

BRIDGING THE GAP BETWEEN THE TRADITIONAL  
AND NONTRADITIONAL FACULTY AT  
MOUNT VERNON NAZARENE COLLEGE

by

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NONTRADITIONAL FACULTY AT MOUNT VERNON NAZARENE  
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Project Demonstrating Excellence

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## ABSTRACT

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This project examined the internal and external factors that fed the lack of understanding on the part of traditional faculty of the nontraditional degree programs at a small midwestern college to devise a plan to address the problem. This project attempted to design a plan to create an atmosphere of mutual respect, appreciation, and cooperation between the traditional faculty and nontraditional faculty.

The researcher conducted an investigation to determine the historical factors that contributed to the present attitude of the traditional faculty toward the nontraditional programs of the college and to ascertain some of the causes of the negative attitude that this researcher has observed. The researcher attempted to determine the effects of those attitudes on the nontraditional programs.

A multi-faceted approach to data collection was engaged including the researcher's participation within the setting. The methodology used in this project was archival, quantitative, qualitative and direct observation. This research was a descriptive exploratory study.

The researcher distributed 180 questionnaires, 53 by US Mail, and 127 on campus. Respondents returned 150 for a response rate of 83%. The response was 86% for those distributed on campus and 62% for those distributed through the mail. The faculty on campus returned all 127 surveys. Eighteen of the on-campus faculty returned the questionnaire completely blank.

The data showed that traditional faculty have a greater appreciation of and support of nontraditional degree programs. Faculty who have taught two or more nontraditional courses at the college had a greater appreciation of and support the nontraditional programs more than traditional faculty.

Respondents indicated, in open-ended questions, a desire for more information, communication, and interaction between the two faculty groups. Encouraging traditional faculty to teach, or at least observe, nontraditional courses should bring about the desired respect, appreciation, and cooperation between traditional and nontraditional faculty. Conducting regular faculty orientation informational meetings and encouraging traditional and nontraditional faculty to serve together on committees and joint projects will also help bridge the “gap”.

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## CHAPTER I

### INTRODUCTION

Bob Brower, Vice President for Innovative Studies and Development, and Paul Hoffner, Executive Vice President for Professional Development, at Mid America Nazarene College conducted two separate studies in early 1991. According to the Minutes of the November 7, 1991, Board of Trustees Faculty and Education Committee of Mount Vernon Nazarene College (MVNC), those reports showed clearly “that there were substantial numbers of working adults who would benefit from a degree completion program in business administration. Hoffner’s study, which was far more extensive than the one done by Brower, estimated that there were 610,000 adults who had from one to three years of college, residing in a beltway that includes Cleveland, Columbus, Dayton, and Cincinnati, Ohio” (Mount Vernon Nazarene College, Board of Trustees Minutes, 1991, p. 41).

Believing that “we have far more to offer in teaching from the perspective of Biblical principles and values than secular institutions can ever provide,” MVNC resolved at that meeting to approve a new Bachelor of Business Administration degree for adult learners over the age of 25 years. This degree was to be made available to nontraditional students only; traditional college students would not be admitted (Mount Vernon

Nazarene College, Board of Trustees Minutes, 1991, p. 40). The Committee chose the name The Executive Center for Lifelong Learning (EXCELL) for this new program.

The Board of Trustees addressed questions concerning whether this new program was within the scope of MVNC's mission and ministry at that meeting. Committee members raised questions regarding control of faculty and curriculum. The committee set the minimum age requirement to 25 to avoid an impact on traditional enrollment and planned the administrative structure to function effectively within the present structure. However, when the decision was presented to the faculty of the institution, according to the President of the institution, "it was presented in such a way that many of the faculty were opposed to the program from its inception" (E. L. Fairbanks, Personal Communication, February 12, 2000).

#### Statement of the Problem

Lynch and Bishop-Clark (1998) reported that most of the early literature predicted potential problems with the return of nontraditional students to college campuses. They indicated that faculty members held many negative perceptions about adult learners. These negative views included adult learners being anti-intellectual, overly practical, and resistant to change. These authors further contended that the demand of work interfered with studies. They believed that institutions offering programs designed for adult students had to lower academic standards due to the lack of requisite skills necessary for college learning.

Conversely, some faculty had the opposite perception and were afraid that adult learners were bright, challenging, and less timid than traditional students (Lynch & Bishop-Clark, 1998). Some faculty members felt threatened by these adult students.

Having worked at MVNC for three years, this researcher observed a gap between the traditional and nontraditional faculty. This researcher observed mistrust and a misunderstanding of EXCELL and a belief that it did not fit the mission of the college. According to Randall Wells, Associate Dean for Graduate and Adult Education, this mistrust apparently started when the leadership of EXCELL started rewriting the curriculum without going through proper academic channels (Randall Wells, Personal Communication, March 6, 2000). Following proper academic channels would be to get the approval and support of the academic department and division before making any changes.

In a meeting to enlist traditional faculty members' assistance in writing curriculum for a new course to be offered in the accelerated model, a faculty member asked if he was allowed to incorporate Christian faith into the curriculum as was done in the traditional program (D. Kennard, Personal Communication, February 2, 2000). This researcher proceeded to explain that the EXCELL program was a vital part of the mission of MVNC, and he was expected to develop the curriculum in a manner that integrated Christian faith and learning.

Many traditional faculty perceived the EXCELL program as inferior to the traditional programs. Comments questioning the validity of

providing instruction with less time in class were voiced from various traditional faculty. Several communicated with this researcher that they doubted EXCELL instructors delivered the same content in five weeks that a traditional semester program taught in thirteen weeks. Traditional faculty believe it impossible to provide the same quality instruction in twenty hours in class as compared to the traditional thirty-nine hours.

This gap appeared to be a significant obstacle in developing a mutual respect and understanding of instructional and methodological differences between traditional and nontraditional faculty. A lack of understanding between traditional and nontraditional programs hindered the mission of the institution. This apparent dichotomous situation had the potential to develop a negative atmosphere undermining the mission of providing a supportive environment. The researcher feared that students might develop a disjointed academic perspective if they perceive this lack of understanding between faculty members of traditional and nontraditional programs.

This lack of understanding had the possibility of affecting EXCELL's ability to expand its programs. Some traditional faculty questioned the appropriate fit of EXCELL into the college's mission. Yet, nontraditional student surveys and feedback indicated that the college's mission had consistently been furthered by EXCELL. The researcher believed that the lack of understanding between the traditional and nontraditional faculty derived from a concern that expansion and growth would negatively affect traditional programs. Through a concerted effort

of communication and understanding, it may be possible to bridge the gap.

### Background

Mount Vernon Nazarene College, a Christian liberal arts college, greeted its first students in October 1968. The College awarded its first Associate of Arts degrees in May 1970; in May 1976, the first Bachelor of Arts degree; and in May 1992, the first Bachelor of Science degree. The college awarded its first Master of Arts in Ministry degree in 1994 and its first Master of Arts in Education in 1997.

MVNC, one of eight Nazarene colleges and universities in the United States, with primary responsibility for sponsorship and support coming from Nazarene congregations is located in what the denomination calls the East Central Educational Zone, which includes Ohio, West Virginia, and the eastern half of Kentucky. The Higher Learning Commission: North Central Association of Colleges and Universities accredits the college. While much of the traditional, campus-based student population comes from this church constituency, the College is not narrowly sectarian, welcoming students of any race, religion, and national or ethnic origin.

The college's mission is to

seek to (1) provide a rigorous academic program that encourages scholarship, critical reflection, and problem-solving; (2) promote a distinctively Christian lifestyle within the Wesleyan evangelical tradition; and (3) offer a supportive

environment that inspires students to achieve their highest potential spiritually, intellectually, socially and physically, as they prepare for not only a career but also for meaningful service to God and humankind wherever their vocational choices under the leadership of God take them. This mission is fulfilled through campus experiences which personalize communication, living, and learning and is implemented through traditional and non-traditional programs leading to associate, baccalaureate, and graduate degrees (Mount Vernon Nazarene College 1999-2000 Catalog, p. 20).

Located on a picturesque two hundred eight acres among the rolling hills, which approach the great Appalachian range, in a city nationally heralded as an "All American City," Mount Vernon Nazarene College is part of a community of approximately fifteen thousand people and is the county seat. MVNC recently acquired another two hundred ten acre piece of prime bordering property for further expansion.

Accredited by the North Central Association of Schools and Colleges, MVNC organizes its curriculum into divisions and departments. Each division and department has a chairperson. As a liberal arts college, Mount Vernon Nazarene College's objectives include cooperation and correlation across disciplinary lines to achieve a unity of knowledge.

MVNC offers four degrees: The Associate in Arts (AA) degree in General Studies for individuals who plan to transfer to a four year program in the future; The Associate in Applied Science (AAS) degree in

eight disciplines; The Bachelor of Arts (BA) degree in 29 majors with 51 different tracks; and The Bachelor of Science (BS) degree in eight majors with 13 different tracks. Minors for the bachelor degree programs are offered in 32 areas (see Appendix A).

The college also offers four programs for adult learners: The Adult Studies for Christian Service Program, designed to assist ministers to meet the educational requirements for ordination in the Church of the Nazarene; The Executive Center for Lifelong Learning, Bachelor of Business Administration (BBA) degree; The Master of Ministry (M Min) program, a graduate program for pastors active in ministry (offered in modules on selected weekends); and The Masters of Arts in Education (MA Ed) with a major in curriculum and instruction, for teachers with current teaching licenses.

In September of 1993, MVNC opened the Executive Center for Lifelong Learning, a non-traditional Bachelor of Business Administration degree completion program. MVNC designed the program to accommodate working adults who either had earned a two-year degree or did not complete the requirements for a four-year degree. In 22 months, an adult student attending class only one night per week can earn a Bachelor of Business Administration degree.

