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**The Asheville Doctoral Program: Portrait of an off-campus
venture**

Radford, Eleanor Ruth, Ed.D.

The University of North Carolina at Greensboro, 1987

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THE ASHEVILLE DOCTORAL PROGRAM:
PORTRAIT OF AN OFF-CAMPUS VENTURE

by

Eleanor Ruth Radford

A Dissertation Submitted to the Faculty of
the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro

1987

Approved by



Dale L. Brubaker
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APPROVAL PAGE

This Dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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The purpose of this research was to assess the Asheville Doctoral Program in Educational Administration with results used to improve the program.

Context evaluation identified strengths and weaknesses in the program. Results provide a logical basis for adjustment of goals and priorities that need to be changed.

Naturalistic inquiry employing a responsive approach resulted in a field-based case study. The researcher was a participant-observer.

All doctoral students participating in the program during the period of the study (approximately twenty-four months) were invited to submit vignettes expressing their feelings about the program. Ten students participated in in-depth taped interviews.

Information was solicited from University administrators, faculty members, area school superintendents and state legislators.

The consensus is that the Asheville Doctoral Program is meeting the needs of the citizens of Western North Carolina in two ways. It is providing the community with more administrators who are trained at the doctoral level. In addition, it enables students to enhance their career

development by obtaining a doctorate while maintaining employment. This program helps the University meet its goal of service to the State.

It is recommended that the following programmatic changes be considered. Tuition fees should be identical for on-campus and off-campus programs. Choice of cognate areas should be increased. A council of representatives composed of administrators, faculty, and students should be formed to consider issues relative to off-campus programs. The feasibility of a summer residency should be studied.

ACKNOWLEDGMENTS

I express sincere appreciation to Dr. Dale L. Brubaker, my adviser, and the other members of my committee:

Dr. Edwin Bell, Dr. Michael Dougherty, Dr. Harold Snyder, and Dr. Keith Wright. Without your expertise, support, and guidance this work would not have reached fruition.

I am indebted to the students, professors, administrators, and legislators who responded to my inquiries. Thank you for your time, your interest, and your candor.

DEDICATION

If you have built castles in the air,
your work need not be lost;
that is where they should be;
now put foundations under them.

Henry David Thoreau

This work is dedicated to my family, who helped me put
foundations under my castles.

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CHAPTER I

Introduction

There is a frantic, last minute rush to complete the many administrative duties for the day. The most urgent problems have been addressed. Alas, many tasks will have to wait until tomorrow. The thought that is foremost in the minds of the individuals as they race to their cars is that there is never enough time.

These men and women are not on the way home to enjoy a cocktail and dinner with their families. They are converging on a mountain-skirted city in Western North Carolina. Their specific destination is the campus of The University of North Carolina at Asheville. There they will spend from four to six hours engaged in classroom study before starting the long drive home. Tomorrow they will return to their positions as administrators.

This is not a new routine. They have earned two graduate degrees in this manner. But this time there is something different--a certain excitement, a certain anticipation. A dream is about to become a reality. These students are enrolled in a doctoral program, the first of its

kind to be offered to students residing in the western region of the state.

The University of North Carolina at Greensboro has arranged to offer an off-campus doctoral program in educational administration. Careful scheduling allows these students to earn a doctorate while maintaining full-time employment. Faculty members of the University of North Carolina at Greensboro drive three hours each way in fair weather and foul to make this possible. The same high quality program is presented to Western North Carolina students as on-campus students receive. The researcher is one of these fortunate students.

The program coordinator has dubbed this first group of students the "pioneer cohort." The word "pioneer" is appropriate in that this group is taking a risk, blazing a trail, perhaps making it a bit easier for those who will follow. The word "cohort" denotes a group or band of people. These students comprise an intact group. It is in the connotative sense that the word finds full expression. Both students and professors feel that they are part of a very cohesive, caring group.

The purpose of this dissertation is to provide a rationale for increasing understanding of the program and to serve as a vehicle for program improvement. It should also contribute to the improvement of public relations.

Two types of evaluation will be employed. Context evaluation will be used to identify the strengths and weaknesses of the program. Direction for improvement will be suggested. Suggestions will be made as to how strengths may be used to remedy deficiencies. The evaluation will examine whether goals and priorities take into account the needs of those being served. The results should provide a logical basis for adjustment of goals or priorities that might need to be changed.

Process evaluation will be employed to provide feedback so that the program can be modified as needed. It will ascertain whether human resources are being used in an efficient manner. In addition, this process evaluation will help to assess whether program participants are willing and able to perform their roles. An important objective will be to help external audiences learn what is being done in the program. This will help them should they conduct a similar program.

The researcher will adhere to the standards for evaluation as proposed by The Joint Committee on Standards for Educational Evaluation. (See Exhibit A.)

Plan for Obtaining Information

Naturalistic inquiry employing a responsive approach will result in a field-based case study. The researcher

will obtain redundant information in that the same issues will be viewed from different perspectives.

A working assumption to guide measurement, analysis, and interpretation will be that those persons interviewed will be reasonably open and candid. Anonymity will be assured. The participants will have a vested interest in program improvement.

The program will be studied over an extended period of time (approximately twenty-four months). The case will be studied in and for itself. It will not be considered as a sample representing a population of other cases. Attention will be paid to the setting in which it exists. The researcher will be in personal contact with the case as a participant-observer. This will provide insight that a non-participant-observer would be unable to obtain. L. R. Gay states that "the intent [of naturalistic observation] is to record and study behavior as it normally occurs." (Gay, 1981).

A journal will be kept so that day-to-day changes in cognitions and attitudes expressed by participants can be noted. Moods of the participants cannot be controlled. The journal will serve to ameliorate the effect of a particular mood.

Unobtrusive information will be gathered from public documents such as newspapers and working papers.

The researcher will collect and interpret data while working under the supervision of a doctoral committee. Constructs and ideas will not be arbitrarily fixed before collection of data. Rather, the researcher will solicit unique ideas held by each participant. Hypotheses will not be stated in advance. Relationships among the variables will be allowed to emerge naturally from the data. The researcher will attempt to establish rapport with the participants so as to understand the behavior within the environment in which it occurred and then to interpret the behavior for the reader of the dissertation.

Plan for Collecting Data

All doctoral students participating in the program during the period of the study will be invited to submit a vignette (approximately one hand-written page) expressing their candid feelings about the program. The researcher will not provide structure for this exercise in order to encourage spontaneity. The vignettes will be grouped as to whether the respondent is male or female and first or second year student. The purpose of this is to determine if certain patterns emerge within these groups.

The researcher will select five participants from each group (first and second year students) to participate in in-depth interviews. Both male and female participants will be selected. The researcher will select participants so as to include students engaged in various occupations. These interviews will be audio-taped. The tapes will then be transcribed. Excerpts will be included in the dissertation. Participants will be advised of this before they are interviewed. Anonymity will be assured. A list of topics to be discussed will be furnished to participants several days prior to the scheduled interviews. (See Exhibit B.) The researcher will encourage participants to discuss any other issues they so desire.

Information will be solicited from area school superintendents and state legislators. This will be accomplished through written correspondence. (See Exhibit C.)

The department chairperson and the program coordinator will be interviewed concerning their feelings about the program.

Plan for Analysis of Data

In general, analysis will be of a qualitative nature. However, should the researcher see a trend or pattern developing among the members of the case, a questionnaire will be designed to solicit more information.

Interpretation and analysis of data will begin soon after data collection is begun.

Consideration of evaluator roles will play an important part in the reporting of results. The client (the researcher's doctoral committee) will be integrally involved. The evaluation will be a creative process. The researcher will strive to coordinate the efforts of the participants in the project and will interact with the client while gathering and analyzing information from the participants. Special efforts will be made to ensure that the study will be of value to the respondents.

Since this will be a small-scale evaluation and the researcher will be both a participant and an observer, neither specialized consultants nor information specialists will be involved. The client and the researcher will engage in informal communication on a continuous basis.

The researcher is qualified and competent to conduct this study due to extensive training and experience in counseling culminating in two graduate degrees in this field and national certification. Courses in methods of research and evaluation of educational programs further enhance the researcher's ability to carry out this research.

Organization of Remainder of Dissertation

The remainder of the dissertation will be divided into eight chapters.

Chapter II will be devoted to a review of literature. Origins of external degree programs in foreign countries will be considered as well as the emergence of the external degree in the United States. Change and conservation, innovative approaches, major thrusts, and prospects for the future will be dealt with.

Chapters III through VI will present composite portraits of the four groups of students studied: first cohort (female), first cohort (male), second cohort (female), and second cohort (male).

Chapter VII will focus upon perceptions of professors, administrators, area school superintendents, and state legislators.

Concentration upon patterns and trends among the groups studied will be dealt with in Chapter VIII.

Chapter IX will consist of a summary, conclusions, recommendations for programmatic changes, and recommendations for further study.

A selected bibliography and appendices will follow thereafter.

Literary Style

The researcher will employ a writing style similar to that of Sara Lawrence Lightfoot in her book The Good High School: Portraits of Character and Culture. Lightfoot states:

I wanted to develop a form of inquiry that would embrace many of the descriptive, aesthetic, and experiential dimensions that I had known as the artist's subject; that would combine science and art; that would be concerned with composition and design as well as description; that would depict motion and stopped time, history, and anticipated future I hoped to create portraits that would inspire shock and recognition in the subjects, and new understandings and insights in the viewers/readers. (Lightfoot, 1983, p. 6.)

This literary style will license the researcher to utilize both artistic and scientific approaches to the study. This should result in an integration of the varied perspectives of participants in the program.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The external degree is a many-faceted, dynamic phenomenon that may be viewed from several standpoints: social, political, economic and esthetic. It is in a state of flux --a state of becoming. As such, the movement toward greater use of the external degree should be researched. Utilization of the external degree is one avenue for meeting a widespread need.

Definitions and Distinctions

Cyril O. Houle notes the following definitions and makes the following distinctions:

An external degree is one awarded to an individual on the basis of some program of preparation . . . which is not centered on traditional patterns of residential collegiate or university study The extension degree centers on the belief that a man or woman living in the community requires the same kind of program as the postadolescent living on the campus. The extension degree may be shaped initially for either audience, but it is then extended in substantially identical form to the other. The adult degree is focused directly on the nature of the mature person and the lifestyle he or she follows. (Houle, 1973, p. 15.)

Houle describes the purest form of the external degree
as

one awarded on completion of a coherent and complete traditional degree program offering all necessary sub-

jects and options at a time or place accessible to those who cannot come to the campus or whose other responsibilities make it necessary for them to spread their study over a longer period than does the student on campus. In admission, instruction, evaluation, and certification, few or no changes are made. (Houle, 1973, p. 88.)

In some cases, internal students are admitted to these classes. Conversely, external students may take part of their courses at the home campus. Houle differentiates the adult degree in that

it was developed in the belief that adults, both psychologically and socially, are so distinctively different from young people that a program of studies designed for men and women should be based at every point on their maturity. Such a degree may depart completely from the traditional patterns of admission, instruction, evaluation, or certification, or it may mix new elements with old ones so that some compatibility exists between it and an extension or an internal degree. (Houle, 1973, p. 89.)

The assessment degree, while having some characteristics of the adult degree, has quite another emphasis. Houle succinctly summarizes this type degree:

The third generation external degree emphasizing assessment and demonstration of competence, is developing on the basis that one or more of the traditional procedures of higher education--admission, teaching, evaluation, certification, or licensure--can be so modified or separated from the others that the actual learning of the student, rather than his completion of formal requirements, can become the center of attention and the basis of the awarding of the degree (Houle, 1973, p. 90.)

This degree places emphasis on certification of competence. Assessment degrees are usually created in one of two ways. A governor or state commissioner decides that a geographical area for which he is responsible is not having its educational needs met and he uses the assessment degree to help meet the needs. In some cases a consortium of colleges and universities is formed to engage in an interchange of ideas and staffs in establishing an assessment degree program.

Wayne Blaze and John Nero write that some programs allow a student to earn a degree entirely through correspondence. Some programs do not have campuses. The writers indicate that "they are, in fact, not colleges at all but degree granting agencies who have the job of 'certifying' learning done at any point in one's life." (Blaze, 1979, p. 6.)

Historical Roots

Historically, the right to award degrees was granted by religious authority or by a government based on the divine right of a ruler. (Houle, 1973, pp. 18-19.)

England provides a good example of this. The University of London assists other institutions to reach a point where they can grant their own degrees. The universities, in turn, aspire to make most of their degrees

available to both internal and external students. They strive for equivalence of standards for both groups: one group takes formal courses at a community institution while one group studies on its own with the help of correspondence courses. Sometimes the students are assigned a mentor, usually a post-graduate student. England points with pride to two major accomplishments achieved by way of external degree programs. It gave members of the lower-middle and lower classes a chance for a university education and it helped to educate leaders for colonies of the British Empire.

In the early years of the twentieth century, the number of part-time students, both undergraduate and graduate, increased. This created problems for the university as efforts were made to fit them into the internal degree programs. One solution to the problem was the university extension movement. Taking education to the general population was not a new concept. This idea was practiced in England in the 1800's. The practice began to grow in the United States after the turn of the century. State universities, urban universities, and land grant colleges attempted to meet the needs of these students by offering off-campus courses at convenient locations in the afternoons and evenings and on weekends. The university instructors traveled to the training sites. Other methods, such as

correspondence, radio, and television instruction were employed. Most requirements for extension degrees paralleled those for the internal degrees offered by the same universities.

Kathleen Penfield views extension education as part of the university's responsibility to society. She recognizes many problems inherent in the system. She states that

adult education, precisely because of its unique position, with one eye toward the public and the other toward the sponsoring institution, is inherently political; it is caught between the vise of external realities and internal controls. (Penfield, 1974, p. 108.)

In summary, designers of external degree programs can learn from the past, yet be innovative in the present and the future.

Rationale for External Degree Programs

The scarcity of educational opportunity is the main reason for external degree programs in foreign countries. In the United States there are several reasons for promotion of the external degree. One important aspect is the desire to provide higher education for parts of the population in areas where universities and colleges are at a distance from sparsely populated areas.

According to Houle, a main factor influencing the external degree is

the growth of adult education and its success in dealing with such difficult problems as increasing agricultural production, solving other problems of rural life, turning civilians into effective members of the armed forces, reducing illiteracy, implementing social reform, and achieving individual satisfaction. (Houle, 1973, p. 66.)

Why do people seek an external degree? Probably they seek an external degree for the same reasons others seek an internal degree. The reasons given are many and complex. Getting and keeping a job is one reason for pursuing the degree. Paul Burgess used cluster analysis to determine basic reasons why many adult students participate in many different fields of study. He identified seven basic factors:

- 1) The desire to know.
- 2) The desire to reach a personal goal.
- 3) The desire to reach a social goal.
- 4) The desire to reach a religious goal.
- 5) The desire to take part in social activity.
- 6) The desire to escape.
- 7) The desire to meet formal requirements.

