good Reputation for it's Social Activities * Ever Attended Traditional Classes?	Between Groups	(Combined)	2.264	.133
	Within Groups			
	Total			

Measures of Association

	Eta	Eta Squared
College Has a Good Academic Reputation * Ever Attended Traditional Classes?	.011	.000
The Accelerated Program * Ever Attended Traditional Classes?	.105	.011
Graduates Obtain Good Jobs * Ever Attended Traditional Classes?	.045	.002
Offers Financial Assistance * Ever Attended Traditional Classes?	.055	.003
Size of the College * Ever Attended Traditional Classes?	.008	.000
Low Tuition * Ever Attended Traditional Classes?	.019	.000
The Practitioner Faculty * Ever Attended Traditional Classes?	.079	.006
Graduates Gain Admission to Top Graduate Schools * Ever Attended Traditional Classes?	.024	.001
Information in a Multi-College Guidebook * Ever Attended Traditional Classes?	.012	.000
Has a Good Reputation for it's Social Activities * Ever Attended Traditional Classes?	.075	.006

Report

Importance of Accelerated Classes in Selection?		College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs	Offers Financial Assistance	Size of the College
Not important	Mean	5.80	8.75	5.67	5.86	6.47
	N	15	16	15	14	15
	Std. Deviation	2.91	2.32	3.18	2.91	2.26
Somewhat important	Mean	7.14	9.61	6.63	5.49	6.06
	N	35	36	35	35	35
	Std. Deviation	2.13	.93	1.72	2.75	2.20
Important	Mean	6.99	9.59	6.58	5.62	6.02
	N	89	91	90	90	89
	Std. Deviation	2.42	1.29	2.28	2.74	2.43
Very important	Mean	7.36	9.62	6.85	5.78	6.11
	N	269	278	266	269	269
	Std. Deviation	1.91	1.25	2.22	2.66	2.32
Total	Mean	7.20	9.58	6.73	5.72	6.10
	N	408	421	406	408	408
	Std. Deviation	2.11	1.30	2.24	2.68	2.33

Report

Importance of Accelerated Classes in Selection?		Low Tuition	The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools	Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities
Not important	Mean	4.14	6.13	3.00	3.69	2.00
	N	14	15	13	13	13
	Std. Deviation	2.77	2.83	1.47	2.50	1.78
Somewhat important	Mean	2.66	6.97	4.15	4.35	2.48
	N	35	35	34	34	33
	Std. Deviation	2.03	2.39	1.96	2.35	2.18
Important	Mean	3.65	6.64	4.76	4.06	2.37
	N	89	90	87	89	87
	Std. Deviation	2.54	2.20	2.19	2.18	2.09
Very important	Mean	3.05	6.47	4.85	3.93	2.56
	N	264	273	265	264	264
	Std. Deviation	2.41	2.40	2.16	2.06	2.16
Total	Mean	3.18	6.54	4.71	3.98	2.49
	N	402	413	399	400	397
	Std. Deviation	2.43	2.37	2.15	2.12	2.13

ANOVA Table

			Sum of Squares	df	Mean Square
College Has a Good Academic Reputation * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	40.418	3	13.473
	Within Groups		1765.697	404	4.371
	Total		1806.115	407	
The Accelerated Program * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	11.413	3	3.804
	Within Groups		695.328	417	1.667
	Total		706.741	420	
Graduates Obtain Good Jobs * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	23.207	3	7.736
	Within Groups		2005.445	402	4.989
	Total		2028.653	405	
Offers Financial Assistance * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	4.031	3	1.344
	Within Groups		2929.672	404	7.252
	Total		2933.703	407	
Size of the College * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	2.652	3	.884
	Within Groups		2200.228	404	5.446
	Total		2202.880	407	
Low Tuition * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	47.121	3	15.707
	Within Groups		2327.257	398	5.847
	Total		2374.378	401	
The Practitioner Faculty * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	11.495	3	3.832
	Within Groups		2303.246	409	5.631
	Total		2314.741	412	
Graduates Gain Admission to Top Graduate Schools * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	54.118	3	18.039
	Within Groups		1794.158	395	4.542
	Total		1848.276	398	
Information in a Multi-College Guidebook * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	7.024	3	2.341
	Within Groups		1790.886	396	4.522
	Total		1797.910	399	
Has a Good Reputation for it's Social Activities * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	5.732	3	1.911
	Within Groups		1791.503	393	4.559
	Total		1797.234	396	