The mission of EXCELL is to provide “an opportunity for adults 25 years of age and older to obtain a quality education in a learning environment that emphasizes Christian values and ethical standards. Within this context, EXCELL serves as a resource to adults striving to

enhance their personal and professional lives in a constantly changing world” (Mount Vernon Nazarene College, Proposal for Offering the Bachelor of Business Administration Degree at the Polaris Centers of Commerce, 1995, p. 7). The basic philosophy, according to the Proposal for Offering the Bachelor of Business Administration Degree at the Polaris Centers of Commerce (1975), is that it

Must offer not only a rigorous core of courses of a professional nature, but it must also provide educational experiences whereby students are able to develop an understanding of the basic principles of honesty, moral behavior, hard work, and Christian values as they are applied to the business world. The College believes strongly that adherence to these principles and values leads to positive change in the society in which we live. Modeling of these virtues by faculty and staff who participate in the program is vital to the success of the program. The intent of the program is to produce a well-educated individual who has more job skills to offer an employer, has a greater understanding of the importance of cultivating better relationships with family and associates, and is better equipped to advance professionally as opportunities arise. (p. 7)

With enrollment presently over 500, EXCELL is successfully meeting the needs of adult students while providing additional financial

support to the institution. "Nontraditional higher education has had a difficult and uncertain birthing" (Pierson, 1988, p. 21). EXCELL is no exception. It is this researcher's perception that in spite of its successes, EXCELL has its detractors: some of the traditional faculty, and even some nontraditional faculty, appear to not fully understand the *accelerated* model of EXCELL.

This researcher was a pastor in the Church of the Nazarene for eighteen years. Following those years of successful pastoring, this researcher taught high school for four years. Having received a degree twenty years earlier, this researcher earned a Master of Science in Education Administration and Supervision. At the same time, this researcher obtained certification as a public school administrator. Just before coming to Mount Vernon Nazarene College, this researcher was the principal of a high school.

This researcher assumed the position of technology specialist and Instructor for EXCELL in September 1997 and became the Director of Academic Services for EXCELL in September 1999. As Director of Academic Services, this researcher provides oversight of curriculum, technology, and instruction for the EXCELL program. This researcher searches for, interviews, and schedules, with the approval of the Department and Division Chairpersons, all instructors. The researcher schedules instructors and provides technology training while providing supervision to the evaluation of instructors.

## Research Questions/Project Objectives

The purpose of this project was to develop a plan to create an atmosphere of mutual respect, appreciation, and cooperation between the traditional faculty and the EXCELL (nontraditional) faculty. This project attempted to determine the internal and external factors which fed the lack of understanding to the nontraditional degree program and devise a plan to address the problem.

Questions that this project answered are:

1. What are the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program?
2. What historical factors contributed to the present attitude toward the EXCELL program of traditional and nontraditional faculty members of MVNC?
3. How does the attitude of traditional and nontraditional faculty members affect the EXCELL program at Mount Vernon Nazarene College?
4. How can mutual respect and understanding increase among traditional and nontraditional faculty members?
5. What measures will foster an appreciation of the philosophical and methodological issues associated with accelerated adult learning?

## Description of Terms

The researcher defined many of the terms used in this project, as the researcher understood them and as MVNC uses them. The

researcher attempts to define the terms used here, as faculty in the broader scope of higher education understand them.

Accelerated format. Accelerated format is a way of offering instruction that requires less time in the classroom, but requires that students do more preparation for each class session. The outcomes of the courses are identical. The difference comes in the time spent in the classroom. In a traditional program, a professor may take class time to summarize the reading before discussing it. In the accelerated program, the professor assumes that the reading has been completed and that he or she can discuss it in class without spending the time to summarize the reading.

Adjunct instructors. Individuals who teach for the college on a course-by-course basis and are not offered a contract are considered adjunct instructors.

Adult student. In this project, the term, adult student will refer to a student who attends college, who has reached her twenty-third birthday (reduced from twenty-five) and has been financially independent for at least two years. Financial independence requires that the student have two years' work experience, not simply relying on school loans for support.

Degree completion program. A degree completion program is a series of courses designed so that a student can earn a degree that builds upon courses already taken rather than having to begin again. The institution prescribes certain course requirements before a student

can enter the program. The institution accepts most previous courses completed toward a new degree.

Degree. A document conferred upon an individual that recognizes completion of a prescribed list of courses and an established level of competency in a particular area is considered a degree. Degrees available at Mount Vernon Nazarene College include an associate degree, a bachelor's degree, and a master's degree. One can usually obtain an associate degree through the traditional program in two years of full-time study. One can usually obtain a bachelor's degree in four years of full-time study.

Distance Education. Distance education is any instruction that is provided to students who are in another space or time than the instructor. The instructor may have taught in a particular room, the student may experience that instruction in the same room, but at a different time.

Engaged. A student or curriculum is engaged if there is an immediate connection between what is being taught and learned and the world in which students live.

EXCELL program. An education program that teaches the same courses taught in the traditional program for 18 to 23 year old students but for adults over age 23 in an accelerated format.

Nontraditional faculty. Nontraditional faculty are instructors who provide instruction in ways other than as traditional faculty. Nontraditional faculty includes those who provide instruction differently

than traditional faculty. This would include those who teach in a degree completion program, those who provide distance instruction through video conferencing, or those who teach using the World Wide Web. In the context of this research, nontraditional faculty will include those who provide support for nontraditional instruction. Specifically, this includes the Associate Dean of Graduate and Adult Education, and the Director of Academic Services.

Traditional faculty. Traditional faculty are instructors charged with providing instruction to college students between the age of eighteen and twenty-three years. They have completed formal training in their respective content areas and student instruction. Faculty may also include those who provide academic support on the college campus. This would include the Academic Dean, the Director of Academic Computing, The Associate Dean of Graduate and Adult Education, and the Director of Academic Services for EXCELL. It may also include others who are in administrative roles that oversee curriculum, instruction, or those who teach.

Traditional. In this project traditional refers to that which is most widely accepted as being the way it has been historically usually done. In the context of this research, a faculty member is traditional if he or she teaches in a traditional program.

Traditional program. A traditional program consists of semesters or quarters, meeting regularly more than once per week, and normally meeting during the day.

## Significance of the Project

The desired outcome of the implementation of the plan developed by this project will assist in developing an atmosphere of cooperation, collaboration, and harmony. Such harmony should result in a greater effectiveness and efficiency in the nontraditional program delivery. Currently, faculty spend much time and resources in debating and *protecting* one's department or division. The implementation of this project's findings will result in an atmosphere where traditional and nontraditional faculty will work together to provide the best possible education for students, whether in the traditional programs, the nontraditional programs, or any combination of the two.

## Process to Accomplish

This project endeavored to bridge the perceived gap between traditional and nontraditional faculty where it affects the EXCELL program. The researcher believed that the greater the support of the traditional faculty, the more effectively EXCELL will provide a quality education within a Christian context to adult students. This project sought to discover the reasons why some traditional faculty lack understanding of the EXCELL program by examining its history. The researcher examined what communication or lack of communication, with traditional faculty occurred previously in an attempt to decide whether misconceptions existed in order to create a plan to correct them.

To determine the attitudes of the traditional faculty of MVNC toward the EXCELL program, the researcher surveyed traditional,

nontraditional, and administrative faculty. This survey contained questions that indicated what the respondents knew about EXCELL, adult learners, and EXCELL's present role at MVNC, as well as how they felt about EXCELL as a part of the college program.

The researcher reviewed the minutes of meetings conducted before the start of EXCELL. The researcher appraised the minutes of the Academic Council, the Cabinet, consisting of the Board of Trustees, the President and Vice-presidents, committees of the Board of Trustees, and faculty meetings. The researcher read articles published in the yearbook, brochures, and other promotional pieces to determine the historical factors that contributed to the present understanding of the EXCELL program of traditional faculty members of MVNC.

The researcher surveyed EXCELL instructors, administrators, and staff to obtain the information needed to assess how the support of traditional faculty members affected the EXCELL program at MVNC. The researcher used this assessment, and all the information gathered during this project, to develop and propose a plan to change any misconceptions of traditional faculty members toward EXCELL. The researcher believed that if proper information was communicated to traditional faculty members, there would be more understanding and, thereby, increased support of the EXCELL program.

As the research continued, the researcher reviewed relevant literature, searched the Internet for information, and dialogued with faculty and administrators at other intuitions of higher education that

offer nontraditional programs to gain further insight into the unique problems confronting MVNC.

The researcher contends that one of the major causes for the 'gap' between traditional and nontraditional faculty is a lack of communication. The researcher gathered data to determine the thinking and understandings of faculty. Once that was determined, this project endeavored to provide the necessary communication to faculty to bring about change that would bridge the gap.

The research described herein is action research, as defined by Jeffrey Glanz (1998), "as a type of applied research that is conducted by practitioners to improve practices in education settings and that action research incorporates both qualitative and quantitative approaches (1998). Descriptive in nature, this research project used primarily the quantitative statistical *t*-test to determine the level of significance of the data. The researcher attempted to identify trends that aided in formulating a plan of action to bridge the gap.

The researcher believed this project was feasible and worthwhile. All the necessary tools to conduct this research were available and the administration of the college was in full support of the project. This research project attempted to bridge the gap between traditional and nontraditional faculty at MVNC. The results were made available to anyone to whom it would benefit.

## Competencies

The researcher demonstrated competency in the following six areas during the course of this research project:

### Competency 1: Increased Knowledge of Adult Learners

To: develop an increased knowledge of adult learners

In a way that: (a) increased the researcher's knowledge of the needs of adult learners; (b) increased the researcher's understanding of adult learning styles; (c) increased the researcher's knowledge of the fears of adults returning to school

So that: The researcher could oversee the writing and continuous updating of curriculum, constant modification of policies, and frequent training to those who teach in the EXCELL adult degree completion program to provide better instruction and services to adult students.