One thousand seventy people replied to a questionnaire from the Regents External Degree Program. They were asked why they were interested in an external degree. Slightly more than half said it was for reasons pertaining to employment, while almost half answered that it was for self-evaluation and personal satisfaction.

Houle enumerates three significant reasons why people are motivated to secure an external degree. It affords economic advantage, it meets the needs of the learner to achieve "rounded or completed growth," and it allows the individual to achieve personal status of a college graduate. The question arises as to whether the external degree will be regarded as cheap. Houle answers this question candidly.

Judged on past American practice, the answer is no. Some of the most outstanding leaders of government, business, social, and academic life are the products of evening colleges or hold other extension degrees. Once the degree is awarded, it stands as a symbol of accomplishment, and is usually accepted as such by an employer, by the individual himself, and by his associates The reputation of the external degree on the campus itself depends largely on local circumstances. (Houle, 1973, p. 151.)

Rationale for the Ed.D.

Stephen Spurr notes that although American degree structures have ancient origins, they have been modified to recognize achievement in new subject disciplines or to certify practitioners in different professions. He discusses the immensely complicated patterns of American degrees and traces the history of the Doctor of Education degree.

The degree of Doctor of Education (Ed.D.) was established at Harvard University in 1920 as a professional degree administered by the School of Education, rather than by the graduate school. In the half-century following, the Doctor of Education degree has been adopted by perhaps a hundred institutions A Doctor of Education program administered by the School of Education allows the admission of students considered as competent and promising by the faculty in education but whose academic qualifications are such that they cannot be admitted by the graduate

school controlling the Ph.D. program A second reason for the two tracks is as a means of circumventing the foreign language requirement of the graduate school The third common function of the Ed.D. is to provide for a wider range of independent projects than is possible under the traditional Ph.D. requirement of a dissertation based upon original research The fourth use of the Ed.D. is to provide a doctorate in a subject matter field for students who successfully pass the comprehensive examinations for the Ph.D. but who submit an expository dissertation on some aspect of teaching that subject rather than a research dissertation on the subject itself. (Spurr, 1970, pp. 140-141.)

Spurr suggests that in the minds of some educators this relegates the Ed.D. as a second class Ph.D. He argues that this should not be the case--that education is a valid field of study and one of the most important professions in America. He offers the following recommendations:

We condemn any practice of granting the Ed.D. as a second-class Ph.D. on a similar but lower standard. We argue strongly, however, for a purely professional Ed.D. program, clearly oriented to the profession of education rather than to subject matter fields and administered in every respect as rigorously as the parallel Ph.D. in the academic disciplines. (Spurr, 1970, p. 142.)

The Intact Degree (or Closed Enrollment) Program

Martha Harder's research indicates that higher education potential student pools will be older, full-time employed and unwilling to study full-time on campus. She adds that this will be more evident in graduate schools of education where the majority of students will be public school teachers and administrators. They will not be willing to leave secure positions, but will be anxious to work toward

advanced degrees for additional knowledge, increase in salary and promotional possibilities.

She discusses one particular kind of off-campus program--the intact degree (or closed enrollment) program. She reports on how the plan operates at Virginia Polytechnic Institute. The faculty travels to the students. One or more resident faculty members are permanently assigned to non-campus areas. On-campus faculty travel from the main campus to remote sites. A unique feature of this program is that participants agree to enroll as a group in a series of courses leading to a particular degree. The entire program is taught on site to this group of students. The faculty of the college retains control over the courses. The students must meet the same standards as on-campus students. Faculty who teach in the program are considered resident faculty. At times adjunct faculty are used, but they must be approved by the university and they are used only when resident faculty are not available.

Evaluation of off-campus programs is done usually through informal means. An extensive evaluation of the doctoral program is currently being conducted and will be used in developing future cycles of the program.

Faculty members express appreciation for professional growth opportunities afforded them by working with people in

the field. One problem cited is the lack of library facilities in some areas.

Students list the greatest benefit as convenience. Forty-five percent reported that they would not have engaged in graduate study had on-site delivery not been available. Other benefits mentioned by students are group identity and supportive relationships that develop within the group. According to Harder,

more than one-half of the students who begin in a program complete it. The average for completion is 56%, with some groups graduating as high as 75% of the number who entered the group Although not the principal justification for such programs, it has been found that intact programs permit an efficient method of projecting off-campus student enrollments and provide strong evidence that the University is meeting the needs of a large part of the citizens of the Commonwealth. In these times when public financial support for higher education has come under critical, often hostile scrutiny, this posture of willing service by the University has proven to be a valuable asset. (Harder, 1981, p. 250.)

Characteristics of Participants

One segment of the population that is being served is the adult who completed high school but for one reason or another did not immediately enroll in college. These individuals continue to learn through life experience and many later decide to continue their formal education. This group tends to be mature and highly motivated. They require a flexible approach to the educational experience.

Houle suggests that the individual most likely to seek an external degree is the mature person who has attended college sometime in the past but for any number of reasons failed to earn a degree. Sometimes factors beyond their control contributed to this--perhaps financial need or place of residence. These individuals may be unable to earn an internal degree because of cost or inconvenience. Many welcome the opportunity to earn an external degree which is rewarding both personally and professionally.

The growth in adult education has taken many forms. A large number of adults have enrolled in non-credit continuing education courses while others took advantage of extension credit courses. A substantial group of students enrolled in part-time degree courses. These students participate in on-campus classes.

Houle discusses other alternatives that some students engage in.

Other students taking a normal load may make only one or two visits to the campus during a term, getting assignments from the instructors at the start and mailing them in at the end. As every experienced faculty member, particularly at the graduate level, knows, students are remarkably ingenious at devising patterns of study which have little resemblance to the formal registration record. Perhaps the various extremes counterbalance one another, but the fact that in 1970 about two and one-half million college and university students (out of a total of almost eight million) were identified as not pursuing full-time study indicates that the normal and accepted patterns of higher education have already undergone marked changes to accommodate students who could not meet the usual space and time demands (Houle 1973, p. 69).

One subject that is often discussed concerns the ability of young people to learn as opposed to the ability of adults to learn. This question should be addressed, since most external degree students are adults. Research shows that students in external degree programs are often equal or superior in intellectual capacity to those students in internal degree programs.

In 1959, Roger De. Crow published a summary of studies comparing adults and young people who take university courses. His conclusion was that there is considerable evidence that adult students are equal or perhaps slightly superior to undergraduate students in learning performance. Without exception, in the group tests adults have shown equal or superior learning ability. Later studies have led to the same conclusion. Thus, if the external degree is regarded as cheap and unworthy, the fault lies not with the students but with the people who admit, counsel, teach, and evaluate them. (Houle, 1973, p. 155.)

Conservation and Change

Innovation and flexibility are vital components of the external degree program. Conversely, it is of crucial importance to conserve what has proven to be effective.

Dale L. Brubaker argues that "patterns of thinking are not static but are rather part of larger change and conservation processes." According to Brubaker, "during the period of transition there is generally a resistance to change often in the form of a return to the basics." (Brubaker, 1984, pp. 2-4.) Brubaker's views are substantiated by opinions expressed by the individuals cited in the

remainder of this section.

In 1967 the president of the Council of Graduate Schools in the United States voiced the following opinion:

The fewer adjustments you make for the part-time student, the better for him and for all concerned. To begin with, he should meet the same standards for admission to graduate school that all others have to meet. His performance in graduate school should be maintained at the same level as that of others, and finally, and perhaps more importantly, he should move along toward his degree objective at a pace as near as possible to that which we call normal progress. (Houle, 1973, p. 6.)

Serious efforts toward rethinking the degree program to make it conform to the needs of adults were undertaken just after World War II. In order to respond to the demands of returning veterans, the universities began to realize the need to tailor degree programs to the needs of adult clientele. Some students were exempted from taking all the orthodox courses, residency requirements were waived or reduced, and credit was sometimes granted for life experience. It was urged that options be offered for a student body not composed entirely of postadolescents. Houle states that

. . . if an external degree is to succeed, it must be designed carefully with an awareness of many factors, beginning with a realistic assessment of local demand. It must have the support of faculty members, administrators, and policy makers within the institution; and effective interpretation of its nature to community sectors must be provided. (Houle, 1973, p. 47.)

It is of utmost importance to keep alive the interest in the external degree programs. John Summerskill lists four major thrusts in overall designs of external degree programs: curriculum, new student populations, faculty, and time and space requirements. Some external degree programs recently established in the United States are experimental. They are innovative in content of curriculum. Other colleges and universities have based their external degree programs on their existing internal degree programs. They usually provide instruction at some new time or place more convenient to the student. Some programs such as the Regent's Degree Program in New York State or at Thomas Edison College in New Jersey credit-by-examination is offered.

Both programs are reminiscent of the time-honored University of London external degree program in which it does not matter where the students learn, how they learn, or when they learn, as long as they can demonstrate that, in fact, they have learned. (Houle, 1973, p. 178.)

Summerskill's questions concerning the future warrant careful consideration.

Is higher education in America really undergoing a metamorphosis?
 Are new and effective ways to educate actually being discovered?
 Are breakthroughs in the offing with respect to costs of mass media?
 Is the whole external degree movement a fad built on the whims of the disaffected, soon to disappear after irreparably damaging hard-won academic standards?
 (Houle, 1973, pp. 185-186.)

His answer are even more provocative.

There are signs in all sections of the country that the times demand a new kind of pluralism in post-secondary education. The large teaching/research university is decreasing in importance as the prototype for all higher education. Universities are becoming more flexible with regard to admissions requirements, course distribution requirements, and demands for campus residence Proposed changes in tried-and-true traditions seem to many to threaten academic standards, the allocation and control of academic resources, and even academic jobs Regardless, colleges are changing and will continue to change because the society which supports, uses, and ultimately controls the educational system is changing. It will be best if the academic community itself gets to work on the issues and takes full leadership in planning and implementing the kinds of educational innovation required by diverse categories of post secondary students. (Houle, 1973, p. 186.)

Despite the problems that must be faced concerning the external degree, one must surely recognize that the need is great and that the need can be met. Houle puts this in proper perspective.

Nothing is ever created and perfected at the same moment--and so it will be with the external degree as it moves into the third phase of its development in the United States. We shall make some mistakes, said one program director, we shall enroll some people we should not enroll, and doubtless, we shall award some degrees we should not award. And so, he concluded, we shall be admitted to the great brotherhood of higher education. (Houle, 1973, p. 146.)

Techniques and Instruments

The external degree helps many people meet their need for a meaningful learning experience. The most valuable learning device is a book, but many other teaching techniques and instruments are being utilized.

Education involved in both internal and external degree programs tends to explore new devices and learning strategies. Many rely heavily upon student projects, student participation in community service for learning and credit, and independent study. During the 1960's, closed-circuit television and tape cassettes came into use. It is emphasized that radio still plays a part in education. The newspaper also plays a role. Audiovisual aids such as photographic slides are used in instruction. The computer is another powerful instrument at the disposal of educators. Some universities combine several of these systems.

Lorne A. Parker discusses how the University of Wisconsin uses the Educational Telephone Network and Subsidiary Communications Authorization (ETN-SCA) to provide graduate credit courses to students in various Wisconsin communities. He explains that lectures are transmitted by way of ETN-SCA to students at participating campuses. The professor has two-way communication with all students. Slides, films and other materials are mailed from Madison to each location in advance. Student activities and class presentations are interwoven with lectures to form a comprehensive experience for the students. Parker states that

the real significance of ETN-SCA as an educational medium is not in the statistical analysis but rather in its capabilities: It provides for truly "continuing" education, enabling participants to receive limited amounts of information frequently There is great economy in time and money for the participants

and the faculty Departments are able to reach entirely new audiences which had been neglected previously ETNSCA enables us to reach isolated professionals who would otherwise be in an educational vacuum The public relations aspects of the media are significant. The programs presented via the ETN-SCA systems offer tangible evidence that the University is vitally concerned with the day-to-day problems of professionals and consumers, as opposed to the more esoteric research which may eventually filter down to the local level. (Parker, 1974, p. 36.)

John McBrayer discusses C B E Technology--an approach to change as it relates to the University of Wisconsin systems. McBrayer states:

Both competency-based education and non-traditional learning promise movement toward a revolution in conventional education as it exists today Change through systematic development offers new exciting possibilities for our nation's traditional higher education system As history has shown, the universities of today will change by design or default University change will be less controversial when "change" is always interpreted to mean planned systematic developments for university improvements. (McBrayer, 1978, pp. 184-185.)

Ruth Weinstock elaborates on a special educational need in Wisconsin and how that need is being met.

Ninety-five percent of Wisconsin's population is concentrated in the southern half of the state. In thirty of the state's counties, the density is two people per square mile. Some residents would have to make a 100 mile round trip to get to the nearest campus. Or professors would have to ride a circuit of many locations to bring instruction to the hinterlands. Aside from their distaste for doing so, the waste of time involved, Wisconsin's very cold weather six months a year makes travel difficult Through the ETN system, not only are residents everywhere within easy reach of classrooms, but particular and even unusual interests can be served. (Weinstock, 1975, p. 5.)

This is accomplished through telephone outreach. Michael Moore elaborates on this subject.

Is it likely that, in a few years, Open University undergraduates and continuing education students will be able to participate in telephone tutorials in a huge nationwide system, using private lines and special amplification equipment? Looking beyond the immediate future, he suggests that the logical development of today's distance teaching systems might be an international network based on satellite telecommunications technology Why the telephone? Some of the educational attributes of the telephone are shared with other distance teaching media. Like correspondence instruction, radio, television, computers and print, the telephone provides opportunities for formal learning at a place convenient to the learner. It was used as long ago as 1939 in America to meet the needs of housebound and hospitalized students, and, as we have seen, it was the unwillingness of doctors and nurses to travel to classes which stimulated the development of Wisconsin's system. (Moore, 1981, pp. 24-27.)

Finance

Few financial guidelines are available concerning the external degree. In some cases the extension degree programs produce revenue for the college or university and actually help to support other parts of the system. Some external degrees are less expensive than internal degrees, while others are more costly. Cost accounting is difficult in that instructional costs for independent or self-directed study must be figured differently than contact hours between instructor and students in the traditional classroom situation. The claim that external degrees are less expensive than internal degrees has had political impact. Start-up costs often come from government or various foundations.

At times, an evening college offering an extension degree may have a lower tuition rate than an on-campus program. This can be explained by a heavier student load, lower paid faculty (most teach on a part-time basis), and auxiliary services such as libraries, counseling services, and audio-visual services are limited. Student expenses are less, since the student usually lives at home, travel costs are minimal, and he usually maintains his employment. Conversely, grants and fellowships are not usually available. Houle elevates this matter to a realm above the dollars and cents issue.