ANOVA Table

			F	Sig.
College Has a Good Academic Reputation * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	3.083	.027
	Within Groups			
	Total			
The Accelerated Program * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	2.282	.079
	Within Groups			
	Total			
Graduates Obtain Good Jobs * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	1.551	.201
	Within Groups			
	Total			
Offers Financial Assistance * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	.185	.906
	Within Groups			
	Total			
Size of the College * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	.162	.922
	Within Groups			
	Total			
Low Tuition * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	2.686	.046
	Within Groups			
	Total			
The Practitioner Faculty * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	.680	.564
	Within Groups			
	Total			
Graduates Gain Admission to Top Graduate Schools * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	3.971	.008
	Within Groups			
	Total			
Information in a Multi-College Guidebook * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	.518	.670
	Within Groups			
	Total			
Has a Good Reputation for it's Social Activities * Importance of Accelerated Classes in Selection?	Between Groups	(Combined)	.419	.739
	Within Groups			
	Total			

Measures of Association

	Eta	Eta Squared
College Has a Good Academic Reputation * Importance of Accelerated Classes in Selection?	.150	.022
The Accelerated Program * Importance of Accelerated Classes in Selection?	.127	.016
Graduates Obtain Good Jobs * Importance of Accelerated Classes in Selection?	.107	.011
Offers Financial Assistance * Importance of Accelerated Classes in Selection?	.037	.001
Size of the College * Importance of Accelerated Classes in Selection?	.035	.001
Low Tuition * Importance of Accelerated Classes in Selection?	.141	.020
The Practitioner Faculty * Importance of Accelerated Classes in Selection?	.070	.005
Graduates Gain Admission to Top Graduate Schools * Importance of Accelerated Classes in Selection?	.171	.029
Information in a Multi-College Guidebook * Importance of Accelerated Classes in Selection?	.063	.004
Has a Good Reputation for it's Social Activities * Importance of Accelerated Classes in Selection?	.056	.003

Report

I Would Choose:		College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs	Offers Financial Assistance	Size of the College	Low Tuition
Accelerated	Mean	7.28	9.62	6.78	5.72	6.15	3.14
	N	373	386	371	374	373	367
	Std. Deviation	2.04	1.23	2.20	2.64	2.30	2.41
Traditional	Mean	6.40	9.09	6.17	5.76	5.60	3.60
	N	35	35	35	34	35	35
	Std. Deviation	2.65	1.87	2.56	3.14	2.55	2.69
Total	Mean	7.20	9.58	6.73	5.72	6.10	3.18
	N	408	421	406	408	408	402
	Std. Deviation	2.11	1.30	2.24	2.68	2.33	2.43

Report

I Would Choose:		The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools	Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities
Accelerated	Mean	6.55	4.76	3.98	2.54
	N	378	364	366	362
	Std. Deviation	2.36	2.15	2.12	2.18
Traditional	Mean	6.40	4.17	4.09	2.03
	N	35	35	34	35
	Std. Deviation	2.52	2.18	2.21	1.46
Total	Mean	6.54	4.71	3.98	2.49
	N	413	399	400	397
	Std. Deviation	2.37	2.15	2.12	2.13