### Competency 2: Develop Technology Skills

To: develop technology skills that facilitated the sharing of information to others in a professional manner

In a way that: (a) increased the researcher's confidence level in making presentations to the researcher's peers; (b) the researcher could use Microsoft PowerPoint and audiovisual equipment like classroom projectors to make professional presentations; (c) the researcher would be able to integrate video clips into Microsoft PowerPoint presentation for increased effectiveness

So that: the researcher could provide continuing workshops, faculty development seminars, and personal instruction that will

successfully communicate the differences between traditional college students (age 18-23) and nontraditional (adults over 23) students. This training will attempt to educate present and future faculty members that the adult degree completion program at Mount Vernon Nazarene College is a viable program that fulfills the mission of the college without minimizing academic integrity and thereby effect an increased acceptance.

### Competency 3: Understand Political Structure

To: gain an understanding of the changing political structure of an institution of higher learning, specifically, Mount Vernon Nazarene College

In a way that: (a) the researcher will understand the lines of accountability and authority at the researcher's place of work; (b) the researcher will discover how the EXCELL adult degree completion program was started and what political factors may have contributed in fostering a gap between the traditional and nontraditional faculty; (c) the researcher will more fully understand how to function within the political structure of the researcher's institution to bring about change

So that: the researcher will continually work efficiently within the institution's organizational structure while attempting to facilitate reconciliation between traditional and nontraditional faculty.

### Competency 4: Learn to Speak Publicly

To: learn to speak publicly in order to bring about change in the audience's attitude toward the issues presented

In a way that: (a) faculty will be receptive to what the researcher has to say; (b) faculty will not feel that they are being coerced into changing their way of thinking; (c) faculty will be willing to actively work toward the goals of the adult degree completion program (perhaps by teaching in it)

So that: the researcher will continually improve his speaking ability to become more of a change agent at Mount Vernon Nazarene College, thereby, having the personal satisfaction of being part of positive change in the institution.

#### Competency 5: Develop effective interviewing skills

To: develop effective interviewing skills

In a way that: (a) facilitates the researcher's need to interview traditional and nontraditional faculty; (b) the researcher will conduct interviews without bias; (c) the researcher will gather information needed to effectively accomplish the goal of the researcher's PDE

So that: the researcher can successfully use interviewing as a tool to gather information to continually review the adult degree completion program and modify it as necessary.

#### Competency 6: Develop Technology Skills

To: develop skills that will facilitate obtaining resources from technological and non-technological sources.

In a way that: (a) the researcher will become proficient at obtaining journal articles, dissertation abstracts, and other printed material electronically through the Internet; (b) the researcher will gather

information from sources such as the minutes of meetings that may be available through someone's office or from the archives of the institution;

(c) the researcher will use and reference material obtained

So that: the researcher will have the skills to facilitate obtaining any information necessary to make informed decisions and plans throughout his career.

### Deliverables

#### Deliverable 1: Microsoft PowerPoint Slide Presentations

The researcher created and distributed PowerPoint presentations to be used to communicate effectively the history, mission, and mission fit of the EXCELL program. These slides were kept on file for use in orienting new faculty members, both traditional and nontraditional, to the EXCELL program.

#### Deliverable 2: A Brief History of EXCELL

The researcher compiled the historical data collected into a pamphlet or booklet that will be available in the library and to any students, faculty, or friends of the College. The information available in this booklet will provide insight into the program for many years.

CHAPTER II  
REVIEW OF THE LITERATURE

Introduction

Accelerated adult learning programs began to emerge in the United States in the mid-late 1970's as a means to meet the needs of adult learners who had interrupted their education due to work, family, or financial reason and now felt the need to complete their baccalaureate degree. Many of these adults were professionals in business, healthcare, or law enforcement, and other professions who were seeking career advancement. These adults are unable to attend traditional daytime university programs due to the demands of work and family. Classes are usually one night per week or on weekends in locations convenient to students' homes or workplaces. As an added convenience, students received their books in the classroom.

The primary goal of these adult-learning programs is to develop practical skills in leadership and management that would have immediate application in the workplace. Colleges and universities design these programs to help students develop interpersonal skills for self improvement. A major assumption guiding these adult-learning programs is that adult students are experience rich and theory poor. These students bring a lot of practical knowledge into the classroom.

Outstanding growth and success characterize the first twenty three years of accelerated, cohort-based learning in adult higher education. These programs are now pervasive, influential forms of higher education developed specifically for adult learners (Mealman, 2000).

This project sought to discover the perceptions higher education faculty had of these nontraditional programs. The following research questions guided the review of the literature addressing these perceptions:

1. What are the attitudes of traditional and nontraditional faculty members toward the nontraditional college degree programs?
2. What historical factors contribute to the attitudes of faculty toward nontraditional college degree programs?
3. How does the attitude of traditional and nontraditional faculty members toward adult learning theory affect nontraditional college degree programs?

#### Attitudes of Traditional and Nontraditional Faculty

There was very little literature or research on the attitudes and perception of faculty on nontraditional programs. There was a significant amount of research, however, on the attitudes of faculty toward distance education courses and programs. Distance education is a new approach to higher education and by definition, distance education programs are nontraditional programs. Since the former is but one aspect of the latter, this review will treat them as one in the same.

According to Long, as cited in Galbraith, (1998), there are two conflicting attitudes toward adult learners. The first is the belief that adult learners are less capable than traditional learners are, and second is the belief that adult learners are *super learners* (Galbraith, 1998). Knowles (1990) described adult learners as being self-directed, as deriving only positive benefits from experience and as being motivated to learn. Long posited that those in the one extreme viewed the adult learner as a *big child*, the only difference being a physical one. This view is unfortunate because it focuses on only one aspect of adulthood (Galbraith, 1998).

In an essay on the issue of distance education courses and degree programs, Croy (1998), stated that faculty bear the primary responsibility for the impact of these programs on higher education and states that there is a *wide gulf* between faculty attitudes. Croy (1998) states that faculty need to determine what is the substance of a college education.

Croy (1998) believes that a college education is more than skill acquisition, more than the sum of courses taken, and that a university degree represents more than a certificate of training. The dichotomy he suggests is between education and training. “Critics of distance education programs contend that obtaining a baccalaureate degree entails a socializing experience based on a more holistic approach to education” (Croy, 1998, p 320). Advocates of distance education challenge those critics to produced evidence that they are achieving those goals in their traditional programs. Croy believes “at the heart of the

debate are questions about what defines a higher education, what is worth learning, and what it is to be an educated person” (p. 320).

Richard Logan (1983) comments on the conflicting attitudes between faculty noting that what faculty see as two distinct poles of education should be complementary. He labels these two poles *engaged* and *traditional*.

Logan (1983) calls nontraditional education programs such as degree completion programs *engaged* programs and defines them as relevant, involved, experiential, innovative, and concerned with social problem solving. He defines “traditional” as detached, enriching, disengaged, non-practical, conceptual, and theoretical. Separately, each has its benefit to the students but when it becomes what Logan calls *interdisciplinary* or *complimentary* the student receives a *complete* education. “Our approach should be the developing of problem-solving skills via engagement, as well as the skill of problem conceptualization via detachment” (Logan, 1983, p. 239).

Despite the rapid expansion of nontraditional programs at college and universities, many faculty continued to resist participation in these programs. It was suggested “this resistance has been due, in large part, to the lack of an institutional support framework to train, compensate, and reward distance teaching faculty at levels commensurate with those in traditional instructional roles” (Olcott & Wright, 1995, p. 5).

The literature proposed that it was the perception among faculty that nontraditional programs undermine the faculty member’s autonomy

and control of the curriculum (Grossman, 1987). The more faculty perceived distance teaching as lessening their control, the less willing they were to participate (Stinehart, 1987). Many faculty perceived nontraditional teaching as less rewarding, and less scholarly than other teaching activities (Walsh, 1993, p. 10). Several authors found that academic quality in nontraditional programs was a universal concern among faculty (Olcott & Wright, 1995).

In a study done in 1985 on twelve Lutheran liberal arts college campus, faculty members agreed almost unanimously (93%) that their institutions should offer nontraditional programs and that such programs were compatible with their college missions. However, less than one-half of those interviewed had actually participated in nontraditional programs (Geyer, 1985).

#### Successful Nontraditional College Degree Programs

Adult degree completion programs were not new. In a research study of 100 institutions of higher education conducted by Dennis Parks (1994), “the oldest program was started in 1841” (p. 93). Parks (1994) discovered that the longer an adult degree program existed, the greater its acceptance on the campus and that the number of students enrolled in these programs continued to increase. He reported that 74% of the institutions surveyed started their adult degree programs to meet the learning needs of adults and 39% did so ‘to fulfill the stated mission of the institution’.

Parks (1994) noted “large numbers of faculty were not initially willing to be instructors in these programs when the programs were first started” (p.94). The research revealed that those responsible for managing these programs were able to persuade increased numbers of full time faculty. They achieved this through different ways.

Slightly over 41% said they send faculty to conferences or institutes that dealt with adult students: 45% said they held on-campus faculty orientations: 25% responded they held receptions for their faculty: 31% said they had invited faculty to serve on committees involving the adult degree program; and another 31% said they paid part or all of a faculty member’s salary to work with or develop specific programs for the adult degree program (p. 94).

William Cook (1994) attributes the success of their degree completion programs to having created a system of academic control that placed responsibility for its academic programs in the hands of full-time faculty. The faculty member’s regular workload incorporated these responsibilities by replacing traditional teaching assignments, by extending contracts to 12 months, or by a stipend payment determined by the size of the program.

Vestal, Hockett, and Davis (1994) report that, for 39 years, the University of Oklahoma has offered a Bachelor of Liberal Studies degree for nontraditional adult students. They claimed it to be unique among adult degree programs. After attending a five-day introductory seminar

on campus, students returned home to study and completed writing and testing assignments on their own. They attended up to three ten-day intensive on campus seminars to complete the degree requirements. After trying a variety of tactics to increase student-advisor, student-student, and College-student contact, they decided to develop videotapes that would give the students a window to the campus and intellectual life.