In national terms, the issue is not one of immediate cost but of ultimate gain. Even if the addition of the external degree requires funds which otherwise would not be spent, it provides a substantial education to countless students who would not secure it otherwise. Leaving aside . . . all the personal satisfactions and rewards which come with the possession of a degree, its provision by society is a capital investment which will return substantial dividends both to the individual and to society. If external degrees enable those who otherwise would be denied an education to receive it, the eventual cost of not providing such a degree is greater than the cost of having them. (Houle, 1973, p. 137.)

Faculty Support and Competence

Most administrators stress the importance of securing support of the faculty. It is pointed out by Houle that institutions of higher education have two internal systems of power, the administrative and the academic. He cites three diverse examples:

The director of one adult degree program reported that it was approved by the major policy-making body only over strongly voiced opposition Presenting specific and empirical evidence doesn't seem to shake this vague uneasiness. The fact that our people perform as well as and often better than the regular students in Arts and Sciences doesn't seem to shake these people from their assertions that our students are not first rate. (Houle, 1973, pp. 141-142.)

Another director resolved the problem by getting the faculty involved. They became enthusiastic and supported the program. At first they viewed the program as a "maverick operation," but the innate quality of the program and the high caliber of students helped to assure the success of the endeavor. He cites yet another example where faculty acceptance of the external degree was won gradually.

There is always the problem of academic credibility--and it has been the primary problem. We approached it in several ways: first of all, we said that this program had to be more academically sound and stronger than ongoing programs because it's going to have to stand up against more careful scrutiny. So we began to develop procedures whereby we could hopefully insure that kind of credibility. This meant getting our faculty very much involved, with the faculty essentially making primary policy decisions and some of the routine decisions. We were also concerned about getting our procedures integrated through our regular recording system and our regular graduation procedures and so forth. We began by developing a program that was quite independent as far as administrative details were concerned Then after we got it operating with a few courses, we began a process of integrating these procedures into our regular procedures. (Houle, 1973, pp. 142-143.)

Houle addresses the question of the faculty ability to meet the unusual requirements inherent in the external degree program. The issue of faculty competence must be

confronted. They should be selected carefully. Sometimes further training is in order. At times "regular" faculty teach in the external programs. Many people question whether faculty members in existing colleges can adapt to the new demands. Houle discusses this candidly and with insight.

Many who ask if faculty can carry out the demand imposed by the external degree have in mind a stereotypical faculty member who drones on to a captive audience of restless young people who could never capture the minds and imaginations of students in the external degree programs Faculty members vary greatly in their capacity to adapt to new audiences, new methods, and new formulations of content. Many already work successfully with groups of adult students either as part of their university duties or independently, and there is no apparent reason why they could not serve and would not welcome an external degree program which would offer them a unique challenge. (Houle, 1973, p. 144.)

Resident or Collegial Experience

One aspect of the external degree that warrants attention is the question of residence or collegial experience. At times this is regarded as a major difference between internal and external degrees. Some believe that it is essential that students and professors work closely together in a university setting. This idea seems to be of less importance now than it was a few years ago. Many American students who are enrolled in internal degree programs have little contact with professors or other students except in the classroom. Many ride the bus to class, study in the library and then return to their homes. Some external

degree students meet on the home campus on weekends merely to meet the residency requirements. They have little or no contact with other students nor with professors other than the ones teaching their particular classes. Historically, residence provided supervision for young students. It was viewed as a step between sheltered home life and full emancipation to the outside world. This possible benefit would not apply to students who are long past adolescence.

Closely related to the question of residency is the question of depersonalization. There is a fear that this may result when students are geographically remote from counselors and mentors. Houle suggests a remedy for this possibility.

The only real safeguards against the loss of personalization lie in designing and financing programs which allow for a great deal of contact between teacher or counselor and student and which make use of vigilant administrative pressure to be certain that student learning needs are met Sometimes systems can be established in which a machine alerts a mentor, a counselor, or an administrator that a student is in trouble, but ultimately humans must be helped by other humans. (Houle, 1973, p. 162.)

Ultimate Impact

It is important to consider the ultimate impact of the external degree programs on institutions of higher learning. Some will be strengthened by these programs and may even survive because of them. Others will be weakened by them. Some institutions that have well-defined programs with

adequate numbers of applicants and secure finances will not be greatly affected by the external degree. Houle suggests that institutions may benefit from external degree programs in less tangible ways.

The external degree can have a positive influence on institutions in two distinct ways: by reaching new clientele, and by encouraging students who drop out of internal degree programs to continue their education in external degree programs Internal degree programs may be enriched and given new vitality by the external degree. The latter can introduce new contents and methods; if they succeed, they can be used "on-campus" thereby continuing the long tradition of innovative-ness Less tangibly, the teaching of adult students may have a wholesome effect on faculty members who would otherwise have contact with only inexperienced late-adolescents. A forty-year-old brings to his study a depth of experience which a twenty-year-old cannot match: teaching adults may help shake a faculty member out of orthodox and routine ways. (Houle, 1973, pp. 170-171.)

Summary

Bruce Hamilton suggests that more flexible attendance programs coupled with the use of media contribute to the trend in graduate education of broadening the mix of individuals seeking advanced degrees. His summary reinforces the research presented earlier in this dissertation.

In sum, graduate education in the United States is in a period of cautious change and reassessment, in part stimulated by the often discussed forces of state and federal government cutbacks, student dissatisfaction, and a slowdown in the higher education growth curve. In large part also, the uncertainty and willingness to reexamine old assumptions in graduate education have been caused by the bold departures from residential education represented by the Union Graduate School, the new extended and electronically aided external programs, and the open university concept. The ultimate success of these efforts will rest on the desire

of students to take more responsibility for learning and for the quality of their own work on their own shoulders, whatever the field. Our system has for too long been substituting the presumed convenience of on-campus sequential course work and the constant support of close-by peers and faculty for motivation. Students certainly need some support and the more widely spread learning opportunities recommended by those in the non-traditional study movement. The changes and reassessments now animating American graduate schools will not only benefit students, but will also bring fresh opportunities for faculty to perform in a variety of professional ways. The effect will be salutary indeed. (Hamilton, 1973, p. 491.)

Dale Brubaker and Harold Snyder echo this idea.

The essence of a rich doctoral education is to experience many and different modes of inquiry after which new creative syntheses are formulated and assessed. This is the difference between a work of art and something produced in a mill. (Brubaker and Snyder, 1986, p. 6.)

The findings in the review of literature indicate that the movement toward greater use of the external degree is a viable vehicle for meeting a widespread need.

Persons engaged in educational administration should make serious efforts to eliminate or minimize the flaws in these programs. Conversely, it is vitally important to conserve what has proven to be effective.

The following four chapters of this dissertation present composite portraits of the four groups of subjects studied: first cohort (female), first cohort (male), second cohort (female), and second cohort (male).

The researcher will place each group in a typical setting. Comments from the various participants will be derived from the vignettes, in-depth taped interviews, and the researcher's journal. The data will be collected over a period of eighteen months. This should ameliorate the effect of a particular mood. Redundant information will allow the same issues to be viewed from different perspectives.

CHAPTER III
PORTRAIT OF FIRST COHORT--FEMALE

There is a distinct hint of autumn in the crisp mountain air. The cloudless sky reminds one of the poet's reference to "October's bright blue weather." It is three o'clock on this sunny afternoon. Activity on the campus of the University of North Carolina at Asheville has decelerated after the frantic pace of the morning and early afternoon. UNC-A students are gathered in small groups on the quadrangle relaxing after the day's classes.

One group of students has congregated on the steps of Ramsey Library. These seven women are enrolled in a doctoral program in educational administration at the University of North Carolina at Greensboro. Most of their classes are held on the UNC-A campus. Since these students live within a sixty-mile radius of Asheville, they are able to work toward a degree while maintaining full-time employment as administrators.

Their work day began early this morning. This brief meeting has come to serve as an interlude--a transition period between the workaday world and the six-hour class that will begin at four o'clock. Because of common interests and common concerns, this has become a cohesive,

supportive group. Each member feels free to vent frustrations, share pride of accomplishment, ask for help, and offer encouragement. Dot is the last to join the group.

DOT: Once again, I have been unable to find all the reference materials I need. I was able to locate some material, but the rest will have to be ordered through inter-library loan.

ANN: Allow at least a week to ten days.

KAY: This is a real problem. It seems that something could be done.

EVE: I understand that UNC-G has provided UNC-A with some material.

LIB: Perhaps, but it never seems to be what I need.

JAN: I have used the UNC-G library very little. Since it takes three hours to drive to Greensboro, I seldom get there in time to go to the library before class. When I do check something out it is automatically overdue before I return the following month.

BEA: I don't even have an I.D. card. The office is always closed when we are there. It seems that some sort of deal could be worked out so that UNC-G would honor UNC-A graduate center I.D. cards.

ANN: Yesterday I received my canceled check for tuition and fees. Just looking at it made me angry. We paid a total of \$1,620.00 the first year, not to mention the expense of driving back and forth.

KAY: The thing that makes this so unfair is that the second cohort has students who are politically influential. They complained and got tuition lowered to one-third of what we pay.

EVE: I resent this, of course, yet when I look at the other side of the coin, I must admit that it is a small price to pay. I cannot afford to leave my job to study full-time on campus.

JAN: That's true. One thing I appreciate is that the professors allow us to use paperback books whenever possible. That, plus the fact that they bring the books to Asheville, saves money for us.

- LIB: I agree with all that, but I am very bitter about the whole financial deal. I suppose I always will be.
- BEA: We are being charged activity and health fees. Since we are not on campus, we will never use these services.
- DOT: I called the registrar's office about this. The person I talked with suggested that I ask the department chairperson to write a letter to the associate dean explaining that I live more than fifty miles from the campus and request that the fees be waived. In the event that the associate dean should agree, the letter would be sent to the dean. Upon approval, the registrar would be informed. The registrar could then authorize the person I talked with to refund the money. It is not worth the time and effort to go through all that trouble. Unless my feelings change drastically, I will never write a check to the Alumni Association.
- LIB: I was disappointed when my written assignment was returned last week. I admit that I didn't spend as much time preparing it as I should. I had hoped to revise it, but just didn't have the time. In any case, I feel that I should have received a higher grade than B.
- DOT: I spent a lot of time on mine and still just received an A-.
- JAN: I expected more than an A- also. However, I realize that when we submit a first paper to a professor, we are playing a guessing game. We can't be sure just what the professor expects.
- EVE: That's very true. It appears that each professor stresses something different.
- ANN: This professor reads our papers carefully. The notes he made in the margin prove this.
- BEA: Yes, I appreciate that. After spending a lot of time writing a paper, I like to be assured that the professor will read it.
- KAY: If something is grammatically incorrect or if an idea is way off base, I certainly want that pointed out. All the way through my paper, he made suggestions that perhaps this would have been a better word--that would have been a better word. It was entirely subjective. I was very irritated.

LIB: I feel that my writing is much improved. It has been awhile since I have been in school. I am now writing more concisely, more precisely, more simplistically.

EVE: I find this to be true. This will help tremendously when we write our dissertations.

JAN: I always feel uncomfortable when I leave school early. My assistant principal is very capable and conscientious, but I just feel that I should be there until the school buses have returned and I know the kids have arrived home safely.

LIB: I feel guilty about coming to class tonight. My youngest daughter is in dance recital. She has practiced for six months. Of course her father will be there. She says she understands why I can't be there, but I know she is hurt.

DOT: I can identify with that, Lib. Last week my son was ill--nothing serious--just a sore throat. But he was so uncomfortable. To make bad matters worse, my husband had to work late. I could not afford to miss class, so I arranged for a neighbor to sit with him. I had trouble concentrating in class. I called home during break. My husband had arrived home by then, so I felt a little better. Our professor overheard me talking about it and offered to allow me to leave early.

EVE: Our professors treat us like family. I really appreciate that. At times I feel guilty, also. I don't have children, but it has been months since I have seen some of my very best friends. It seems that each week I have to reorder my priorities. I have to sacrifice so many things that I would really like to do.

KAY: I try to keep the end-result in mind. By the time we have earned our degrees we will have grown tremendously, both personally and professionally.

BEA: It will do a lot for my ego. I am going to have Dr. printed on my checks and I can hardly wait to get my first letter addressed to Dr.

ANN: Look at the time! Let's not be late for class.

As the students rush to class, they meet some of the men who are in the first cohort. The women wonder if perhaps the men share some of their concerns. Since our society is becoming more androgynous, this is a distinct possibility. Chapter IV will focus upon the perceptions of the male members of the first cohort.

CHAPTER IV
PORTRAIT OF FIRST COHORT (MALE)

The hostess greets ten men as they enter the bar at a hotel in Greensboro at 10:30 p.m. She recognizes them since they patronize this same hotel each month while attending classes at UNC-G. She has the tables rearranged so that they can sit together.

ART: It seems so good to be able to relax. My day began at 4:30 this morning. I had to finish typing a paper for our class. I went to work an hour early so that I could take care of some paper work before the students arrived. Our principal is out of town. As assistant principal I am in charge in his absence. This was one of those days when everything that could go wrong, did. Several parents came by to protest the no smoking rule. The telephone rang constantly. A student injured her knee. I had to take her to the hospital for treatment. There was no time for lunch since it takes three and one-half hours to drive to Greensboro. I was ten minutes late for class.

CAL: That sounds very much like my day except that mine started a couple of hours later than yours.

LEE: I took a day of annual leave. I must leave at noon in order to get to class. Invariably, I get involved in something and am unable to leave on time. I resent using annual leave for this purpose. However, it did allow three hours of study time. I really needed that.

DAN: I'm grateful for the opportunity to earn a doctorate while maintaining full-time employment. Certainly, I could not do it otherwise, but I can't help wondering . . . Is this residency really necessary?

GIL: It is my understanding that it is a requirement of the university.

IAN: Yes, actually we are fortunate in that we must come to Greensboro only once each month. It could be a lot worse.

BEN: Of course we are willing to do whatever is required but I agree with Dan. I am not sure that it is really necessary.

HAL: I have been thinking about that. Last month it was snowing when we came down. That made me think about it even more. We are all administrators. Let's analyze the situation. Let's look at it from the standpoint of the university. What are the advantages and disadvantages?

KEN: From an economic standpoint, they have to open Curry Hall on Friday nights and Saturdays. This increases costs of utilities.

JIM: That's true, but they don't have to pay travel costs for professors.

BEN: Yes, but the professors have to work on weekends. I'm sure that they would prefer to spend that time with their families. I haven't heard them complain but you know how we resent meeting on week-ends. I'm sure they feel the same.