ANOVA Table

			Sum of Squares	df	Mean Square
College Has a Good Academic Reputation * I Would Choose:	Between Groups	(Combined)	24.713	1	24.713
	Within Groups		1781.403	406	4.388
	Total		1806.115	407	
The Accelerated Program * I Would Choose:	Between Groups	(Combined)	9.221	1	9.221
	Within Groups		697.520	419	1.665
	Total		706.741	420	
Graduates Obtain Good Jobs * I Would Choose:	Between Groups	(Combined)	11.805	1	11.805
	Within Groups		2016.847	404	4.992
	Total		2028.653	405	
Offers Financial Assistance * I Would Choose:	Between Groups	(Combined)	.064	1	.064
	Within Groups		2933.639	406	7.226
	Total		2933.703	407	
Size of the College * I Would Choose:	Between Groups	(Combined)	9.590	1	9.590
	Within Groups		2193.290	406	5.402
	Total		2202.880	407	
Low Tuition * I Would Choose:	Between Groups	(Combined)	6.632	1	6.632
	Within Groups		2367.746	400	5.919
	Total		2374.378	401	
The Practitioner Faculty * I Would Choose:	Between Groups	(Combined)	.698	1	.698
	Within Groups		2314.043	411	5.630
	Total		2314.741	412	
Graduates Gain Admission to Top Graduate Schools * I Would Choose:	Between Groups	(Combined)	11.098	1	11.098
	Within Groups		1837.177	397	4.628
	Total		1848.276	398	
Information in a Multi-College Guidebook * I Would Choose:	Between Groups	(Combined)	.396	1	.396
	Within Groups		1797.514	398	4.516
	Total		1797.910	399	
Has a Good Reputation for it's Social Activities * I Would Choose:	Between Groups	(Combined)	8.304	1	8.304
	Within Groups		1788.930	395	4.529
	Total		1797.234	396	

ANOVA Table

			F	Sig.
College Has a Good Academic Reputation * I Would Choose:	Between Groups	(Combined)	5.632	.018
	Within Groups			
	Total			
The Accelerated Program * I Would Choose:	Between Groups	(Combined)	5.539	.019
	Within Groups			
	Total			
Graduates Obtain Good Jobs * I Would Choose:	Between Groups	(Combined)	2.365	.125
	Within Groups			
	Total			
Offers Financial Assistance * I Would Choose:	Between Groups	(Combined)	.009	.925
	Within Groups			
	Total			
Size of the College * I Would Choose:	Between Groups	(Combined)	1.775	.183
	Within Groups			
	Total			
Low Tuition * I Would Choose:	Between Groups	(Combined)	1.120	.290
	Within Groups			
	Total			
The Practitioner Faculty * I Would Choose:	Between Groups	(Combined)	.124	.725
	Within Groups			
	Total			
Graduates Gain Admission to Top Graduate Schools * I Would Choose:	Between Groups	(Combined)	2.398	.122
	Within Groups			
	Total			
Information in a Multi-College Guidebook * I Would Choose:	Between Groups	(Combined)	.088	.767
	Within Groups			
	Total			
Has a Good Reputation for it's Social Activities * I Would Choose:	Between Groups	(Combined)	1.834	.176
	Within Groups			
	Total			

Measures of Association

	Eta	Eta Squared
College Has a Good Academic Reputation * I Would Choose:	.117	.014
The Accelerated Program * I Would Choose:	.114	.013
Graduates Obtain Good Jobs * I Would Choose:	.076	.006
Offers Financial Assistance * I Would Choose:	.005	.000
Size of the College * I Would Choose:	.066	.004
Low Tuition * I Would Choose:	.053	.003
The Practitioner Faculty * I Would Choose:	.017	.000
Graduates Gain Admission to Top Graduate Schools * I Would Choose:	.077	.006
Information in a Multi-College Guidebook * I Would Choose:	.015	.000
Has a Good Reputation for it's Social Activities * I Would Choose:	.068	.005

Report

Like Overall Experience of Accelerated Class?		College Has a Good Academic Reputation	The Accelerated Program	Graduates Obtain Good Jobs	Offers Financial Assistance	Size of the College
No	Mean	5.33	9.05	6.26	6.68	6.16
	N	18	19	19	19	19
	Std. Deviation	2.38	2.20	2.47	2.67	2.73
Yes	Mean	7.29	9.60	6.78	5.67	6.12
	N	391	403	388	390	390
	Std. Deviation	2.05	1.24	2.20	2.67	2.31
Total	Mean	7.20	9.58	6.76	5.72	6.12
	N	409	422	407	409	409
	Std. Deviation	2.10	1.30	2.22	2.68	2.32