In recognition that women were returning to college in record numbers, Pacific Oaks College in Pasadena California developed a Career Development/Student Success program to further educate teachers in the Pasadena Unified School District. They suggested several significant program elements. The first important factor to the success of the program was the strategy of developing a project, which focused on a specific population cohort of students. Secondly, the fact that the institution started the program as an extension of an already developed program. Thirdly, this venture was meaningful because it brought together people from different parts of the institution, which typically had not, functioned in concert with each other (Cook, 1994).

Tusculum College recognized the needs of mature working adults by offering a Bachelor of Science degree program in September 1984. They are experiencing phenomenal growth. This growth was the result of a quality control system that provided the College with a means of monitoring the quality of curriculum, instruction, administrative services, and academic support services; furnished the basis for assessing the effects of degree

programs on students' academic and professional progress; and supported the College's efforts to supply compliance data to the accrediting associations and to federal, state and other agencies (Clardy, 1987, p. 134).

The system had two components: The Outcomes Review and the Academic Accounting System. The first comprised procedures for monitoring student outcomes such as papers, projects, and assignments. The second is a system of questionnaires, which asked for student and faculty judgments on the success of various aspects of the programs (Clardy, 1987).

Tusculum College claimed further success because of their emphasis that faculty managed their classes in an instructor/facilitator manner. The instructor provided information to the students and draws that information from the students in an environment that respected and capitalized on the students' work, experience, and success. They call this *Leaderless Group Activity* (Clardy, 1987). The College claimed additional success because of the college's commitment to the "selection of faculty/consultants who have academic preparation in the area they are teaching" (Clardy, 1987, p. 138).

Sensitivity to the needs of the working adult student body was one of the reasons for Barry University's School of Adult and Continuing Education's substantial and consistent growth. A survey of the School of Adult and Continuing Education alumni affirmed that graduates identified convenient classroom locations as a major strength.

“Coordinators, consistently characterized as dedicated and competent, were cited by off-campus students as performing vital functions. This organizational model balanced the University’s imperative for quality education with the students’ demands for convenience” (LaBahn, 1987, p. 310).

The adult degree program of Vermont College claimed to be “the oldest low-residency degree granting program designed for adults in the United States” (Olson, 1987, p. 319). The program was progressive in design and philosophy based on student centered learning theories. Norwich University, a very traditional institution in 1981, bought the program. Pearl Olson (1987) claimed that the merger of the progressive and traditional elements came together in a symbiotic relationship that “may well be instructive for other institutions currently developing nontraditional programs for adults” (p.319).

Olson (1987) focused on three aspects of integration. First, there was academic quality and a strong core of highly qualified full time faculty. She advocated faculty who facilitated learning rather than teaching. In the adult degree program, Vermont College used narrative transcripts, not grades.

Second, Olson (1987) supported a philosophy and environment of student centered learning. Since about 80% of the students in the program were women, Vermont College required faculty to have strong, significant female role models and to be informed of the “current research on appropriate educational tasks for women, which may have

had more to do with connectedness and relations than with separation, autonomy and power” (Olson, 1987, p. 323). Though academic credit for learning gained from experiences outside the formal college environment was given, the College required “students write an essay articulating the learning (not just the experience itself), and that essay was examined carefully by at least two faculty members” (Olson, 1987, p. 323). Thirdly, Vermont College believed that paid education advertising was an important tool for reaching the adult market (Olson, 1987).

#### Adult Learning Theory: Andragogy

The body of literature presented two conflicting views of the adult as learners: One believed adult learners were less capable than younger learners, and the other saw adult learners as super learners. Knowles (1994) captures the essence of the later belief in his assumptions underlying his ideas of andragogy (Long, 1998).

One can trace the study of adults as learners to before 1928 when Thorndike, Bregman, Tilton, and Woodyard, in their book, *Adult Learning*, conducted a systematic study of adult learning. They tested people between fourteen and fifty years of age on various memory and learning tasks. They concluded, “Adults age twenty-five to forty-five learn at nearly the same rate and in nearly the same manner as they would have learned the same thing at twenty” (pp. 178-179).

Weschler developed the Adult Intelligence Scale in 1958 to measure adult intelligence (Merriam, 1993). Since then, a number of multifactor models of intelligence have been proposed and tested. Among

these were Cattell's (1963, 1987) theory of fluid and crystallized intelligence, Guilford's (1967) structure of intellect, Gardner's (1983) theory of multiple intelligences, and Sternberg's (1985) triarchic theory. "Typically, adults score better on some aspects of intelligence as they age, and worse on others, resulting in a fairly stable composite measure of intelligence until very old age" (Schaie & Willis, 1986).

Researchers studied the stages of cognitive development but much of the research was theoretical and subject to criticism. The latest and most promising research involved the consideration of experience, personal history, and social and cultural contexts of adult learners. Researchers contemplated why adults could not memorize nonsense syllables as easily as younger people but were able to remember enormous blocks of technical information related to their jobs. (Merriam, 1993).

Knowles discovered that the term *andragogy*, coined by a German teacher in 1833, reintroduced by a German social scientist in the 1920's, and then was more or less forgotten until 1957 when adult educators in Europe picked it up. He enthusiastically imported the term: "It made great sense to me to have a term that would enable us to discuss the growing body of knowledge about adult learners in parallel with the pedagogical model of childhood learning," he wrote in his autobiography (Lee, 1998).

In 1970, Knowles introduced the concept of andragogy to North American adult educators. Andragogy, the art and science of helping

adults learn, was contrasted with pedagogy, the art and science of helping children learn. Andragogy became a rallying point for those trying to define the field of adult education as separate from other areas of education (Merriam, 1993). Over time, Knowles came to see a relationship between pedagogy and andragogy.

According to Knowles (1990),

The andragogical model is not an ideology; it is a system of alternative sets of assumptions. Moreover, this leads us to the critical difference between the two models. The pedagogical model is an ideological model that excludes the andragogical assumptions. The andragogical model is a system of assumptions which includes the pedagogical assumptions. (p. 64).

Knowles (1990) taught that the andragogical model was based on several assumptions that were different from those of the pedagogical model: (a) the need to know. Adults need to know why they need to learn something before undertaking to learn it. (b) the learners' self-concept. Adult learners have a deep psychological need to be seen by others and treated by others as being capable of self-direction. (c) the role of the learners' experience. Adult learners have a greater volume and a different quality of experience from youths and a wider range of individual differences (d) a readiness to learn. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations. (e) orientation to learning. Adult learners

are life-centered (or task-centered or problem-centered) in their orientation to learning. (f) motivation. The most potent motivators for adult learners are internal pressures (p. 57-63).

In addition to Knowles assumptions about andragogy, he states that andragogy appeared to be based on at least five fundamental values or beliefs:

1. A moral axiom that places the individual at the center of education and relegates the collective to the periphery
2. A belief in the goodness of each individual and the need to release and trust that goodness
3. A belief that learning should result in growth toward the realization of one's potential
4. A belief that autonomy and self-direction are the signposts of adulthood within a democratic society
5. A belief in the potency of the individual in the face of social, political, cultural, and historical forces to achieve self-direction and fulfillment (Pratt, 1993, p. 21).

Clearly, andragogy is saturated with the ideals of individualism. Societal change may be a by-product of individual change, but it is not a primary goal of andragogy. Andragogy is seen to be not so much an explanatory theory about adult learning as a philosophical stance with regard to the purposes of adult education and the relationship of the individual to society (Pratt, 1993, pp.21-22).

Research on teaching adults has indicated that andragogical principles applied to the two most important factors influencing the effectiveness of a teaching and learning environment (Knowles, 1990). The first factor related to active participation of the learner, and the second factor was the meaningfulness of the content (Seaman & Fellenz, 1989).

The teacher's main task was to make learning more meaningful by encouraging the adult learner to become an active participant in the process. In addition, the teacher selected learning strategies that enabled adults to achieve their learning goals. This, for example, involved a greater emphasis on practical application of knowledge to the real world, and on learning skills rather than abstract concepts. Learners must perceive learning principles as meaningful if they were expected to devote large amounts of time and energy to this purpose (Patterson & Pegg, 1999).

Kyle (1979) noted that nontraditional students had the following characteristics: They attended more than one institution for a degree, attended part-time, had multiple family and professional commitments, were not financially dependent on parents, reflected no predominant socioeconomic status, and represented all racial groups. Most adults returned to academia voluntarily, and were usually highly motivated, and interested (Cranton, 1994).

More than 1,500 delegates at the UNESCO conference, in agreeing upon a 27-point Declaration of Adult Learning, called upon all member

nations to develop educational systems that provided accessible opportunities for people to learn throughout their lives. For these delegates, adult education was "more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society" (Nesbit, 1999).

### Conclusion

Andragogy was more than a learning theory. Its assumptions lie beneath a style of instruction that many trainers today assume was simply good practice (Lee, 1998). The adoption and implementation of this style of instruction will provide society with a better-educated and more productive workforce. Adults were motivated to learn and seek formal avenues to further their education. Teaching must allow a paradigm shift to meet the needs of adults for formal education. Those who benefited from andragogy should implement and encourage others to use their knowledge of adult learners and adult teaching.

Traditional faculty may be reluctant to accept this new style of instruction and degree delivery, but institutions that do not meet the need of this growing adult population will be missing a great opportunity. Institutions of higher education are seizing this opportunity and are successful at winning over their reluctant faculty.

CHAPTER III  
METHODOLOGY

Introduction

This project endeavored to determine the gap between traditional and nontraditional faculty at Mount Vernon Nazarene College (MVNC) Further, how this gap affected the Executive Center for Lifelong Learning (EXCELL) degree completion program will be determined in order to provide a basis to develop a comprehensive plan to bridge that gap. This project attempted to determine the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program, specifically, and nontraditional degree programs in general.

The researcher conducted research to determine the historical factors that contributed to the present attitude toward the EXCELL program of traditional and nontraditional faculty members to ascertain some of the causes of the negative attitude that this researcher has observed. The researcher attempted to determine the effects of those attitudes on the EXCELL program.