CAL: What are some of the advantages and disadvantages for students?

ART: It certainly is expensive. Even with an executive rate we pay close to fifty dollars per night here at the hotel. Then there is the cost of meals and car expenses.

GIL: Then too, we have to take annual leave--at least a half day if not a full day.

KEN: Actually, we don't take part in campus activities. We rush to get here in time for class. We have the same professors we have in Asheville. The only difference as I see it is, that we meet in a different room.

JIM: A couple of times, professors who teach on campus came by to speak with us. That was nice.

IAN: We are not here long enough to use the library or even see the rest of the campus. Certainly there is not enough time to take advantage of cultural activities. I would like to see a play or attend a concert but that is out of the question.

BEN: It's always so frantic. We rush to class, rush to dinner, rush back to class. At 10:00 p.m. we drive to the hotel, maybe take time for a drink, go to our rooms, unpack, take a shower, go to bed, sleep a few hours, get up, get dressed, pack, rush to breakfast, rush to class. Six hours later we drive three or four hours and arrive home completely exhausted. A residency should mean more than this.

LEE: Even if the program administrators agree with us, I'm not sure they can alter the situation. It appears that a residency is required by the university.

DAN: Ellie is writing her dissertation on external degree programs. In her review of literature she learned that many universities waive residency requirements for their intact degree programs.

HAL: Maybe we should mention this. The program administrators may want to consider it.

JIM: Just think, this time next year we will have earned our degrees. I wonder how our lifestyle will change.

GIL: One way my lifestyle will change is that I will earn \$268.00 more each month. My wife is already planning how she will spend it.

HAL: I plan to retire in a couple of years, so the financial reward will not be all that great. I like the fact that I will have credentials that will make me a part of the academic community. I will enjoy being thought of as someone who has achieved a high level of education. Yes, I will enjoy that.

ART: My family is now helping me to survive the program. We are trying to survive it together. My relatives will be proud when I receive my degree. No one in my family has earned a doctorate. This makes it even more special. It is sort of like breaking new ground. I will be the first, but hopefully I will not be the last.

BEN: I want to be a superintendent. This will pave the way.

CAL: I hope to become a college professor. Perhaps this degree will open a few doors for me.

DAN: For me, the additional income will be important. My wife works full-time. We need her income right now. After I get my degree, she can work part-time. This will allow her to spend more time with our children. I hardly spend any time with them now. I will try to make it up to them later.

IAN: My primary reason for participating in the program is for personal satisfaction. I want to prove to myself that I can accomplish this. At first, I was not at all sure that I could do work at this level. I am apprehensive about comprehensive examinations, but I feel that I can pass them, if not the first time, at least the second.

KEN: I suppose it is customary for mountain people to avoid the appearance of self-enhancement, but participating in the program makes me feel better about myself. I think it makes a difference in how others view me. I had planned to retire in three years, but now I'm not so sure. I may work several more years.

LEE: Earning the degree will give me personal satisfaction. We are going through this program as a group. I like the fact that two or three years from now I will be a part of what is a rather cohesive group that will perhaps represent a lot of the leadership in education in the western part of the state. It is really nice to become well acquainted with a group of people who are moving forward in their careers.

CAL: They are turning the lights off. I think that means we should go to our rooms.

These men have indicated that they feel fortunate to be included in the first cohort. Some of their friends have recently entered the program as members of the second cohort. The first cohort wonders if the experiences of this other group will be different from theirs. Chapter V will focus on perceptions of the female members of the second cohort. Perhaps patterns and trends will begin to emerge so that comparisons and contrasts can be delineated in Chapter VIII.

CHAPTER V
PORTRAIT OF SECOND COHORT--FEMALE

The first class meeting after Thanksgiving vacation is scheduled to begin in thirty minutes. Light snow is falling in the mountains of Western North Carolina. The four women in the second cohort are gathered in the lounge of Lipinski Center on the UNC-A campus. Usually they arrive thirty minutes before class so they can exchange ideas and offer encouragement. They have become a close-knit support group. This afternoon they are drinking hot chocolate to ward off the winter chill.

AMY: My husband left work early so that he could drive over with me. It is snowing rather heavily in the northern mountains. Even though we have four wheel drive, I feel much safer when he is driving.

NAN: If the roads are hazardous when class is dismissed at ten o'clock, I will spend the night in Asheville.

LIL: Even though I drive a jeep, I am thankful that we do not have to drive to the Greensboro campus this afternoon.

PAT: I live just a few blocks from this campus. You are welcome to spend the night whenever you feel that it is unsafe to drive.

NAN: That is comforting. We may take you up on that.

AMY: Now that Thanksgiving is past, we have only three weeks left in the semester. I don't see how I can get all this coursework completed.

LIL: For the first time since we were married, we went out for Thanksgiving dinner. I feel guilty about that. Thanksgiving is an important event in our family. Our extended family cannot always get together for Christmas, so Dan and I invite his parents and my parents for dinner. The children are home from school and it is always a gala event. This year I felt that I must use this short vacation to try to catch up on my class assignments. Dinner at the restaurant was nice, but the atmosphere was not the same.

NAN: My son and daughter prepared Thanksgiving dinner. Charred turkey is not so bad if it is smothered in gravy.

AMY: This was not a problem for me. It is traditional for us to spend Thanksgiving with my parents. We left early so that I could grind out a few more pages of my research paper.

PAT: I am very frustrated about this paper. I seem to have reached an impasse. I have a lot of data but am having trouble organizing it. I plan to talk with our professor tonight. Perhaps he will help me.

NAN: I resent spending as much time on an assignment as this "mini dissertation" requires. I don't resent the time spent on research or the time spent in writing. My paper will probably be over ninety pages long. I have enjoyed working on it and I have put a lot of work into it. I don't resent that, but I do resent the time spent on technicalities like footnotes at the bottom of the page. We are teaching kids technology. We are teaching ourselves technology. In word processing programs, it is so much less time-consuming to use end notes or the new short form. That really bugs me. I can't see why we learn technology if we can't use it.

LIL: I agree. We could spend our time more advantageously if we did not have to contend with this.

NAN: Right! I have spent at least ten hours putting this thing into the word processor trying to figure out how to get the footnotes at the bottom of the page. I will do it. I will cut and paste or whatever is necessary. But our time is so valuable. I would like to use it in the most meaningful way so far as the learning process is concerned.

AMY: I learn something from each written assignment. We are urged to "tighten" our writing style, to be precise, to be concise. I suppose this will help when we write our dissertations. I do feel that any creative writing talent I may have is being sacrificed. Maybe this is a trade-off, maybe it is necessary, I don't know.

PAT: There seems to be a lack of communication. I don't think we have been told everything we should have been told. There are so many questions. Every few weeks we meet with someone different and we learn something new. This is probably a result of the program being new. There have been several changes made. It would have been nice if someone had sat down with us in the very beginning and said, "This is what will happen, A B C D E. This is when you will do this, this is when you will do that." Just last week I asked our professor about our committee and he could not answer my questions. This is almost the end of the semester. We should know about something as important as the committee.

LIL: There has been some misunderstanding about the classes we will take this summer. I am not going to get bent out of shape about it. I will take whatever they teach. Some of us thought one thing and others thought another. I am still not sure who is getting what, when.

NAN: I think most of us are planners. With our lifestyles, we have to be. It is nice to know what is expected so that we can plan for it. I want an assignment in the beginning so that I can work on it without being rushed. I like to have things well organized.

AMY: Maybe some of our questions will be answered as we progress in the program. It would be very difficult for me to get through the program were I not to have the support of my family.

PAT: I agree. I think my husband will be just as proud as I will be when I receive my degree.

LIL: My children are supportive of me. I think my being in the program has had a positive effect on them. They appear to work harder and their grades certainly have improved.

NAN: I wish very much that my dad were still alive. If I do earn the degree, I would like for him to have known about it. Where I was born and raised, girls did not go on to school. He took a lot of talk from people. They said there was no need to send girls to school since they would just get married and have babies anyway. He said if he could provide me with a college education it would be like an insurance policy.

LIL: It is almost time for class. Let's not be late.

Each of these women feels better after having shared her feelings. It is still snowing, but they tend to forget about this as they settle down in class and participate in a very stimulating exercise. They wonder if perhaps their male counterparts share similar concerns about this program.

CHAPTER VI
PORTRAIT OF SECOND COHORT MALE

It is mid-afternoon on a hot day in June. The men in the second cohort gather outside Zageir Social Science building. Dark clouds in the north indicate that a summer thunderstorm is in the offing. It should provide relief from the oppressive summer heat. The UNC-A campus is quiet --very different from the frenzied activity of last month.

PAT: I expected this summer session to be difficult, but I was not prepared for last week. Six-hour sessions on three consecutive nights is more than difficult.

VAN: Think of it in this way: it will last only a few more weeks.

WES: That's true. However, some of us will have to attend classes during the latter part of the summer, since our Ed.S. has aged out.

MEL: The professors are very cooperative and understanding. The fact that assignments are due only once each week allows us to use the weekends to prepare for them.

NAT: Yes, it would be impossible were it not for that.

ROY: I was so mentally exhausted at the end of the third night that I hardly remember driving home.

TED: When I arrived home, I asked my wife not to talk to me. I needed some quiet time.

SAM: I keep reminding myself that all of this work will pay off if we can manage to survive.

TOM: I started graduate school twenty years ago. I had to drop out due to financial difficulties and family responsibilities. This program renewed the possibility of a lifelong dream for me.

NED: Time is always of crucial concern. I would hope that the professors would devote more time to sharing information through readings, lectures, seminars and so forth and less time upon writing. Writing is important but time-consuming.

RON: The requirements are rigorous but fair. I have always considered myself to be well-organized, but have had to become even more organized as I try to juggle and meet the demands of the program, my job, my church activities, my community responsibilities, and my family life. It is a difficult assignment, but it can be done.

COY: I have found participating in this program, as a group, has made each of us work harder to achieve. It is as though no one wants to let the group down.

ROY: The UNC-G program is unique. It provides an opportunity to actively exchange ideas, information, and strategies with other administrators throughout Western North Carolina.

ROD: This program has been both interesting and beneficial to me to this point. Each instructor has been interested in us as students but has maintained a respect for us as individuals and professionals. They have created a balance between theory and practicality that makes one's work usable each day. If we are able to continue along the same path, our horizons should be expanded, which, after all, is the purpose for this.

ZEB: The program is a challenging and stimulating experience for me. The challenge is that the content has expanded my view of the educational process, and challenges me to change or modify my behavior and attitudes. This is happening in the classroom with students and in planning sessions with teachers and administrators. I feel that this has made me more responsive in decision-making processes. The stimulation has come from the interaction with professionals who are energetic and on the move to improve education.

PAT: I think we are all grateful for the opportunity the program offers.

VAN: Yes. Convenience is the most important factor in my case. UNC-A is less than twenty miles from my home.

- WES: I really like the professors. They are good, high quality people. They have taught for a number of years and done a lot of writing on their own. They are interested in graduate students.
- MEL: I agree. Also, I like the fact that I am able to talk with other educators in the program about projects and things I am working on. They are very helpful. I like sharing ideas with them.
- NAT: Personal and professional growth are important to me. I feel that I am growing. This makes me feel good.
- RAY: The program is not very expensive, yet we are getting a degree through a quality program.
- TED: I was a bit disappointed with my initial interview. They held the interviews in Asheville. This was for our benefit, but it seemed that they interviewed too many people in one day. I did not get to discuss some of the things I would have liked to discuss. It was not what I had expected.
- SAM: Were you expecting a more in-depth interview?
- TED: Yes. After filling out all the forms, I just expected a different type interview. It was much more general than I had expected.
- TOM: I don't remember much about the interview, but I remember how happy I felt when I learned that I had been accepted in the program. At my age, to earn a doctorate will have some professional advantages in terms of the skills I will pick up. I think it will have some personal advantages in terms of future job-seeking.
- NED: Wes commented earlier about the quality of the professors. I might add that in my opinion, UNC-G has sent us the best they can offer. These professors not only have expertise, they have a great attitude toward working with those of us who must work for a living and have to look after a lot of things at home. They expect us to work hard, but they are considerate and not overbearing in their assignments.
- RON: I have been considering what the degree will mean to me personally. In a few years my children will be through school. If I have the degree, my wife and I will be free to choose the location we desire. I will have something to help me to get my foot in the door.

COY: This program has definitely influenced my philosophy of education. I am better able to sense what curriculum development is all about and how it is appropriate in different educational settings. I am more aware of the political forces in education. One thing that has had an influence on my philosophy is learning more about different leadership styles. My philosophy is still in the process of changing.

ROY: My philosophy has changed from the standpoint of the fact that I might have been too "natural" an operator. I did the things I felt good about doing and I did them in a manner that felt good to me. My style is changing based on some of the research and findings in these classes. I have become more analytic. However, I don't think I will lose that intuitive approach to things.

ROD: I am not sure that my philosophy has changed, but I am evaluating it. This started in the very first course I took. The instructor said this would probably happen. I took several ideas that were presented and tried to develop opinions of my own. My leadership style doesn't seem to have changed, but I am more aware of my style and different styles as well.

ZEB: I see our professor coming across campus. Let's settle down.

In Chapters III, IV, V, and VI perceptions of four groups of students have been considered. Chapter VII will focus upon perceptions of professors and administrators who are involved in the program.

CHAPTER VII

This chapter will focus upon the discussion of the results of the data obtained from professors, administrators, school superintendents, and legislators concerning their feelings about the Asheville Doctoral Program.

Securing support of faculty and administrators is vital to the success of off-campus programs. Unusual requirements are inherent in such programs. Overnight travel is often necessary. Maintaining a high level of interest and student participation in a four- or six-hour class session is more demanding than in a fifty-minute session. Faculty competence must be confronted.

In order to assure success the best on-campus professors must be sent into the market area. These professors must be venturesome and effect a balance between structure and flexibility so that people in the target area see them as experts who care. (Brubaker and Snyder, 1986, p. 5.)

The following comments were solicited from three professors who are involved in the Asheville Doctoral Program. (See Exhibit D.)

WHAT DO YOU LIKE ABOUT THE PROGRAM?

The purpose of the program is a good one, i.e., to improve the practice of educational administration in Western North Carolina. The faculty members that I work with are diverse, talented, and committed to doing a good job. Many of the students in the program

are very talented and you can observe their intellectual development throughout a course. I enjoy the opportunity to do something innovative and useful.

* * * * *

This program provides me with the opportunity for a new venture--a new challenge. I like the community, the sharing, the togetherness. This program is a living concept of teaming.

* * * * *

I like the fact that faculty members often travel together. This gives us an opportunity to get to know each other. It also provides us with "think time." It is important that we work this time into our busy schedules. I like the team concept. This teaming is necessary in this program. I see this occurring more and more in our on-campus programs. This is an unanticipated but delightful result.