Report

Like Overall Experience of Accelerated Class?		Low Tuition	The Practitioner Faculty	Graduates Gain Admission to Top Graduate Schools	Information in a Multi-College Guidebook	Has a Good Reputation for it's Social Activities
No	Mean	3.33	6.47	3.00	3.79	1.28
	N	18	19	18	19	18
	Std. Deviation	2.22	2.50	1.41	2.12	.57
Yes	Mean	3.19	6.53	4.77	3.98	2.54
	N	385	394	382	382	380
	Std. Deviation	2.44	2.36	2.15	2.12	2.16
Total	Mean	3.20	6.53	4.69	3.97	2.49
	N	403	413	400	401	398
	Std. Deviation	2.43	2.36	2.16	2.12	2.13

ANOVA Table

			Sum of Squares	df	Mean Square
College Has a Good Academic Reputation * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	65.642	1	65.642
	Within Groups		1739.918	407	4.275
	Total		1805.560	408	
The Accelerated Program * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	5.446	1	5.446
	Within Groups		701.627	420	1.671
	Total		707.073	421	
Graduates Obtain Good Jobs * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	4.904	1	4.904
	Within Groups		1987.499	405	4.907
	Total		1992.403	406	
Offers Financial Assistance * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	18.476	1	18.476
	Within Groups		2903.749	407	7.135
	Total		2922.225	408	
Size of the College * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.025	1	.025
	Within Groups		2203.862	407	5.415
	Total		2203.888	408	
Low Tuition * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.342	1	.342
	Within Groups		2373.777	401	5.920
	Total		2374.119	402	
The Practitioner Faculty * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.064	1	.064
	Within Groups		2300.808	411	5.598
	Total		2300.872	412	
Graduates Gain Admission to Top Graduate Schools * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	53.673	1	53.673
	Within Groups		1802.264	398	4.528
	Total		1855.938	399	
Information in a Multi-College Guidebook * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.651	1	.651
	Within Groups		1800.990	399	4.514
	Total		1801.641	400	
Has a Good Reputation for it's Social Activities * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	27.587	1	27.587
	Within Groups		1773.851	396	4.479
	Total		1801.437	397	

ANOVA Table

			F	Sig.
College Has a Good Academic Reputation * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	15.355	.000
	Within Groups			
	Total			
The Accelerated Program * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	3.260	.072
	Within Groups			
	Total			
Graduates Obtain Good Jobs * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.999	.318
	Within Groups			
	Total			
Offers Financial Assistance * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	2.590	.108
	Within Groups			
	Total			
Size of the College * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.005	.946
	Within Groups			
	Total			
Low Tuition * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.058	.810
	Within Groups			
	Total			
The Practitioner Faculty * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.011	.915
	Within Groups			
	Total			
Graduates Gain Admission to Top Graduate Schools * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	11.853	.001
	Within Groups			
	Total			
Information in a Multi-College Guidebook * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	.144	.704
	Within Groups			
	Total			
Has a Good Reputation for it's Social Activities * Like Overall Experience of Accelerated Class?	Between Groups	(Combined)	6.159	.013
	Within Groups			
	Total			

Measures of Association

	Eta	Eta Squared
College Has a Good Academic Reputation * Like Overall Experience of Accelerated Class?	.191	.036
The Accelerated Program * Like Overall Experience of Accelerated Class?	.088	.008
Graduates Obtain Good Jobs * Like Overall Experience of Accelerated Class?	.050	.002
Offers Financial Assistance * Like Overall Experience of Accelerated Class?	.080	.006
Size of the College * Like Overall Experience of Accelerated Class?	.003	.000
Low Tuition * Like Overall Experience of Accelerated Class?	.012	.000
The Practitioner Faculty * Like Overall Experience of Accelerated Class?	.005	.000
Graduates Gain Admission to Top Graduate Schools * Like Overall Experience of Accelerated Class?	.170	.029
Information in a Multi-College Guidebook * Like Overall Experience of Accelerated Class?	.019	.000
Has a Good Reputation for it's Social Activities * Like Overall Experience of Accelerated Class?	.124	.015

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