The purpose of this project was that the information gathered provided the basis to develop and implement a comprehensive plan to increase mutual respect and understanding among traditional and nontraditional faculty members. Further, the results of the research

provided the basis to develop a plan to foster a greater appreciation of the philosophical and methodological issues associated with accelerated adult learning.

### Project Design

The researcher employed a multi-faceted approach to data collection including the researcher's participation within the setting. The methodology used in this project was archival, quantitative, and qualitative, and direct observation. The research was a descriptive exploratory study. According to Gay (1987), the basic aim of descriptive research was to describe present conditions. Its purpose is to collect data from a population in order to determine that population's status with respect to one or more variables. The project was concerned with existing conditions, practices, and beliefs currently held and trends that may be developing.

Alreck and Settle (1995) and Sproull (1988) stated that individuals or organizations used surveys to understand or predict human behavior or conditions because it was their academic or professional work; therefore, this researcher used a survey to determine faculty attitudes. This research provided helpful information, supported by statistical data about an aspect of higher education, namely, faculty attitudes toward nontraditional degree programs.

### Research Site and Subjects

The research site for this study was Mount Vernon Nazarene College located in Mount Vernon, Ohio. Enrollment in the traditional

degree programs, as of fall 2001 was 1,414. Of these traditional students, 1,060 lived in resident housing on campus. There were 647 students enrolled in the nontraditional Associates of Arts in General Studies and Bachelor of Business Administration degree programs (EXCELL). MVNC employs one hundred ten full-time and 70 adjunct faculty.

This research made a distinction between adjuncts and part-time faculty referred to as regular part time faculty. These faculty members were different from occasional adjuncts in that they were under annual contract to the college. Some have been with the college for several years. Table 1 shows the distribution of participants.

Table 1 Faculty by Division and Department

Division	Department	Adjunct	Instructor	Assistant Professor	Associate Professor	Full Professor
Business	Business (BA)	4			4	2
	Business (BBA)	53		5	1	2
Education Physical Education	Physical Education	1		5		2
	Education		2	9	3	3
Social Sciences Fine Arts	Art	4				2
	Music			3		3
	Family Consumer Science			1	1	
	History			1	1	1
	Psychology Social Work			2	1	1
	Social Work			2	1	
Literature/Language Communication	English			4	1	1
	Language	1			1	
	Communication	2	2			4

Natural Sciences	Biology				4	2
	Chemistry			1		1
	Physical Science					
	Math		1	1	1	1
	Computer Science				1	1
Religion and Philosophy	Religion	4		1		5
	Philosophy			1		1
	Christian Education	1				1
	Totals	70	5	36	20	33
Administrative	16	164				
	180					

The design of this project was to survey the entire faculty of the College, rather than using a representative sample. This insured a true representation of the population by avoiding sampling bias, thereby, offering equal opportunity to both traditional and nontraditional faculty members to participate.

Respondents received the questionnaire on the third week of February. Respondents had four weeks to complete the questionnaire. The college has a January semester. The researcher decided that the third week of February was the best time for traditional faculty to take the time to complete a questionnaire. The researcher purposely avoided the beginning of the semester, final exam weeks, vacation times, and other busy times for traditional faculty.

#### Data Collection Procedures

Reading the archival data available, the researcher discovered the historical factors that contributed to the present attitude of traditional and nontraditional faculty members. The archival data included the minutes of the academic council, the president's cabinet, board of

trustees' meetings (including any sub-committees of that board), faculty or staff meetings, and other council or committee meetings that were discovered and deemed appropriate for this project.

The archival research included documents published for both internal and external distribution. The researcher consulted the MVNC yearbooks of the years before and since the beginning of EXCELL. The researcher explored memos, brochures, newspaper advertisements, or other materials to determine the history and causes of the present attitudes of traditional and nontraditional faculty toward EXCELL.

The researcher distributed a questionnaire to traditional and nontraditional faculty members to determine their attitudes. The researcher chose a questionnaire as the method of data collection because of the following advantages: (a) greater uniformity or stimulus and, thus, greater reliability; (b) anonymity, honesty, and frankness; (c) ability to be administered to a large number of respondents with relative ease; and (d) economical (Kerlinger, 1973). The design of the questionnaire determined the views of traditional and nontraditional faculty members on what promoted mutual respect and what measures fostered an appreciation for the philosophical and methodological issues associated with accelerated adult learning among faculty members.

The researcher introduced the survey to the faculty at a regularly scheduled faculty forum with a large percentage of the faculty present. The researcher introduced the project and shared its goals with those in attendance. The researcher explained the procedure for broadcasting and

collecting the surveys for the express purpose of assuring that the results were confidential and were not to be used against them individually or against the department.

The survey was divided into four distinct sections. The first section (eight questions) gathered demographic information on the respondents in order to stratify the data. The demographics provided gender, faculty status, whether or not the respondent was a member of the business division, years of college teaching, full or part-time status, and faculty rank. Respondents were asked whether or not they had taught two or more nontraditional courses at MVNC and whether they considered themselves to be traditional, nontraditional, both, or non-teaching (administrative).

According to Alreck and Settle (1995), the Likert Scale is probably the most popular method among researchers in the family of questionnaires, because it consisted of a series of statements that were brief, to the point, and easy to understand. Each respondent indicated his or her opinion by using a scale that reflected how the individual felt about the content of each statement. The Likert Scale, according to Alreck and Settle, (1995) was the most appropriate tool to learn certain people's position on a certain issue or issues.

The researcher chose a four point Likert Scale (strongly disagree, disagree, agree, and strongly agree) to determine the perceptions of faculty toward the nontraditional degree programs of MVNC. It minimized the problems associated with open-ended questionnaires, such as

interpretation and difficulty in comparing results. The second section (twenty-two questions) used this four point Likert Scale, rather than a five point Likert Scale, because the researcher wanted to force the respondents to make a choice.

The third section of the survey (eight questions) asked the respondents to rank first the importance of several characteristics of MVNC's nontraditional programs on a four point Likert Scale. This scale offered four choices: not at all important, fairly unimportant, fairly important, and extremely important. Further, using the same statements, the survey asked the respondents to rank the degree to which the MVNC nontraditional programs had attained this level of importance. In other words, the respondents indicated how important each characteristic was to them and how well they believed the institution was doing. This scale offered four choices: no attainment, a little attainment, some attainment, and superior attainment.

There were two additional questions as part of the third section. The first asked whether the respondent preferred to receive more, less, or the same amount of information about the ministry and programs of EXCELL. Then the respondent was asked how important it was to her that the Mission of MVNC being fulfilled. They had the choice of not important, somewhat unimportant, important, and very important.

The next section of the survey included three qualitative questions. The first two related directly to two of the questions that drove this research. The questions asked the respondents to share how mutual

respect and understanding could increase among traditional and nontraditional faculty members. Respondents then indicated what measures they believed would foster an appreciation of the philosophical and methodological issues associated with accelerated adult learning.

Further, the respondents specified what changes they wanted to see in the organizational structure of the nontraditional program. The questions encouraged respondents to give reasons for those suggested changes and to share any other comments or questions pertaining to the institution's nontraditional program.

Three content experts, the Director of Institutional Research and Planning, the Vice President for Academic Affairs, and the Associate Professor and Associate Dean of Graduate and Adult Education at MVNC, reviewed the questionnaire for the purpose of internal validation.

To ensure a large response to the questionnaire, the researcher enlisted the help of the secretary of each academic department. For those faculty members who did not have offices in a department, the EXCELL receptionist assumed the responsibility.

The researcher gave the secretary a large envelope containing enough questionnaires for that department. The researcher attached a list of the names of the faculty members in that particular department. The secretaries distributed and collected the questionnaire to the faculty members on their list. The secretary noted the receipt of each faculty member's completed questionnaire on the list. Secretaries did not return the list of names with the completed questionnaires.

The researcher offered each secretary, as an incentive, a gift certificate to a local restaurant, if the secretary was able to collect a questionnaire from every faculty member on his or her list. This provided a high rate of return of questionnaires.

The researcher mailed questionnaires to adjunct faculty with a stamped, addressed envelope. There were no identifying marks on the questionnaire or the envelope to assure complete confidentiality. The researcher sent an email reminder to adjunct faculty as a reminder to complete and mail the questionnaire.

#### Analytical Methods

The researcher calculated descriptive statistics for each question posed to the faculty. The researcher computed the frequency distribution, mean, and standard deviation on each question.

The researcher used an analysis of variance (ANOVA) to determine if there were any statistically significant differences, at the 0.05 alpha levels, in the perceptions of nontraditional degree programs and students as seen by the faculty. The independent variable was the demographic breakdowns (gender, rank, status, years teaching) and the dependent variable was the perceptions of the faculty.

The qualitative data received from the open-ended questions was organized and clustered together under major topics and sub-topics that emerged. The researcher reviewed the data in order to discover categories, themes, and patterns and coded them. Four different codes guided the review. These codes were (a) perspectives held by participants;

(b) activity codes that demonstrated a regularly occurring behavior; (c) event codes that occurred infrequently or only once; and (d) strategy codes that refer to methods and techniques that people used. (Anderson, Herr, & Nihlen, 1994; Bogdan & Bilken, 1992). The goal of this analysis was “to discover patterns, ideas, explanations, and understandings” (Glanz, 1998, p.186).

### Limitations

There were limitations inherent in the research. The researcher directed the focus of this study toward MVNC. The intention was only to bring about a better understanding of the gap between the traditional and nontraditional faculty at MVNC and one should be careful applying the results to other institutions.

The correlational design of the study made it impossible to make a determination as to which attitudes were formed first and which attitudes were by-products of other perceptions. A faculty member may not have had a strong opinion about nontraditional programs or students, but formed an opinion (when asked) based on his or her perception of how the researcher wanted him or her to respond, or some other salient variable.

Whenever a study focuses on a small sample, the researcher must be careful not to generalize the results to other populations (Gay, 1987). This was one of the limitations of this study—the population was a specific population with certain traits. Therefore, another limitation associated with this study was that one may not generalize the results to

other colleges or universities in view of the fact that this study only reflects a single college.