WHAT DO YOU DISLIKE ABOUT THE PROGRAM?

The University of North Carolina at Greensboro has not supplied adequate financial support for the program. The students have no options for their cognate area. The students do not spend enough time on campus using the facilities of the UNC-G library. The program does not provide adequate opportunity for students to practice the administrative styles they are developing. The students have limited access to guest speakers and almost no interaction with faculty and graduate students outside of the Asheville program.

* * * * *

I find the travel to be exhausting. I regret the fact that students have no choice so far as cognate areas are concerned. Some students have designed their program to please professors rather than to be professionally responsible.

* * * * *

I regret the fact that the program will end when the third cohort has completed their requirements for graduation. I dislike the fact that all students must take the same courses.

WHAT CHANGES WOULD YOU MAKE IN THE PROGRAM?

I would require the students to spend all day Friday on campus so that they would have an opportunity to use the library. I would arrange colloquia so that the students could meet and hear all of the faculty members in the department and several from the School of Education. I would require the development of a sophisticated simulation that would give the students a chance to test what they have learned and receive useful feedback on their performance.

* * * * *

I would concentrate on sharper planning. The concept of "true team planning" would be incorporated. I would expose the students to a greater number of professors. This would be an advantage to the students when they select their committee members. It would tend to equalize the dissertation load among professors.

* * * * *

I would offer more choices so far as coursework is concerned. I would strive to make sure that students have the opportunity to meet and learn from a greater number of professors.

* * * * *

WHAT DIFFERENCES, IF ANY, DO YOU PERCEIVE IN STUDENTS IN THE ASHEVILLE PROGRAM?

The performance of the students in the Asheville program varies to the same degree as the students I have seen on campus. There are some outstanding students and there are some average students. What seems to set the Asheville students apart is their motivation and drive. This seems to be a good indicator of their long term success as administrators.

* * * * *

The Asheville students appear to be highly motivated. One indicator of this is their class attendance. They strive to complete assignments on time. They meet with professors outside class to strive to improve their performance. They are a cohesive group. They are anxious to help each other and try not to let the group down.

* * * * *

The Asheville students are highly motivated. Absenteeism is extremely low. They cooperate and work together as a group. Since they are employed full-time they have an opportunity to practice the theory they learn in class. They tend to learn from each other as well as from the professors.

DO YOU PERCEIVE THE ASHEVILLE PROGRAM TO BE A CREDIT OR A LIABILITY TO UNC-G?

I believe the off-campus program is a credit to the University. It helps the University meet its goal of service to the State. That is, if the program does what it is intended to do it should improve the quality of educational administration in Western North Carolina. The program should strengthen the image of UNC-G in the western part of the State. That is, if the faculty do a good job, people should be saying good things about the School of Education and the University. The Asheville program helps the University generate new knowledge. That is, some of the dissertations in each cohort will be unique and creative. They will add a fresh perspective to the field. Finally, if the program is done correctly, it will strengthen the credibility of the University with the public school community. That is, if we achieve our instructional goals, we will minimize the barriers between theory and practice.

* * * * *

It is a credit because we are able to serve students in the western part of the state. It presents a challenge for the professors.

* * * * *

It is a credit in that we expect approximately sixty administrators to earn doctoral degrees. They would not earn the degrees were it not for this program.

* * * * *

If this new program is to succeed, it is essential to have the support of area superintendents and state

legislators. Brubaker and Snyder cite this as a critical matter.

For our purposes it is simply important to note that no matter how reasonable a strategic plan was developed by professors and administrators at the University of North Carolina at Greensboro, this plan couldn't be implemented without political support from the area superintendents and their political representatives in the state legislature. (Brubaker and Snyder, 1986, p. 3.)

Responses from Area School Superintendents and State
Legislators

A questionnaire was sent to thirty-five superintendents and legislators in Western North Carolina. Twenty-three individuals, or 66% of the sample, responded. Their comments are as follows:

WHAT DID YOU EXPECT THIS PROGRAM TO ACCOMPLISH?

to provide an opportunity for residents of Western North Carolina to complete a doctoral program in education.

* * * * *

To meet the advanced education degree needs of Western North Carolina educators.

* * * * *

To allow students with family and employment responsibilities to further their education.

* * * * *

I am not familiar with the program.

* * * * *

I don't know anything about the program.

* * * * *

To facilitate graduate education with minimal inconvenience to people in Western North Carolina.

* * * * *

To provide an opportunity, not otherwise available, to obtain an advanced degree. This should benefit education in the western region.

* * * * *

When this program was originated several years ago, I expected it to furnish training at the doctoral level for those students in the Asheville area who did not feel able to travel to Greensboro or Raleigh on a full-time basis. This is a great opportunity for our people at home.

* * * * *

I did not have any expectations of this program. I now expect that some of our administrators will obtain their doctoral degrees through this program.

* * * * *

To provide a quality doctoral program in educational administration for Western North Carolina.

* * * * *

An increase in the number of earned doctorate degrees among school administrators in Western North Carolina and evidence of improved effectiveness on the part of these individuals.

* * * * *

To attract educators who for personal or professional reasons would be otherwise unable to engage in doctoral study.

* * * * *

More educators would immediately have access to a doctoral program.

* * * * *

To provide equal opportunities to those in the western part of the state to receive a doctorate.

* * * * *

To provide the opportunity for Western North Carolina education administrators to have a doctoral program in this part of the state.

* * * * *

I expected this program to be comparable to other doctoral programs in the major universities of our state. Students should have the same opportunities and responsibilities. This program should allow working educators to pursue a degree, but of the same quality as full-time students.

* * * * *

Just exactly what it has, as stated in your letter. However, I am of the opinion that even this arrangement does not afford opportunities to all who may desire a doctoral program.

* * * * *

Make available a doctoral program for Western North Carolina school administrators at a cost close to that the rest of the administrators in the state are paying.

* * * * *

I do not know about the program.

* * * * *

We expect that local residents would take advantage of the program and become better prepared for a more satisfying life.

* * * * *

To provide Western North Carolina with a greater number of highly qualified administrators and to improve the administrative abilities of many administrators.

* * * * *

To allow the people in Western North Carolina to earn an Ed.D. in school administration.

DO YOU SEE THE PROGRAM ACCOMPLISHING THIS?

Yes. (12 responses)

* * * * *

Program appears to be off to a good start.

* * * * *

So far.

* * * * *

We feel as if this program is accomplishing its objective.

* * * * *

Unknown.

* * * * *

It is difficult to tell at this time, since no one has completed this program.

* * * * *

Yes, but to a smaller degree than anticipated.

* * * * *

Somewhat.

IF NOT, WHY NOT?

There are some who have to work on weekends and cannot satisfy residency in Greensboro, who would like to be in the program.

DO YOU HAVE ADDITIONAL COMMENTS?

I support the external degree programs offered by N.C. State University, UNC-Chapel Hill and UNC-Greensboro.

* * * * *

UNC-G has been as cooperative and genuinely interested in this program as anyone could hope for.

* * * * *

Excellent program.

* * * * *

My only comment would be that I hope more of our bright students in the Asheville area will take advantage of this program. They stand to benefit greatly from participating.

* * * * *

This is an outstanding program. The cooperation from UNC-G has been excellent.

* * * * *

Understandably, more information is not available to me at this time.

* * * * *

I have some reservations about the ability of external degree programs to assure the quality research and high standards of scholarship expected of a doctoral program.

* * * * *

I think it is wonderful that this opportunity is provided for people in the far western district of North Carolina.

* * * * *

I am pleased this has finally been achieved. I hope it doesn't become too easy to receive a degree. I drove to ETSU and paid out of state tuition to get my Ed.D. and I feel that the requirements must remain tough. Good luck.

* * * * *

I feel that a permanent doctoral program should be established at one of our universities here in Western North Carolina.

* * * * *

Students should be required to do appropriate research in their areas.

* * * * *

I hope that in time our students in Western North Carolina will not have to travel to Greensboro to satisfy residency requirements, but rather do this at UNC-A or WCU. More students would then undertake a doctoral program.

* * * * *

Many local people could not obtain their advancement without this program. Their jobs and other obligations, together with the expense involved, would have denied many worthy people the chance to advance. Your letter indicates that at least in your case, the program is working.

* * * * *

I think the program is great. Administrators in Western North Carolina deserve the opportunity other administrators across the state have.

* * * * *

I chose to attend the University of Georgia at Athens because they offer all courses on campus on Friday nights and Saturday a.m. They do require three consecutive quarters on campus to meet residency requirements. This at a minimum of ten quarter hours per quarter. I feel that if UNC-G or any university does less, it would cheapen their program. A small price to pay for living in Western North Carolina.

The following comments are excerpts from an interview with the Director of the Graduate Center at the University of North Carolina at Asheville.

INT: Will you discuss the role you play in the Asheville Doctoral Program?

RES: The Asheville Graduate Center is charged with the coordination of all graduate programs on the UNC-A campus. We have approximately 850 students in the various graduate programs. We have approximately twenty graduate programs, but your program is our only doctoral program. In fact, it is the only doctoral program we have ever had here. My job is purely administrative. I work for the University of North Carolina General Administration and am not affiliated

directly with any university. Our office has no academic authority. This must rest with the university that brings the program here. They grant the degrees, therefore all academic decisions must be made by them. One of my responsibilities is to determine what graduate programs are needed in the Asheville area. When the programs arrive here, we play a coordinating, facilitating role.

INT: You certainly are providing a very vital service. What are some of the things you especially like about the Asheville Doctoral Program?

RES: I am very proud of the Asheville Doctoral Program. In my role as coordinator of all the graduate programs here, I see lots of programs from lots of universities so I have, in addition to my own teaching experience, a background by which to judge this. This is a well-run program that meets a very definite need in Western North Carolina. There are two things that I like most about the program. It meets the needs of Western North Carolina in two ways: it meets community needs in the sense that Western North Carolina needs more school administrators trained at the doctoral level and it is meeting the needs of the students in the sense that they are able to advance in their career based on this training. The students who are enrolled in this program are in very responsible positions. The other thing I like most is that this program is of very high quality. The level of instruction is particularly good. UNC-G, unlike the typical university, has used its own teaching faculty throughout this program. They send a good array of their own faculty. So often universities send weak teachers or hire adjunct faculty for off-campus programs. UNC-G has done nothing of the sort. They have sent their best faculty.

INT: I agree with you, and I appreciate your response. Perhaps there are things you dislike about the program.

RES: There are, indeed, and I am sure that the UNC-G faculty members are aware of these. When a program is taken off campus, there are certain compromises that must be made. You cannot duplicate your campus off campus. I have two areas of concern. There is little variety in courses offered. It is so expensive to deliver graduate level instruction off campus that you cannot offer a full array of electives. I am concerned that this group of students has not had

exposure to other graduate students. You have, no doubt, built friendships and networks that are most useful, but it would be of value for you to meet other doctoral students.

INT: I am aware of your experience in teaching in both on-campus and off-campus programs. Do you perceive a difference in students who participate in on-campus study as contrasted with those who participate in off-campus study?

RES: I do have some impressions about that. They are impressions from a lot of years of teaching on and off campus and from three years of coordinating off-campus programs. So they are impressions based on a fair amount of experience. In the areas of motivation and commitment, my overall feeling is that there is probably no difference. Some people have considered on-campus students to have a higher level of motivation, since they are willing to give up jobs, perhaps move to the campus and become totally consumed by the program. I felt that way in the past, but I am not so sure now. Off-campus students sometimes have certain life circumstances that make it impossible to live on campus. As I deal more and more with off-campus students, I am convinced that they are as motivated. They are demographically different. They are older. They hold positions of responsibility. Attitudinally I find a difference in a sense that off-campus students tend to expect more programmatic concessions. Not in the area of academic excellence--I don't see a tendency toward that at all. Off-campus students seem to expect a little more flexibility so far as deadlines are concerned. I don't see this as a personality difference. Their life circumstances cause them to need more flexibility, therefore they demand it.

In terms of performance, I would give a slight edge to the off-campus students. Off-campus students tend to have more highly relevant life experiences. This program is an excellent example of that. The students in the program have significant administrative responsibilities in their jobs. That is remarkably relevant. That gives them an edge over the typical student who has just received an undergraduate degree.

INT: From the standpoint of the university, you may wish to think only of this program or you may wish to generalize, do you consider off-campus programs to be a credit or a liability to the university?

RES: I believe this very strongly, I believed it as a department head, as a teacher, and as an administrator: off-campus programs are valuable. They represent one instructional area where the university clearly demonstrates its desire to meet the needs of the citizens of this state. This is the best example I can think of where the university reaches out to wherever people are who need its services and provides that service. This is a great area of service. The university can and should brag about it.

Any time a program is offered off-campus, there are risks. There are risks in several areas, but there are three major ones. There is some risk of sacrificing quality. A university must realize that as a danger and work very hard to ensure that the off-campus program is of the same quality as the on-campus program. Admission requirements, course requirements, reading requirements, they must all be considered. It is so expensive to offer variety so far as courses are concerned. One has to be very clever and resourceful to offer very much in the way of variety. One pitfall is that you can lose your shirt teaching off campus. You can't charge the students an arm and a leg, yet we have a responsibility to the citizens of North Carolina to use taxpayers' money wisely. That is a sticky problem that must be attended to.

INT: These are topics I have discussed with other professors and administrators. Perhaps there are other things you would like to discuss. Please feel free to do so.

RES: I would like to say this. The UNC-G program that you are enrolled in is the first doctoral program we have offered here. Everything that has happened in this program had to happen for the first time. A lot of quick learning had to take place. It was as though we had to build an airplane while flying it. A lot of trial and error behavior went on for awhile. Through all of that, what has evolved is a program that works very well. It fits an off-campus model very well. I am extremely delighted with the outcome. It is a huge success. This is due to the fact that the Greensboro faculty have been committed. They are wonderful people to work with. I hope that the model that has emerged is one that I can involve myself with both with other universities and with other programs with UNC-G.

INT: I hope that everyone's contribution to this dissertation can be used to improve these programs both here and elsewhere. I certainly appreciate your interest. My dissertation will be much better because of your input.

This chapter has dealt with information obtained from professors, administrators, school superintendents, and legislators. Chapter VIII will focus upon patterns and trends among these groups and the four groups of students portrayed in Chapters III, IV, V and VI. Viewing strengths, weaknesses, and suggestions for improvement from these varied perspectives will provide a solid rationale for programmatic changes.

CHAPTER VIII
PATTERNS AND TRENDS

Students, professors, administrators, and legislators agree that a doctoral program in educational administration that is accessible to residents of the western part of the state is long overdue.