The principal disadvantage of the self-administered instrument, according to Kerlinger (1973), was a low percentage of return. This was a limitation to this research, especially in those questionnaires mailed to adjunct faculty. Another disadvantage was that the questionnaire was not necessarily uniform; the same question could connote different meaning.

The open-ended questions of the final section of the questionnaire, although they allowed the respondents to generate their own responses, had some limitations, according to Sproull (1988). First, there was the unpredictability factor that could easily stray from the intent of the question. Second, an open-ended question could appear to be time consuming and require effort to answer. Third, the handwriting may have been illegible.

Price (1994), Alreck and Settle (1995), and Stark (1992), agreed that a pilot study was the best means to hold a researcher accountable for his or her actions. A pilot study could be helpful in determining sample size, question clarification, and most importantly, whether or not the questionnaire was understandable. A pilot study was not feasible in this project, because the sample was the population, and the questions asked were very specific to MVNC.

## CHAPTER IV

### Findings and Conclusions

#### Introduction

The purpose of the project was to determine the extent of the *gap* between traditional and nontraditional faculty at Mount Vernon Nazarene College. Further, the project proposed to use the information obtained to create a plan to bridge that gap.

The research questions addressed:

1. What are the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program?
2. What historical factors contributed to the present attitude toward the EXCELL program of traditional and nontraditional faculty members of MVNC?
3. How does the attitude of traditional and nontraditional faculty members affect the EXCELL program at Mount Vernon Nazarene College?
4. How can mutual respect and understanding increase among traditional and nontraditional faculty members?
5. What measures will foster an appreciation of the philosophical and methodological issues associated with EXCELL's nontraditional programs?

## Findings/Results

The researcher explored the general attitudes toward adult students and the EXCELL nontraditional program through the distribution of a questionnaire to all faculty of Mount Vernon Nazarene College. The researcher distributed 180 questionnaires, 53 by US Mail, and 127 on campus. Respondents returned 150 for a response rate of 83%. The response was 86% for those distributed on campus and 62% for those distributed through the mail. The faculty on campus returned all 127 surveys. Eighteen of the on-campus faculty returned the questionnaire completely blank.

The sample consisted of 32% females and 67% males. Seventy percent of the respondents indicated that they were not members of the business division. Twenty-five percent of the respondents had taught at the college level for less than four years, 11% for four to six years, and 64% for more than six years.

Of the respondents, 62% considered themselves full-time faculty, 6% considered themselves regular part-time faculty, and 31% considered themselves adjunct faculty. Twenty-eight percent held instructor rank, 30% held assistant professor rank, 15% held associate professor rank, and 25% held the rank of full professor. Fifty percent of the respondents indicated that they had taught two or more nontraditional courses at Mount Vernon Nazarene College.

When asked to identify their faculty classification, fifty-three percent (53%) responded that they considered themselves traditional

faculty, teaching primarily in the traditional undergraduate or graduate programs. Twenty-seven percent responded that they considered themselves nontraditional faculty members, teaching primarily in the degree completion programs. Four percent of the respondents consider themselves both traditional and nontraditional teaching equally in both, and 15 % of the respondents considered themselves to be administrative (non-teaching) faculty (See Table 2).

Table 2 Number of Respondents

		Frequency	Percent
Gender	Male	96	67%
	Female	46	32%
Business Division	Business Division	33	23%
	Other Division	100	70%
Years Taught	0-3 years teaching	35	25%
	4-6 yrs teaching	15	11%
	Taught over 6 yrs	91	64%
Status	Full-time	89	62%
	Regular Part-time	9	6%
	Adjunct	44	31%
Rank	Instructor	40	28%
	Assistant Professor	42	30%
	Associate Professor	22	15%
	Professor	36	25%
Taught 2 or more nontraditional courses	Taught 2 + years (YES)	71	50%
	Taught 2 + years (NO)	67	47%
Faculty Classification	Traditional	76	53%
	Nontraditional	38	27%
	Both	5	4%
	Administrative	22	15%

The questionnaire included 32 questions designed to determine the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program. The questionnaire used a four-point scale so that the researcher could quantify the data (see Appendix B).

The researcher created the questionnaire using Microsoft Word 2002 and imported it into Principia Product's Remark Office OMR 5.5. The researcher used Remark to scan and tabulate the responses. The researcher used Remark Office to export the raw data into Microsoft Excel 2002 and SPSS.

A statistical correlation test compared each question of the questionnaire with every other question to determine if there were any statistical correlations. Missing values were not included in the analysis. The analysis revealed no significant statistical correlation between questions.

The researcher calculated the mean, frequency, and standard deviation of each question using the Statistical Program for the Social Sciences (SPSS) and Microsoft Excel. The researcher calculated a one-way analysis of variance (ANOVA) to determine the statistical significance of the perceptions of the respondents. The independent variable was the individual demographic groups (gender, rank, status) and the dependent variable was the individual perception as indicated by the response to the various questions.

The ANOVA revealed no statistical significance at the .05 alpha levels for gender, years of college teaching, or whether or not the respondents belonged to the business division. The ANOVA revealed statistical significance at the .05 alpha levels for faculty rank, faculty classification, faculty status, and whether or not the respondent had taught two or more nontraditional courses at MVNC.

The researcher computed individual statistical *t*-tests on each of the questions comparing the means of the sub-groups of each demographic question where the one-way ANOVA test indicated statistical significance. The researcher created tables to report the number of respondents, mean, and standard deviation for each question that proved to be statistically significant at least at the .05 alpha levels. The researcher used these tables to draw conclusions as to the difference in attitudes between traditional and nontraditional faculty at MVNC.

Table 3 Faculty Classification t-test

Questions with statistical significance @ .05 alpha by faculty classification		N	Mean	sd	T-test <i>p</i>
1. Nontraditional students spend more time studying than traditional students.	Traditional	81	2.44	0.64	0.03
	Nontraditional	38	2.68	0.66	
	Administration	22	2.68	0.57	
6. Nontraditional students learn through teamwork more than do traditional students.	Traditional	81	2.38	0.66	0.00
	Nontraditional	38	2.82	0.69	
	Administration	22	2.91	0.81	
8. Nontraditional Students are more concerned about grades and learning in comparison to traditional students.	Traditional	81	2.46	0.72	0.01
	Nontraditional	38	2.78	0.67	
	Administration	22	2.41	0.67	
9. Nontraditional students find university classes a documentation life experiences.	Traditional	81	2.59	0.65	0.01
	Nontraditional	38	2.89	0.66	
	Administration	22	3.00	0.45	
12. The quality of most nontraditional programs offered anywhere is questionable.	Traditional	81	2.71	0.78	0.00
	Nontraditional	38	3.27	0.61	
	Administration	22	2.86	0.77	
13. EXCELL offers opportunities and experiences for learning that traditional	Traditional	81	2.71	0.76	0.00
	Nontraditional	38	3.16	0.72	

education cannot.	Administration	22	2.82	0.96	
14. The EXCELL BBA and AA programs provide adult students with degrees that are comparable to the traditional MVNC degrees.	Traditional	81	2.37	0.70	0.00
	Nontraditional	38	3.08	0.60	
	Administration	22	2.73	0.77	
15. Teaching in the EXCELL BBA and AA programs require less preparation and time commitment as does teaching the same course in the traditional program.	Traditional	81	2.25	0.75	0.04
	Nontraditional	38	1.97	0.76	
	Administration	22	2.29	0.85	
16. The EXCELL degree programs fulfill the written mission of MVNC.	Traditional	81	2.86	0.62	0.00
	Nontraditional	38	3.39	0.50	
	Administration	22	3.00	0.69	
17. EXCELL should offer online degrees with partial residential requirements.	Traditional	81	2.45	0.85	0.02
	Nontraditional	38	2.79	0.70	
	Administration	22	2.48	0.98	
18. EXCELL has attained a state of maturity enabling it to offer its degrees at additional sites.	Traditional	81	2.70	0.65	0.00
	Nontraditional	38	3.22	0.54	
	Administration	22	3.09	0.53	
19. All faculty should be expected to teach both in the traditional and EXCELL degree programs.	Traditional	81	1.54	0.73	0.00
	Nontraditional	38	2.05	0.80	
	Administration	22	1.68	0.72	
20. MVNC's traditional business program does a better job of integrating Christian faith into the curriculum than does EXCELL.	Traditional	81	2.36	0.79	0.00
	Nontraditional	38	2.92	0.65	
	Administration	22	2.77	0.75	

21. MVNC should offer entire degree programs over the Internet.	Traditional	81	1.82	0.84	0.03
	Nontraditional	38	2.13	0.88	
	Administration	22	1.86	0.83	
22. EXCELL should provide additional degree options in accelerated format to adult students.	Traditional	81	2.76	0.72	0.00
	Nontraditional	38	3.13	0.53	
	Administration	22	3.27	0.70	
Importance 24. Faculty who teach in EXCELL are "mission fit".	Traditional	81	3.83	0.70	0.01
	Nontraditional	38	3.63	0.57	
	Administration	22	3.91	0.60	
Importance 29. EXCELL faculty	Traditional	81	3.78	0.95	0.01

integrate their faith into the curriculum beyond providing devotions.	Nontraditional	38	3.55	0.96	
	Administration	22	3.86	0.97	
Importance 30. Traditional semester-long student/instructor interaction is imperative for effective instruction.	Traditional	81	2.77	0.49	0.04
	Nontraditional	38	2.43	0.54	
	Administration	22	2.77	0.39	
Attainment 23. Quality of EXCELL AA and BBA degree programs.	Traditional	81	2.92	0.70	0.00
	Nontraditional	38	3.37	0.57	
	Administration	22	3.18	0.60	
Attainment 24. Faculty who teach in EXCELL are "mission fit".	Traditional	81	2.93	0.70	0.00
	Nontraditional	38	3.32	0.57	
	Administration	22	3.43	0.60	
Attainment 25. EXCELL fulfills the mission of MVNC.	Traditional	81	2.87	0.73	0.00
	Nontraditional	38	3.47	0.56	
	Administration	22	3.14	0.56	
Attainment 27. EXCELL courses are demanding and effective.	Traditional	81	2.96	0.56	0.00
	Nontraditional	38	3.36	0.59	
	Administration	22	3.14	0.64	
Attainment 28. Faculty who teach in EXCELL are academically qualified.	Traditional	81	3.04	0.69	0.00
	Nontraditional	38	3.53	0.51	
	Administration	22	3.36		
Attainment 29. EXCELL faculty integrate their faith into the curriculum beyond providing devotions.	Traditional	81	2.82	0.64	0.03
	Nontraditional	38	3.05	0.61	
	Administration	22	3.18	0.66	
32. How important is it to you that the Mission of MVNC be fulfilled?	Traditional	81	3.81	0.42	0.03
	Nontraditional	38	3.63	0.54	
	Administration	22	3.95	0.21	