According to surveys and needs assessments conducted by the Asheville Graduate Center, Western North Carolina needs more school administrators trained at the doctoral level and students need this training in order to advance in their careers.

The nature of this research dictates that most data be primary. Analysis and interpretation of data is predominantly of a qualitative nature. A quantitative measure employing a simple tally of specific concerns expressed by students in the four groups studied helps to delineate patterns and trends.

Analysis of vignettes and in-depth taped interviews will be treated separately.

These analyses were done by the researcher in collaboration with the dissertation advisor. This collaboration allowed the researcher to move "behind the scenes" to engage

in what Erving Goffman refers to as "backstage behavior."
(Goffman, 1959, p. 238.)

This added a new dimension--a new perspective that served to ameliorate inherent bias on the part of the researcher.

TABLE I
PATTERNS AND TRENDS--VIGNETTES

PATTERNS AND TRENDS	1st COHORT FEMALE N=7	1st COHORT MALE N=10	2nd COHORT FEMALE N=4	2nd COHORT MALE N=15
Geographic Convenience	6	3	3	8
Positive Group Feelings	6	5	0	7
Positive Comments (Professors)	5	7	2	12
Negative Comments (Professors)	2	0	0	0
Inequitable Cost	4	2	0	0
Lack of Study Time	2	2	0	3
Inadequate Library Facilities	1	1	0	2
Limited Choice of Cognate	2	1	0	0
Revise Sequence of Courses	1	0	0	0
Concessions May Weaken Program	2	2	0	0
Positive Comments (Courses)	2	1	2	2
Negative Comments (Residency)	2	0	0	0
Inequitable Requirements from Students	2	0	0	0
Guilt Feelings (Taking Time from Families)	1	0	0	1
Use of Paperback Books	1	0	0	0
Lack of Communication as to Requirements	0	1	0	0
Courses Too Theoretical	0	1	0	0
Too Many Written Assignments	0	1	0	0
Inter-University Rivalry	0	0	0	1

Analysis of Vignettes

The vignettes purposely were unstructured so as to encourage spontaneity and to elicit novel ideas. Professors allowed class time for students to write the vignettes. The first cohort wrote them near the end of a six hour class session. A written assignment had been returned earlier in the evening. Most students received lower grades than they had anticipated. This may have influenced attitudes expressed in the vignettes. The second cohort wrote the vignettes at the beginning of the first class session after spring break. This may account for the enthusiasm that is evident in most of these contributions. These students were in their second semester which may account for the fact that their vignettes were shorter than those of the first cohort.

Positive feelings toward classmates were expressed by most students (N=18). A number of factors contributed to this development. The professors from the University of North Carolina at Greensboro and the Asheville doctoral students formed what Sarason referred to as a core group. (Sarason, 1972, pp. 71-96.) This relationship was grounded in good will, enthusiasm, and optimism. What contributed to this? First, there is a natural tendency for a newly created setting to be viewed by its core group as superior to other settings. Second, core group members are not only

moving toward the creation of something new, but they are also "running away" from the unpleasantness in other settings. In this case some students were tired of being in a rut in work settings. Others were party to difficulties in their marriages and family situations. As core group members in the creation of a new setting, a new sense of mission and meaning was introduced into their lives. Fourth, facing new challenges and creating a core group "constitution" leads to a kind of renaissance of the spirit. (Sarason, 1972, p. 76.)

While comments concerning professors were overwhelmingly positive (N=26), a few students felt that some of the professors were not well prepared (N=2). The vignettes were solicited near the middle of the semester. Therefore, a professor's overall design for the course may not have been clear to the students. Indeed, toward the end of the semester some students told the researcher that their attitudes were more positive toward the professors.

Inequitable cost was a prime concern of the first cohort, as was a limited choice of cognate. Houle points out in his research that immediate cost must be distinguished from ultimate gain. (Houle, 1973, p. 137.)

When the first cohort students began their doctoral program, they certainly valued the ultimate gains from the

program enough to go ahead with it. However, when these same students saw the second cohort use their political skills to reduce the tuition by two-thirds, the immediate cost/ultimate gain distinction no longer held. Several students told the researcher that they resented the fact that the University made no attempt to explain the inequity. This apparent "non-caring" attitude appeared to be of greater significance than the financial aspect.

In personal correspondence with the researcher, Brubaker shared the following insight:

Disillusionment with limited cognate courses may be located in two places: the nature of off-campus doctoral programs and planning difficulties. It would be impossible to move all on-campus courses and professors to the off-campus site as the cost would be prohibitive. Thus, the only recourse would be to have off-campus students go to the main campus for cognate courses or lock step students in the off-campus center through the same courses taught by a limited number of on-campus professors. The latter was the decision reached by program leaders due to limited resources. The planning matter is more difficult to describe. During the first year of the Asheville program, on-campus professors were used to teach courses in Asheville. (Three Asheville program professors were not hired until the second year of the program.) Planning difficulties with regard to the cognate area were in part due to thin resources spread between the on-campus and off-campus programs. The first cohort also experienced the false starts and difficulties any "pioneer" group experiences. It was only after two years that Asheville program leaders created a curriculum in which students had a different professor for each course through the first two years of the program. (Brubaker, 1986.)

Inadequacy of library facilities was mentioned by both groups (N=4). UNC-G provided some materials to the UNC-A

library. Materials checked out of the UNC-G library were overdue, since students attended classes on campus only once each month. Inter-library loan was a feasible but slow process. Some professors assisted the students by bringing materials to the Asheville students when they taught on the UNC-A campus.

The first cohort expressed concern that should concessions be made for future groups, the overall program would be weakened. A major theme that emerged within the first cohort was personal pride of accomplishment. These individuals faced a difficult task. Through self-discipline, hard work, and personal sacrifice, they met this challenge. Several members of this group acknowledged that they feel justified in their desire to be recognized for this.

They stressed the importance of making certain that the academic community and the community at large be made aware, indeed, kept aware, of the high quality of this program. They urged that program leaders make every effort to maintain high standards for academic excellence. Should these standards not be maintained, the consensus was that the perceived value of all degrees earned in the program would be diluted.

TABLE II
 PATTERNS AND TRENDS--IN-DEPTH INTERVIEWS (TAPES)

PATTERNS AND TRENDS	1st COHORT FEMALE N=2	1st COHORT MALE N=3	2nd COHORT FEMALE N=2	2nd COHORT MALE N=3
Geographic Convenience	2	3	2	3
Positive Group Feelings	2	3	2	3
Positive Comments (Professors)	1	3	2	3
Inequitable Cost	2	1	0	0
Lack of Study Time	0	1	2	3
Inadequate Library Facilities	1	0	0	2
Limited Choice of Cognate	2	0	0	1
Concessions May Weaken Program	1	0	0	0
Positive Comments (Courses)	1	1	1	1
Negative Comments (Residency)	0	0	1	1
Guilt Feelings (Families)	2	1	1	3
Lack of Communication	2	2	1	2
Degree Enhances Career	2	2	1	3
Courses Theoretical (Positive)	1	0	0	0
UNC-A I.D. Be Honored	1	0	0	0
Self-Esteem, Personal Satisfaction	2	3	2	3
Broaden Philosophy	2	3	2	3
Humanities Approach Positive	2	0	0	0
Maintain UNC-G Standards	1	0	0	0
Choose Dissertation Topic Early	0	1	0	0
Too Much Written Work	0	0	1	0
Too Technical (Footnotes)	0	0	1	0
Second Cohort Resents Resentment of First Cohort	0	0	1	0
Updating Ed.S. Not Necessary	0	0	0	1
Shallow Initial Interviews	0	0	0	1

Analysis of In-Depth Interviews (Tapes)

The in-depth interviews were structured in the sense that the same topics were discussed with all participants. The researcher encouraged the participants to discuss additional issues if they wished.

There is redundant information, since those students who participated in the in-depth interviews also submitted vignettes.

All participants cited geographic convenience as one reason for enrolling in the program (N=10). Participants in the program hold responsible positions in the work force. Due to life circumstances, they are unable and unwilling to relinquish secure positions in order to attend school at a distant campus on a full-time basis. Despite modern means of transportation, the mountainous terrain in the western part of the state renders travel difficult or hazardous during the winter months.

Travel time is another critical factor. Most participants were willing to drive one or two hours in order to attend evening classes. In order to attend classes in the central part of the state, most would be required to drive three to four hours each way. This would not be feasible.

Positive feelings toward other group members were expressed by all participants (N=10).

Nine of the ten participants made positive comments regarding professors. Inequitable cost was a concern mentioned by three of five participants in the first cohort.

Guilt feelings concerning spending less time with families were expressed by both male and female participants (N=7). This could reinforce the theory that our society is becoming more androgynous. The consensus was that the guilt was ameliorated somewhat by the fact that the participants felt they were providing good role models for their children.

Enhancement of self-esteem and personal satisfaction (N=10) ranked slightly higher than career advancement (N=8) as reasons given for working toward a doctoral degree. This corresponds to the analysis cited earlier in Chapter II of this dissertation. Of the 1,070 people who replied to a questionnaire from the Regents External Degree Program, almost half cited self-evaluation and personal satisfaction as the primary reasons for seeking a degree.

All participants agree that their philosophy of education and of administration have been broadened or reinforced as a result of their participation in the program. They were challenged to re-examine their basic philosophy--to consider the philosophies of professors and other students. It was this introspection that resulted in an integration of

concepts that served to broaden and reinforce their philosophies.

Both cohorts cited lack of time to devote to studies as being a major problem. Although this was cited as a negative factor, unanticipated positive results emerged. Participants became better organized. They carefully reassessed and restructured their priorities. As the quantity of time spent with families and friends decreased, the quality of time increased. One student stated that "moments became more precious." This careful attention to time management will continue to serve the participants long after this program has ended.

The Asheville Doctoral Program in educational administration is a new venture for the UNC-G School of Education.

The Associate Dean and Director of Graduate Studies designed a survey to document perceptions of the program. (Haring-Hidore, 1986.) The same students who completed this survey participated in research for this dissertation. In the realm of program quality, students rated intellectual exchange, student satisfaction, and esprit de corps well above average. This redundant information lends credence to both research endeavors.

Professors who participated in the research cited student motivation as a prime attribute of the Asheville Doctoral Program. They enjoy the "team effort" that is so evident in their collegial experience. This effort encourages free exchange of ideas. There is a "built in" motivational factor in that each participant feels ownership in the endeavor and strives to make a real contribution to the total team effort.

Conversely, this concept could conceivably work against the professors. In the academic community, professorial norms are geared toward the recognition of individual achievement. For example, when a professor is being considered for promotion or tenure, a single-authored work is

valued more highly than is a co-authored work. The professors who were interviewed by the researcher view the advantages as outweighing the disadvantages.

The professors' major concerns closely parallel those of the students: 1) no options in cognate areas, 2) limited interaction with faculty and graduate students outside the program, and 3) limited opportunity to use on-campus facilities.

They perceive the program to be a credit to the University in that it helps the University to meet its goal of service to the state. One professor expects that the dissertations from students in this group will be "unique and creative" and will "add a fresh perspective to the field." Viewed from a pragmatic standpoint, approximately sixty administrators will receive doctoral degrees in educational administration as a direct result of this program.

The success of the Asheville Doctoral Program depends heavily upon the support of area superintendents and state legislators. Sixty-six percent of those surveyed responded to the researcher's questionnaire. They agreed overwhelmingly that this program is needed in the western part of the state. They conceded that the main purpose of the program is to enable participants to earn a doctoral degree in educational administration while maintaining full-time

employment. The vast majority of respondents are convinced that this is a quality program and that it is meeting its objectives. A few suggested that residency requirements should be more stringent, while others suggested that residency requirements be waived. One respondent stated that it would be advantageous to establish a permanent doctoral program at a university located in the western part of the state.

Input from the Director of the Asheville Graduate Center provides an additional perspective due to the unique role he plays in the Asheville Doctoral Program. His position is purely administrative. He is employed by the University of North Carolina General Administration and is not directly affiliated with any university. He coordinates approximately twenty off-campus graduate programs on the University of North Carolina at Asheville campus. This experience with a wide variety of programs uniquely qualifies him to evaluate the Asheville Doctoral Program.

He states that the program is meeting the needs of both the academic community and the students in the area. He applauds the fact that UNC-G is using its own faculty in the program rather than hiring adjunct faculty.

He recognizes the fact that no university can duplicate its campus off campus. His two major areas of concern are those shared by students and participants: lack of variety in courses offered and minimal exposure to graduate faculty and students outside the Asheville program.

In comparing performance of on-campus and off-campus students, he gives a slight edge to off-campus students due to their highly relevant life experiences.

He cites off-campus programs as a prime example of a university reaching out to serve people in all areas of the state.

This chapter has dealt with patterns and trends that have emerged among the various groups studied. This will provide a rationale for conclusions and recommendations to be presented in the following chapter.

CHAPTER IX

SUMMARY

The purpose of this dissertation was to provide a rationale for increasing understanding of the Asheville Doctoral Program in Educational Administration and to serve as a vehicle for program improvement.

Context evaluation was used to identify strengths and weaknesses in the program. Results provide a logical basis for adjustment of goals and priorities that need to be changed. An important objective was to help external audiences learn what is being done in the program. This will help them should they conduct a similar program.

Naturalistic inquiry employing a responsive approach resulted in a field-based case study. The researcher obtained redundant information in that the same issues were viewed from different perspectives.

A working assumption that guided measurement, analysis, and interpretation was that those persons interviewed would be reasonably open and candid. Anonymity was assured. The participants had a vested interest in program improvement.

The program was studied over an extended period of time (approximately 24 months). The researcher was in personal

contact with the case as a participant-observer.

The researcher's journal noted day-to-day changes in cognitions and attitudes expressed by participants. This served to ameliorate the effect of a particular mood.

The researcher collected and interpreted data while working under the supervision of a doctoral committee. Hypotheses were not stated in advance. Relationships among the variables were allowed to emerge naturally from the data.

All doctoral students participating in the program during the period of study were invited to submit vignettes expressing their feelings about the program. Ten students participated in in-depth taped interviews.

Information was solicited from university administrators, faculty members, area school superintendents, and state legislators.

The researcher employed a writing style similar to that of Sara Lawrence Lightfoot in her book, The Good High School: Portraits of Character and Culture. This literary style legitimized the use of both artistic and scientific approaches to the study. This resulted in an integration of the varied perspectives of participants in the program.

Human behavior is not totally determined, but is subject to moods and free will. Because of this, the researcher has moved beyond the conservative social science approach to educational research. While all aspects of human behavior cannot be scientifically measured, much can be learned from direct observation. Keller appeals to researchers of higher education to do just that.

Research in education is really closer to the researcher in history or anthropology in that it seeks to describe how people involved in a microculture, at a particular point in history, have chosen to act, and to surmise why they act as they do, and with what implications for society. So education researchers should never have opted to imitate the techniques of the physical sciences almost exclusively. (Keller, 1986, pp. 8-9.)

Data obtained through close observation provides a rationale for the conclusions and recommendations that follow.

Conclusions

The consensus is that the Asheville Doctoral Program in Educational Administration is meeting the needs of the citizens of Western North Carolina in two ways. It is providing the community with more administrators who are trained at the doctoral level. In addition, it enables students to enhance their career development by obtaining a doctorate while maintaining employment. This program helps the University meet its goal of service to the state.

Recommendations for Change (Programmatic)

- 1) On-campus and off-campus tuition fees should be identical. (Legislative action now assures this.)
- 2) Concerted efforts should be made to offer a minimum of two cognate areas for off-campus programs. This will require creativity and resourcefulness on the part of administrators, faculty members, and students.
Independent study should be considered as one means of meeting this need.
- 3) A council composed of representatives from administration, faculty, and students from each cohort should be formed. This body would consider issues concerning off-campus programs.
- 4) Residency requirements should be reviewed. A one- or two-week summer residency should be considered. This could shorten or replace the monthly visits to the campus that are now required. Advantages to a summer residency are enumerated as follows:
 - 1) Due to lower enrollment in summer sessions, dormitory space could be provided for off-campus students.
 - 2) Students would have the opportunity to live on campus and to participate in cultural activities.
 - 3) Courses offered during this session should be

planned so that students would have an opportunity to interact with faculty and students in doctoral programs in the School of Education as well as in other disciplines. An incomplete should be built into the course so that a final project could be completed at a later time. This project could be supervised by a faculty member of the student's choice. This experience should help prepare the students who work effectively with members of their doctoral committee.

- 4) A carefully planned orientation should be required. This would familiarize the students with the library and other campus facilities.
- 5) Since most school administrators have a lighter workload during the summer months, their supervisors would be more likely to approve educational leave.

Recommendations for Further Study

On the basis of the findings of this study, the following recommendations are made:

- 1) Further research should be undertaken to determine those factors which most significantly contribute to the success of off-campus programs.
- 2) Further research should be undertaken to study criteria for establishing successful off-campus programs in new market areas.

- 3) Further research should be undertaken to determine the difference, if any, in career advancement of individuals who earned degrees in on-campus programs as compared with those who earned degrees in off-campus programs.
- 4) This study should be replicated using subjects engaged in similar programs in other states.
- 5) A survey should be conducted throughout the University of North Carolina System to determine the need for more programs of this type, both in education and other disciplines.

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EXHIBIT A

STANDARDS FOR EVALUATION PROPOSED BY
THE JOINT COMMITTEE ON STANDARDS
FOR EDUCATIONAL EVALUATION

STANDARDS FOR EVALUATION

PROPOSED BY

THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION

Utility Standards

The evaluation will serve practical purposes.

Audiences will be identified so that their needs can be addressed.

The evaluator will be trustworthy and competent to perform the evaluation.

The information collected will be pertinent to the object of the evaluation.

The perspectives, procedures, and rationale used to interpret findings will be clearly described.

The evaluation report will describe the object being evaluated and its purposes, procedures and findings so that the audiences will understand what was done and why it was done.

Evaluation findings will be disseminated to clients and audiences.

Release of reports will be timely.

The evaluation will be conducted in such a way as to encourage follow-through by members of the audiences.

Feasibility Standards

The evaluation will be realistic, diplomatic and frugal.

The procedures will be practical. Needed information will be obtained while keeping disruption to a minimum.

Different positions of various interest groups will be anticipated so that their cooperation can be obtained.

The evaluation will produce valuable information and will justify the resources expended.

Propriety Standards

The evaluation will be conducted ethically and with due regard for those involved in the evaluation.

Evaluation reports will be open, direct, and honest. Limitations of the evaluation will be noted.

The evaluation will be designed and conducted so that the rights of human subjects will be protected.

The evaluator will respect human dignity and worth in interactions with other persons associated with the research.

The evaluation will be complete and fair in the presentation of strengths and weaknesses of the program.

Accuracy Standards

The object of the evaluation will be clearly identified.

The purposes and procedures of the evaluation will be described in enough detail so the adequacy of the information can be assessed.

The sources of information will be described in enough detail so that the adequacy of the information can be assessed.

The information-gathering instruments and procedures will be developed and implemented so as to assure that interpretation will be valid and reliable for the particular use.

Qualitative and quantitative information will be systematically analyzed to ensure supportable interpretation.

The conclusions will be justified so that the audiences can assess them.

EXHIBIT B

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
TOPICS FOR CONSIDERATION
FOR STUDENTS

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
TOPICS FOR CONSIDERATION

Reasons for Enrolling in the Program

Programmatic issues:

- What you like about the program
- What you dislike about the program
- Unresolved questions about the program
- Changes you would make in the program

Anticipated outcomes:

Project yourself ten years into the future. It is now 1996. Consider the studies you are presently engaged in . . . the degree you are working toward. How do you anticipate that this will influence your lifestyle, your vocation, your feelings about yourself, your family, and your community?

Philosophy of education:

Discuss ways in which your philosophy of education may have changed as a result of your participation in the program.

You are urged to discuss any other issues or concerns you may wish.

EXHIBIT C

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
COVER LETTER AND QUESTIONNAIRE
FOR AREA SCHOOL SUPERINTENDENTS
AND STATE LEGISLATORS

58 Larchmont Road
Asheville, NC 28804

I am currently enrolled in a doctoral program in educational administration. This program is administered by the University of North Carolina at Greensboro and the courses are taught by that faculty. Classes are conducted on the campus of the University of North Carolina at Asheville. Students satisfy residency requirements by attending classes on the Greensboro campus once each month on weekends for two consecutive semesters. The number of class hours is identical to those required of on-campus students. This unique schedule is advantageous to students who reside in the western region of North Carolina. This arrangement allows students to remain at home and to maintain full-time employment while benefiting by the same high quality program that on-campus students receive.

Because of the importance of this program to the residents of Western North Carolina, I have chosen to write my dissertation on external degree programs with a focus on the Asheville Doctoral Program.

I solicit your assistance in this effort. I am enclosing a questionnaire and a stamped, self-addressed envelope. I look forward to your response. Your comments will be confidential. I will provide you with an executive summary of the findings. Your knowledge and experience will make an invaluable contribution to this endeavor, and your input will be greatly appreciated.

Sincerely,

Eleanor R. Radford

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
QUESTIONNAIRE

1) What did you expect this program to accomplish?

2) Do you see the program accomplishing this?

3) If not, why not?

4) Do you have additional comments?

EXHIBIT D

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
TOPICS FOR CONSIDERATION FOR
PROFESSORS AND ADMINISTRATORS

ASHEVILLE GRADUATE CENTER DOCTORAL PROGRAM
IN EDUCATIONAL ADMINISTRATION
TOPICS FOR CONSIDERATION

Reasons for Your Participation in the Program

Programmatic issues:

What you like about the program

What you dislike about the program

Changes you would make in the program

Do you perceive a difference in students who participate in on-campus study as contrasted with those who participate in off-campus study?

If so, please discuss.

(You may wish to consider performance, attitude, motivation, etc.)

From the standpoint of a professor and/or administrator, do you perceive off-campus programs to be a credit or a liability to the university? Please explain.

Please feel free to discuss any other topics you feel are important.

VIGNETTES

The researcher has included all vignettes in the appendix, since there is no substitute for primary research data --data useful to this researcher as well as to others who may wish to research the same subject from a different angle.

VIGNETTES
FIRST COHORT
FEMALE

This program is a dream come true. I would not have been able to earn a doctorate in any other way. I especially appreciate the caliber of the faculty and their willingness to spend extra time in assisting the students. I appreciate the close relationships that have developed among the students. A spirit of helpfulness and friendliness prevails.

I suggest that at least two cognate areas be provided for future students. The residency requirement should be examined to determine if it is really necessary. Students should be encouraged to begin dissertations early. Copies of dissertations written by former students were most helpful.

I suggest that research and evaluation courses be offered early in the program so as to assist the student in writing for other courses and in preparing for dissertation.

Each course and each professor has helped me to grow, both personally and professionally.

VIGNETTES
FIRST COHORT
FEMALE

Probably I would not have been able to pursue a doctorate had it not been for the Asheville-based program. It is impossible for me to take a leave of absence from my position due to financial considerations and career considerations. There were few options open to me, given these limitations. Therefore, I was and continue to be grateful to UNC-G for the opportunity afforded me.

The advantages of the type program we have been exposed to are as follows:

- 1) The support we have experienced by having an intact group for the two years of study,
- 2) The geographic convenience,
- 3) The scheduling concessions which have been made due to the size of our group,
- 4) The carefully planned program, which allowed us to progress through a structured process.

Disadvantages are that:

- 1) We have had little flexibility in the choice of courses and professors,
- 2) We were not able to choose a cognate area,
- 3) Inconvenience of UNC-G library to Asheville residents,
- 4) Inadequacy of UNC-A library.
- 5) Lack of time to focus adequately on courses (a restriction resulting from full-time employment).

Professors in general have been courteous, considerate, and sensitive. The caliber of scholarship has been excellent. Course requirements have been stringent but fair. Professors have been available and receptive. The scope of the program is wide and varied.

Overall, I would rate the program excellent.

VIGNETTES
FIRST COHORT
FEMALE

Likes:

- 1) The main emphasis on my remaining in the UNC-G program at Asheville continues to be the support and encouragement I receive from Dr. Joe Bryson, Dr. Dale Brubaker and Dr. Harold Snyder.
- 2) The convenience of the program to me was the short distance to UNC-A for most classes.

Dislikes:

- 1) The difference in cost to first year students, \$90.00 per hour compared to the \$30.00 per hour to second year students.
- 2) The residency program demanding that we travel to on-campus courses is unnecessary and an added expense to students.

VIGNETTES
FIRST COHORT
FEMALE

The relationships formed through this program have been wonderful. I appreciate the friendship and support which I enjoy from the members of the group, as well as from most of the instructors. For the most part, the professors have demonstrated sincere caring and concern.

The program has not been easy, in that we all have full-time jobs with enormous responsibilities and most of us have families as well. I have found, however, that instructors have been understanding during times of hardship and very tolerant in respect to deadlines.

I have some serious concerns with some aspects of the program. The first, most obvious dissatisfaction has been with financial inequity which we have experienced. During our first year at Asheville, we paid \$90.00 per semester hour for a total of \$1,620.00 in tuition. The second group is paying \$30.00 per hour for a total of \$540.00. For the same amount we paid for one semester, they are receiving three semesters (18 hours). This year we are paying \$444.00 for one semester (nine hours on campus rate), but we must pay a health fee and an activity fee in excess of one hundred dollars. We should not have to pay either, since we do not reside on campus, but only come to campus once per month.

Another concern is similar to the "pioneer syndrome." (You can always tell the pioneers--they are the ones lying face down in the path with an arrow in their back.) We are going through the program first--being the risk-takers--and working out the "bugs." Future groups will have benefits (like the difference in tuition) which will make our degree less valuable in terms of being difficult to obtain. The rumor is that future groups will not have to attend class on campus at all, even for the residency. If a degree is easy to obtain, more people with lower standards will attend and the value of the overall doctorate will be lowered. If everyone has one, it is no big deal. When we entered the program the standards were very high. Is this still true?

Because I am not mobile, but must remain in Western North Carolina, I was extremely pleased when the doctoral program was offered in our area. Obviously, the members of

our class were equally anxious. I have to wonder if we haven't been victimized because of our enthusiasm.

VIGNETTES
FIRST COHORT
FEMALE

I am one of the "old timers," i.e., one whose sixth year degree has "aged out." The significance of this is the indication of how long it has been since I had been a student. I was appalled that I had forgotten how to "listen" for three hours at one sitting, instead of systematically tuning out by choice as we so often do in staff meetings.

Another shock was discovering that I had forgotten how to write for an audience who would appreciate reading an article written above a sixth grade readability level. This process of writing concisely, precisely, and simplistically in any school correspondence is necessary for completion of any request. It is in direct contrast to many of our assignments in the UNC-G program (and rightly so); the transition was quite difficult.

In reference to the quality of this program, the opportunity for advanced study and research has been made available to us. The process and dedication to obtain a "doctoral-level" degree is up to each individual. While this is true in most doctoral programs, there is much more room for flexibility in our program. Whether this will be a strength or weakness of this program remains uncertain at this time.

VIGNETTES
FIRST COHORT
FEMALE

I appreciate UNC-G bringing this program to Western North Carolina. I have enjoyed the quality of the students and the time spent working together. Several of the professors have been well-prepared for class, and their lectures have been intellectually stimulating.

I resent the cost of the program being so high last year. It has not been fair to have to pay student fees this year.

One particular professor has been totally unprepared for class. Time spent in his class has been wasted.

I appreciate professors using paperback books when possible and bringing them to us in class to purchase.

I do not think that requirements of the program should be changed for individuals because of their jobs as superintendents. The same amount of work and attendance should be required of everyone.

VIGNETTES
FIRST COHORT
FEMALE

Likes:

- 1) The satellite program has provided an opportunity for individuals in Western North Carolina to participate in a doctoral program.
- 2) The enrollment of a whole group pursuing the same purpose at the same time has provided an excellent support group and also the opportunity for future professional networking.
- 3) Two of the professors involved in the program have remained thoroughly dedicated to the quality and success of the program. Both have made personal sacrifices to maintain UNC-G level, quality courses that have been extremely worthwhile.

Dislikes:

- 1) Cost of the program is prohibitive--especially in terms of residency requirements (payment of full-time student without use of facilities).
- 2) A real lack of variety in course offerings has prohibited any specialization in cognate areas.
- 3) My major concern is the apparent deteriorating quality of our doctoral program. I want this degree to be meaningful to me both professionally and personally. I don't object to "stiff" requirements if work is relevant and challenging. Examples of where this is lacking are:
 - A) The six hours in which we are presently enrolled spring 1986 are totally meaningless--a total farce! One professor brings in a professor or other speaker each class meeting--no carry over--no relevance to course title--just a waste of time. The class professor puts forth no effort beyond showing up for class. In the other class we were required to purchase a \$45.00 book which the professor probably has not read. We are assigned to write essays each

week from questions at the end of the chapters. There is never any discussion of topics. Class time is spent giving more assignments, with no structure, and for which class has no background--or theoretical lecture which has no relationship to assignments--no attempt to communicate or react to student needs--just some indication of disgust with students' lack of knowledge. We are here to be taught! There is no evidence that this is ever going to occur.

- B) Lack of equity in student requirements; one student has been to class once this semester, yet brags that he receives "A's".
- C) The program is losing reputation rapidly, and I highly resent the time, effort, and aspirations which I have invested in it.