Table 4 Taught two or more nontraditional courses

Questions with statistical significance @ .05 alpha by taught two or more nontraditional courses status		N	Mean	sd	T-test p value
1. Nontraditional students spend more time studying than traditional students.	No	67	2.42	0.64	0.01
	Yes	71	2.70	0.62	
2. Nontraditional students have more clearly	No	67	2.00	0.65	0.02

defined goals than traditional students.	Yes	71	1.78	0.58	
4. Nontraditional students are not as motivated to learn as traditional students.	No	67	1.88	0.54	0.03
	Yes	71	1.70	0.60	
6. Nontraditional students learn through teamwork more than do traditional students.	No	67	2.45	0.70	0.01
	Yes	71	2.76	0.75	
8. Nontraditional students are more concerned about grades and learning in comparison to traditional students.	No	67	2.31	0.66	0.00
	Yes	71	2.80	0.68	
14. The EXCELL BBA and AA programs provide adult students with degrees that are comparable to the traditional MVNC degrees.	No	67	2.42	0.70	0.00
	Yes	71	2.81	0.73	
16. The EXCELL degree programs fulfill the written mission of MVNC.	No	67	2.89	0.64	0.00
	Yes	71	3.19	0.57	
18. EXCELL has attained a state of maturity enabling it to offer its degrees at additional sites.	No	67	2.72	0.58	0.00
	Yes	71	3.09	0.66	
21. MVNC should offer entire degree programs over the Internet.	No	67	1.77	0.75	0.01
	Yes	71	2.12	0.91	
22. EXCELL should provide additional degree options in accelerated format to adult students.	No	67	2.74	0.73	0.00
	Yes	71	3.14	0.61	
Importance 24. Faculty who teach in EXCELL are "mission fit".	No	67	3.85	0.36	0.04
	Yes	71	3.71	0.51	
Importance 30. Traditional semester-long student/instructor interaction is imperative for effective instruction.	No	67	2.87	0.81	0.01
	Yes	71	2.45	1.03	
Attainment 25. EXCELL fulfills the mission of MVNC.	No	67	2.98	0.74	0.04
	Yes	71	3.19	0.62	

The questionnaire included eight philosophical statements. Respondents rated each statement by their perceived importance of the statement in relationship to MVNC. The respondents rated EXCELL's current attainment of the statement. The researcher then asked respondents their belief as to the degree EXCELL had attained that level.

The researcher ranked the means to compare the respondents believed importance of each statement to the degree they believed EXCELL was attaining that goal.

Table 4 revealed that having academically qualified faculty to teach in EXCELL was most important to the faculty. The faculty also believed that it was EXCELL’s highest attainment. The next important factor to faculty is the quality of the degree program. However, the faculty ranked EXCELL’s attainment of a quality degree program fifth. The next factor of importance was the mission of MVNC. The faculty ranked it sixth in attainment.

Table 5 Importance and Attainment Rank

Degree of Importance	1=most important or attainment 8=least important or attainment	EXCELL’s Attainment
2	23. Quality of EXCELL AA and BBA degree programs.	5
4	24. Faculty who teach in EXCELL are “mission fit”.	3
3	25. EXCELL fulfills the mission of MVNC.	6
6	26. EXCELL Chaplain’s ministry to its students.	2
5	27. EXCELL courses are demanding and effective.	4
1	28. Faculty who teach in EXCELL are academically qualified	1
7	29. EXCELL faculty integrate their faith into the curriculum beyond providing devotions	7
8	30. Traditional semester-long student/instructor interaction is imperative for effective instruction	8

The questionnaire also included three open-ended questions designed to elicit qualitative responses from the respondents. The researcher, with the help of colleagues, carefully read each response looking for common threads and trends, extrapolating themes.

What are the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program?

Only five respondents indicated they considered themselves both traditional and nontraditional faculty members. The researcher included the definition of that classification as “teaching equally in both.” The researcher believes the reason for the small number of faculty who considered themselves both traditional and nontraditional is that the definition was too confining. The researcher combined the classification *both* with the traditional classification.

The data clearly identified a *gap* in the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program. Table 2 identified the difference in attitudes between the traditional, nontraditional, and administrative. The project did not address the differences in administrative faculty. The *t*-test results shown in Table 2 compared the means of traditional faculty, including those who considered themselves “both,” and the means of nontraditional faculty.

Table 2 indicates that out of the 141 respondents to the questionnaire, seventy-six indicated that they considered themselves traditional faculty, five considered themselves both traditional and non-traditional faculty, thirty-eight considered themselves nontraditional faculty, and twenty-two considered themselves administrative faculty. For reporting purposes, the researcher combined the responses of the five respondents who considered themselves as both traditional and

nontraditional with those who considered themselves traditional because of the small number.

Table 2 indicated the mean of the responses, the standard deviation, and the  $p$  value of the  $t$ -test. Table 2 only includes questions that were statistically significant at the 0.05 alpha levels. The means were an average computed by assigning a 1 to strongly disagree, a 2 to disagree, a 3 to agree, and a 4 to strongly agree. The more agreement with the statement or question, the higher the number.

The results revealed that nontraditional faculty believed more strongly than traditional faculty that nontraditional students spend more time studying than traditional students (2.68 vs. 2.44) and that nontraditional students learned more through teamwork than traditional students (2.82 vs. 2.38). Further, nontraditional faculty believed more strongly that nontraditional students were more concerned about grades and learning in comparison to traditional students (2.78 vs. 2.46).

Nontraditional faculty believed more strongly than traditional faculty that nontraditional students found university classes a documentation of life experiences (2.89 vs. 2.59) and more strongly that the quality of most nontraditional programs offered anywhere was not questionable (3.27 vs. 2.71). Traditional faculty were less convinced than nontraditional faculty that EXCELL offered opportunities and experiences for learning that traditional education did not (2.71 vs. 3.16).

Nontraditional faculty believed more strongly than traditional faculty that EXCELL degrees were comparable to traditional MVNC

degrees (3.08 vs. 2.37); that teaching in the EXCELL program did not require less preparation and time commitment than did teaching the same course in the traditional program (2.25 vs. 1.97); and more strongly that the EXCELL degree programs fulfilled the written mission of MVNC (3.39 vs. 2.86).

Nontraditional faculty believed more strongly that EXCELL should offer online degrees with partial residential requirements (2.79 vs. 2.45); that EXCELL had attained a state of maturity enabling it to offer its degrees at additional sites (3.22 vs. 2.70); and that all faculty should be expected to teach both in the traditional EXCELL degree programs.

Nontraditional faculty believed more strongly that MVNC's traditional business program did not do a better job of integrating Christian faith into the curriculum than did EXCELL (2.92 vs. 2.36); that MVNC should offer entire degree programs over the Internet (2.13 vs. 1.82); and that EXCELL should provide additional degree options in accelerated format to adult students (3.13 vs. 2.76).

Traditional faculty believe more strongly than nontraditional faculty in the importance of having faculty who teach in EXCELL be "mission fit" (3.83 vs. 3.63); that EXCELL faculty integrated their faith into the curriculum beyond providing devotions (3.78 vs. 3.55); and that traditional semester long student/instructor interaction was imperative for effective instruction (2.77 vs. 2.43). These qualities are important to nontraditional faculty, but more important to traditional faculty.

Nontraditional faculty believed more strongly in the level of quality attained in the EXCELL AA and BBA degree programs than traditional faculty (3.37 vs. 2.92); that faculty who taught in EXCELL are indeed *mission fit* (3.32 vs. 2.93); and that EXCELL did fulfill the mission of MVNC (3.47 vs. 2.87).

Nontraditional faculty believed more strongly than traditional faculty that EXCELL courses were demanding and effective (3.36 vs. 2.96); that faculty who taught in EXCELL are academically qualified (3.53 vs. 3.04); and that EXCELL faculty actually integrated their faith into the curriculum beyond devotions (3.05 vs. 2.82). MVNC faculty believed that the mission of MVNC was being fulfilled, but the traditional faculty felt more strongly that the mission of MVNC was being fulfilled than the nontraditional (3.81 vs. 3.63).

The data also supported a *gap* between faculty who have taught two or more nontraditional courses at MVNC. Table 3 reported that faculty who have taught two or more nontraditional courses at MVNC believe more strongly that nontraditional students spent more time studying than traditional students (2.70 vs. 2.42); that nontraditional students had more clearly defined goals than traditional students (1.78 vs. 2.00); and that traditional students were not more motivated than nontraditional students (1.70 vs. 1.88).

Faculty who had taught two or more nontraditional courses at MVNC believed more strongly than faculty who had not taught two or more traditional courses at MVNC that nontraditional students learn

through teamwork more than did traditional students (2.76 vs. 2.45); that nontraditional students were more concerned about grades and learning in comparison to traditional students (2.80 vs. 2.31); and that the EXCELL BBA and AA programs provided adult students with degrees that are comparable to the traditional MVNC grades (2.81 vs. 2.41).