VIGNETTES
FIRST COHORT
MALE

The doctoral program is a pleasant experience with many frustrations.

The pleasant part of the UNC-G (Asheville) doctoral program is the friendships created by sessions in the classes. I am proud of the opportunity for growth that some phases of the program have provided. I have noted that the professors have been/are very proficient and understanding, understanding in that there is realization of the effort required to work full-time and participate in the program, proficient in the various areas of educational administration. Much of their information to me will help me to do a better job in my chosen area of work.

The frustrations I experience arise from the fact that I do not have all of the necessary time to read all of the interesting material that is presented in readings and bibliographies.

I applaud UNC-G and the persons or agencies responsible for the establishment of the program. It provides an opportunity to attempt the fulfillment of a lifelong dream.

If I had words to express to a group of students following me, it would be to make sure you are committed before you begin, because this will lessen your desire to "give up" and ease the pressure.

Words that I would express to the program formulators would be:

- A) Have good, interested, understanding instructors in the program.
- B) Provide an up-to-date and complete explanation of what the course of events are in the program. This should be done very early.
- C) provide a great deal of flexibility, but yet accountability, for the accomplishment of tasks.
- D) Work diligently to have adequate resources (library) available to the local areas. Many students need

access to materials that can only be found on distant campuses. This is especially true in relationship to doctoral level work expectations.

VIGNETTES
FIRST COHORT
MALE

The Asheville program has been invaluable. Without this program structure it would have been almost impossible to have attained a doctorate in Educational Administration.

The people who have brought us this program have been quality people. Their concern for us and the positive effects of the program have been outstanding and sincere, though at times I wonder if they realized that the group was trying to hold down full-time positions in public schools.

The aspect of this group being together as a class has been comforting when needed, and knowing someone else was going through the same thing was, in a way, motivating. It also allowed for close friendships to be gained.

Besides the cost of the program being too high, the only other negative thing to surface is that I really thought I was a top-notch administrator until I began this program. Finding out there is so much more to being an administrator and that I was not as good as I thought was disheartening.

VIGNETTES
FIRST COHORT
MALE

There are several things I like about this program of doctoral study. I feel that the program has given us very fine instructors who know how to lead as well as drive. I feel that they and the institution have maintained high standards. However, I am somewhat concerned that there may be pressures to lower these standards, especially in areas of admissions and residence.

It might be that the program could be improved if the course of study were planned and distributed over a longer period of time, so that one will not need to register for as many hours at one time. This would allow time for students to concentrate attention on each course.

My only regret is that the program did not begin several years ago so that it would have been of use to us at an earlier time in our careers.

VIGNETTES
FIRST COHORT
MALE

The program has exposed us to many good lecturers and has caused us to think more critically. It has also helped teach us to organize our thoughts and feel more at ease putting them on paper.

The program would be better if a larger number of faculty could be used in teaching the courses. We had the same people over and over. Not all courses were relevant to our needs. One course was a complete waste of time.

It was unfair to charge less tuition to the second group than to the first. We should be reimbursed for the money we were overcharged. Some of the books we were required to buy were never used.

We understood the reason for much of the confusion because we were the first group of this sort. I hope future groups will not feel the apprehension we felt due to the confusion.

The program is good for the western part of the state. It is the first time the university system has seen fit to offer us the educational opportunity the rest of the state has enjoyed for years. We appreciate the university offering this cluster group a degree program. It is a program of good quality and should help everyone who participates to improve professionally. The professors were helpful, caring, and supportive of the group and each person in it. The cluster situation created a support system within itself. Hopefully, the university will continue to offer a similar opportunity to people in Western North Carolina, for it is well worth the time and effort required to take advantage of it.

VIGNETTES
FIRST COHORT
MALE

I feel the doctoral program offered by UNC-G has been very beneficial for Western North Carolina and for myself. The program has offered courses that are relevant to all of the participants.

The selection of courses and professors has shown that UNC-G has taken much time in making sure that the students get the best possible education that is available in North Carolina.

I am glad that I was chosen as one of the first participants, and I am proud of the school of education at UNC-G for the time and effort they have put forth in this program to provide such a valuable course of study. Each of the professors has shown a genuine concern for each of the students in the program.

VIGNETTES
FIRST COHORT
MALE

I was very pleased that a program was offered in the area where I reside and work. This made it possible for me to achieve a goal I had set earlier in my life, before I became tied down with job, family and responsibilities. I was concerned about the residency requirement and how it was to be achieved, but was very pleased with the magnanimous way that those making decisions sacrificed to make the experience possible. I personally believe that the best program is still one in which the student works full-time on campus, but of course, few could avail themselves of this opportunity.

I see the greatest strength as my association with Drs. Bryson, Brubaker and Wright. The gentlemen furnished the credibility for academic standards and achievement to the program. Unfortunately, there was some filler which was not particularly stimulating in several other classes. This can be alleviated through better observation and evaluation by the dean and by the head of the department.

Although I have not personally heard any of these comments, it is generally discussed and believed by many that the class of candidates that follow us have a lesser opinion of the program. Some people have reported to me that the superintendents are often absent from class and brag openly that they do not have to attend. This feeling has caused a morale problem and should be addressed to determine the validity of the complaint, etc. I personally prefer to be concerned for the program as it benefits me. If there is specific transfer of knowledge and skills to my present position, then I feel that I have achieved something. It is for this reason that I cherish the time spent with Drs. Bryson, Brubaker and Wright.

Unfortunately, much of the curriculum has held relatively little value except to reinforce prior learning. Much has been quite useless for any practical purpose. I could be more specific on this, but I do not choose to be on this form.

VIGNETTES
FIRST COHORT
MALE

I like the feeling of friendship among the class members. I knew one person in the class before it started. Now I have nineteen new friends who are very supportive of one another.

VIGNETTES
FIRST COHORT
MALE

The doctoral program at UNC-G has been extremely beneficial to me. I have wanted to work toward a doctoral degree for a number of years, but could not afford to give up my job to become a full-time student. This is the only type of doctoral program which I would have been able to pursue.

The quality of the courses have varied, but most have been of very high quality. I feel that I have obtained valuable information from all of them.

I particularly like the fact that we have gone through the program as a group. That has provided for an openness and the development of relationships that normally does not exist.

VIGNETTES
FIRST COHORT
MALE

The Greensboro program is seriously flawed!! The structure of the program should be geared more to giving the candidates a more "hands on" practical approach to administering of an educational institution. Few, if any, of our professors have had any administrative experience.

At the same time, the flaws should not be considered so severe that the strength of the program is overshadowed. All the students in the program have grown intellectually as well as "introspectively." We have started looking inside ourselves professionally. We have come by way of the Greensboro program to realize that only by looking at our educational setting can we better the education for all children.

VIGNETTES
FIRST COHORT
MALE

My experience in the doctoral program has been much like experiences at other levels. Some professors have been more challenging and stimulating than others. Not since I attended a small junior college, however, have I experienced similar personal interest from professors. An unexpected pleasure has been an opportunity to attend classes and develop friendships with a group who took all classes together. We might have had a greater variety of courses had we attended the home campus, but we would not have had the special closeness with a group of professional leaders from our own locality.

A strong traditional argument in favor of on-campus degree programs is research facilities in the library. I have noticed that with mobility and technology usage customs have changed. I have checked out few books. I haven't occupied a single study carrel. I have, however, spent time in four different university libraries, made frequent use of photocopiers, computers and so forth. There is validity to the notion that graduate students benefit from a place in the academic community, but one does not have to be an on-campus student to research a topic adequately.

VIGNETTES
SECOND COHORT
FEMALE

I believe the UNC-G doctoral program to be of quality rather than simply courses to be endured. The diverse teaching styles of faculty serve as motivators to those in Cohort II.

I am honored to be a member of the group and feel that my personal educational (academic) growth has been tremendous.

I am looking forward to the second year of study, knowing that I can use the information rather than just storing boxes of materials in my basement.

Thank you for asking for this!!

VIGNETTES
SECOND COHORT
FEMALE

I personally feel that the Asheville Cohort is an innovative experience. I feel fortunate indeed to be a part of the program. It became an opportunity for me--that I had long dreamed of . . . and prayed for. Having a full-time career, children, and a home to maintain limited my opportunities for academic advancement which was feasible. I'm extremely grateful for this experience.

VIGNETTES
SECOND COHORT
FEMALE

I feel that we are very fortunate to have UNC-G bring the doctoral program to Western North Carolina. It is perhaps as high a quality program as the on-campus doctorate.

The professors are most effective in presenting the material. The courses should prepare each of us for the jobs we aspire to hold.

VIGNETTES
SECOND COHORT
FEMALE

The program has provided me with an opportunity I never expected to have. I wasn't sure when I went into it what I wanted. I am still not sure, but it doesn't bother me. Regardless of the outcome, nothing can be lost.

VIGNETTES
SECOND COHORT
MALE

The Asheville doctoral program is a challenging and stimulating experience for me. The challenge is that the content has expanded my view of the educational process, and challenges me to change or modify my behavior and attitudes. This is happening in the classroom with students, in the planning sessions with teachers and administrators. I feel that this has made me more responsive in decision-making processes.

The stimulation has come from the interaction with professionals who are energetic and on the move to make education better.

VIGNETTES
SECOND COHORT
MALE

The UNC-G doctoral program has been both interesting and beneficial to me to this point. Each instructor has been interested in us as students but has maintained a respect for us as individuals and professionals. They have created a balance between theory and practicality that makes one's work usable each day. If we are able to continue along the same paths, our horizons should be expanded, which, after all, is the purpose for this.

VIGNETTES
SECOND COHORT
MALE

The UNC-G Cohort II program is of a unique nature. It provides an opportunity to actively exchange ideas, information, and strategies with other administrators throughout Western North Carolina. While providing this interplay of ideas, it gives a more congenial hetero/homo genial exchange with like-minded, goal-oriented individuals.

VIGNETTES
SECOND COHORT
MALE

The UNC-A doctoral program provided through UNC-G is meeting a real need in Western North Carolina. The coursework is relevant and the professors are excellent. I have found myself being challenged, and believe I am a better school administrator because of this.

The requirements are rigorous but fair. I have always considered myself to be well organized, but have had to become even more organized as I try to juggle and meet the demands of the program, my job, my church activities, my community responsibilities, and my family life. It is a difficult assignment, but it can be done.

The main weakness of the program has been inadequate library access. This is being corrected and is already much better.

I have found participating in this program, as a group, has made each of us work harder to achieve. It is as though no one wants to let the group down.

VIGNETTES
SECOND COHORT
MALE

I think the doctoral program in Asheville is a great opportunity for WNC educators to get quality education at this level. Our professors have related theory and practice in a very stimulating teaching style. I have been pleased with the flexibility in assignments this semester, allowing us to explore areas of interest. The independent library research is very rewarding.

On the other hand, it is often difficult to maintain continuity when working on large projects because of the amount of time we must spend on our jobs. A delicate balance is often required, and the experience can tend to be overwhelming.

VIGNETTES
SECOND COHORT
MALE

I especially appreciate the opportunity to do the graduate work on a part-time basis and the availability of the program to Western North Carolina. I dropped out of Chapel Hill twenty years ago because of financial difficulties and the distance from my young family. The program renewed the possibility of a lifelong dream for me.

I have experienced some problems in finding time to meet course requirements, but have now adjusted other aspects of my life so that more time is available.

VIGNETTES
SECOND COHORT
MALE

The Asheville program is structured in an excellent manner. The program is beginning to come together as to the purpose of each course.

The instructors are prepared for each presentation and class members have a chance to discuss each issue.

The only problem that I perceive is that of locating needed material. Much material has been brought to UNC-A, but much of the needed material must be bought by each student or ordered through inter-library loan.

VIGNETTES
SECOND COHORT
MALE

The Asheville program is an excellent opportunity for a person who wants to pursue the doctoral program on a part-time basis. The distance in travel is as close as one can come without having to drive three hours.

The Cohort has a tendency to lend itself to a camaraderie in that all who began together have the opportunity to finish together. Each member of the cohort has a feeling of sharing with each other when they need ideas or have concerns--an excellent opportunity.

VIGNETTES
SECOND COHORT
MALE

I appreciate the opportunity to participate in the external doctoral program offered at UNC-A. My circumstances would not allow me to leave my position to take part in a program at the university.

The assistance, especially the suggestions relative to research, have been comforting and allayed certain fears that I brought into the program. The guidance given about libraries, etc. has been rewarding and fruitful. The "esprit de corps" is high and motivating. The staff quality has been a welcome and somewhat unexpected surprise.

VIGNETTES
SECOND COHORT
MALE

The UNC-G Asheville program has been very enlightening for me. I do not have the time to devote to this program that I need, but I still feel that I am getting a great deal of information from the classes. Even if I planned not to complete the program, I would go as far as I could with the classes for what is presented in class.

The three professors that I have had so far are outstanding. To me, that has been the best part of the program. The experience and expertise brought to class are truly outstanding.

The cooperation from all involved has been great. The whole program is just about too good to be true.

VIGNETTES
SECOND COHORT
MALE

A program like the Asheville Cohort is long overdue. This program has made available the attainment of a goal that otherwise I might not have been able to reach.

I have found the program to be challenging and the instructors to be excellent. The flexibility of the residency program is one of the strong points. I hope the program continues. I am sure it will be successful.

VIGNETTES
SECOND COHORT
MALE

I am very well pleased with the program. The professors have been very well prepared and most eager to be of assistance.

If I were to suggest a change, it would be a change in the class meeting format. Classes scheduled on Saturdays 9-12 and 1-4 would leave the evenings of the week for library work and other preparation.

VIGNETTES
SECOND COHORT
MALE

The external degree program offered by UNC-G is the answer to many prayers! Attending regular college classes on a remote campus is impossible for me, since I must remain employed.

The quality of the courses has been quite surprising and a delight.

One problem is the inter-university squabbles that develop because another has entered its territory. I can't understand why one, namely UNC Chapel Hill, is so darned "ornery" and another, namely UNC Greensboro, is so helpful and kind.

My wholehearted support goes to quality educational programs in external degree formats.

VIGNETTES
SECOND COHORT
MALE

I'd like to deal with impressions that have been discussed. From its inception, this doctoral program has had a lot of emotion on the part of Western North Carolina people. We have so long wanted "our program" that it is hard to believe that we could have the program and also have it so tailored to our needs, schedules, and personalities.

The spirit of cooperation that the faculty at UNC-G has brought to us gives all of us a feeling of warmth and an ever-growing identity with "our school."

The many hours of reading and writing seem secondary most of the time when one thinks of what so many people are doing for us. Upbeat is the term that comes to mind when I think of the doctoral program. I am a great advertiser for the UNC-G faculty and administration.