Faculty who had taught two or more nontraditional courses at MVNC believed more strongly than faculty who have not, that the EXCELL degree programs fulfilled the written mission of MVNC (3.19 vs. 2.89); that EXCELL had attained a state of maturity enabling it to offer its degrees at additional sites (3.09 vs. 2.72); that MVNC should offer entire degree programs over the Internet (2.12 VS. 1.77); and that EXCELL should provide additional degree options in accelerated format to adult students (3.14 vs. 2.74).

Faculty who had not taught two or more nontraditional courses at MVNC believed less strongly than faculty who had in the importance of faculty who teach in EXCELL being *mission fit* (3.85 vs. 3.71) and the importance of traditional semester-long student/instructor interaction (2.87 vs. 2.45). Faculty who had taught two or more nontraditional courses at MVNC believed more strongly that EXCELL fulfilled the mission of MVNC (3.19 vs. 2.98).

#### Open-ended responses

The researcher included open-ended questions to answer the three other research questions. The researcher studied the responses to

extrapolate themes. Each dealt with issues that were relevant to the questions research questions.

In your opinion, how can mutual respect and appreciation be fostered between traditional and nontraditional faculty members?

Respondents believed more communication between traditional and nontraditional faculty created mutual respect and appreciation between the two groups.

Regular reports of the academic and spiritual successes of MVNC's nontraditional programs should be included in this communication. Traditional faculty wanted to receive more outcome study results that showed equal academic accomplishment.

There was a desire for greater interaction between traditional and nontraditional faculty. Increased contact was one of the dominant suggestions. The respondents wanted more social, academic, and even committee interaction. Adjunct faculty wanted to attend the faculty retreat and traditional faculty wanted more nontraditional faculty to serve with them on academic committees.

Many of the traditional faculty declared a desire for the opportunity to teach nontraditional courses as full instructors or as guest lecturers. Many of the nontraditional faculty suggested that faculty be given the opportunity to team-teach in order to better understand the work of the other faculty. There seemed to be a concern that nontraditional faculty did not meet the same professional standards as did traditional faculty.

In your opinion, what measures, would facilitate an understanding of the philosophical and methodological issues associated with EXCELL's nontraditional programs?

Two themes dominated the responses to this open-ended question. First, there was a strong desire for greater involvement in nontraditional programs by traditional faculty. Many of the respondents believed that traditional faculty should teach nontraditional courses as part of their contract. There was some strong opposition, though. A few of the respondents stated that they did not want to teach nights or weekends and had no desire to teach adults over 23 years of age.

Similar to the first open-ended responses, in answering this question, many respondents wanted more information, communication, and interaction. Respondents wanted administration to explain the goals of the nontraditional programs. Some traditional faculty wanted a course-by-course evaluation as to its fit with the mission of the college.

Many wanted an annual presentation to all faculty of the philosophical and methodological issues of the nontraditional programs as well as an on-going dialogue in an informational newsletter. There was a desire for the sharing of articles from professional publications that highlighted developments and issues in nontraditional programs. Some wanted a forum with nontraditional faculty from MNVC and another school that offered similar programs.

Describe how EXCELL's organizational structure can be enhanced.

Respondents continued the theme of communication, integration, and interaction. Some suggested integrating nontraditional courses with corresponding traditional departments. Some suggested that EXCELL should separate from the traditional program altogether. One respondent claims that EXCELL already operated as a complete separate entity.

Again, better communication was a strong theme. Respondents suggested more publicity and a Frequently Asked Question (FAQ) web site.

Many respondents commented on the administration of EXCELL. Some believed there should be fewer administrators and more staff while others believed there should be more administrative positions. A large number of respondents stated that they had no opinion or that they believed everything currently was organizationally sound.

Please share any other comments or questions pertaining to EXCELL.

Nearly half of the responses to this question were positive and supportive of EXCELL. Other responses were individual without any pattern or trend. Some comments were encouraging:

“I see more positive than negative where EXCELL is concerned. I believe a great deal has been accomplished in a very few short years. It seems to me the present leadership is working hard to make it a quality program

EXCELL plays a key role at MVNC. I have a lot of respect and appreciation for their contributions and value their efforts in fulfilling the needs of the nontraditional students that want to attend MVNC

EXCELL fulfills a recognized need in the business community. Also in the educational community.”

On the other hand, some comments indicated that there was still a *gap* to be bridged:

“When it comes to give and take, EXCELL expects the nontraditional faculty to do the bending and giving in. It appears that what we have sometimes been SOLD in faculty meetings and what happens down the road in actual practice are two different things. This has built mistrust more than anything.”

“There is no way a 39-40 hour semester class can be compressed into 20 hours and be comparable. Something has to be left out.”

#### Summary of Results

The research supported the researcher’s belief and observations that there was a *gap* between nontraditional and traditional faculty at MVNC. Of the eighteen questionnaires that were returned blank, three had notes attached explaining that the respondent did not feel he or she had enough information or experience with nontraditional students or the EXCELL programs to respond to the questionnaire.

Respondents indicated, in the open-ended questions, a desire for more information, communication, and interaction between the two faculty groups. The researcher created a small historical brochure to distribute to faculty. This brochure includes the history of the EXCELL program, its purposes, mission, and how EXCELL endeavors to fulfill the mission of MVNC.

## Conclusion

The researcher has identified the difference in the attitudes of traditional and nontraditional faculty members of MVNC toward the EXCELL program. Although there was some outright opposition to EXCELL, the faculty supported it. The nontraditional faculty and those who had taught two or more courses in EXCELL were stronger supporters of EXCELL.

Historically, there was a time when the leadership of EXCELL modified curriculum without the involvement of the traditional business division. This brought about mistrust and diminished any support that the business division had for EXCELL.

The negative attitude of traditional faculty toward EXCELL influenced the politics of the academic structure. Faculty who mistrusted, or misunderstood, or were uninformed of what EXCELL, was desired to increase control over what EXCELL was allowed to do. This made it difficult to move as quickly as the market demanded to change with the times to meet the needs of adult students. There were increasing number of committees and procedures that the faculty required of EXCELL before they would consider any changes. This slowed the process making it difficult to be competitive in the marketplace.

The faculty had shared several suggestions as to how they believed mutual respect and understanding could increase among traditional and nontraditional faculty members. The research indicated a greater appreciation, respect, and understanding by those who had taught two

or more nontraditional courses at MVNC. Although there were some faculty who strongly opposed the idea, traditional faculty should be encouraged to teach, or at least observe, a nontraditional course. This will foster an appreciation of the philosophical and methodological issues associated with accelerated adult learning.

Action research is a type of applied research that practitioners conduct for improving their own practice. This research project had an impact on bridging the *gap* between traditional and nontraditional faculty at MVNC. The researcher implemented many of the things learned from this research project over the past three years and has seen its impact.

The research statistically authenticated the belief of the researcher that there was a “gap” and that communication and interaction between the groups helped bridge that *gap*. Over the past three years, the researcher gained an understanding of the changing political structure of MVNC and has worked continually within the institutions organizational structure to attempt to facilitate reconciliation between traditional and nontraditional faculty. The researcher shared the findings of the literature reviewed for this project with faculty. The researcher has been influential in shaping policy changes that facilitated the aforementioned reconciliation. The researcher believed that had the data been gathered three years prior, the *gap* would have been much greater.

The web page and historical brochure will provided the communication and information needed to bridge the *gap* between

traditional and nontraditional faculty at MVNC. The researcher shared the results of the project with the Vice-President for Academic Affairs and the Associate Dean of Adult and Graduate studies. This researcher believes they were both supportive of EXCELL and desired to implement some of the ideas and suggestions presented by the faculty.

### Recommendations

MVNC became a university on August 1, 2002. Part of the transition to university status is a political restructuring. MVNC used the findings of the research as a resource to make decisions regarding the new structure that helped bridge the *gap* between the traditional and nontraditional faculty. The researcher recommended distributing a similar questionnaire annually to compare the attitudes of traditional and nontraditional faculty. It could be an excellent tool to obtain feedback and monitor the success of the new structure in regards to its impact on bridging the “gap”.

Someone at MVNC should conduct future research to determine more specifically the perceptions of faculty on adult learners and accelerated adult learning in general. The research herein was specific to EXCELL. Emotions caused by past events as perceived by the respondents influenced the responses. Questions could be created that would determine the perceptions of faculty members without reference to EXCELL.

The researcher collected data from administrative faculty that was not used for the project. The data should be evaluated to see if there was

any significant difference between administrative faculty and other faculty. If there were significant difference, the data should be reviewed to determine its impact on EXCELL.

Though the research of this project was specific to MVNC, it may be helpful to compare the results with those of a similar study at another institution. Accelerated adult education is rapidly expanding. The literature contained very little on the attitudes of traditional faculty toward nontraditional programs. Future researchers should conduct research across institutions to discover common problems and what changes those institutions are successfully implementing to solve those problems.

### Implications

The researcher discovered in talking to faculty after collecting the questionnaire, that the demographic question asking faculty to identify their classification was confusing. The wording *teaching equally in both* was an attempt to explain what the researcher was asking. Apparently, the word equally was restrictive. It may have been better to state the classification without the attempt to clarify it.

Two of the 18 faculty members who returned the questionnaire without completing it attached a note indicating that they did so because they did not have enough experience or information about EXCELL or nontraditional education. The researcher assumed that all 18 did not complete the questionnaire for that reason. Research should be conducted that would include those 18 faculty members. If the

assumption was correct, the institution should address the fact that 18 faculty members were so uninformed.

A statistician should review the questionnaire before using it again. One of the respondents commented, “The questionnaire should have been previewed by a stats person and pilot tested.”

Many faculty members verbally asked the researcher to present the results of the questionnaire. The researcher presented the results in a faculty development seminar and entertained questions and suggestions at that time.

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## APPENDIXES

Appendix A

Degrees Awarded at Mount Vernon Nazarene College

## Degrees Awarded at Mount Vernon Nazarene College

The following outline indicates the divisions of the curriculum, the departments found within the divisions, and the academic programs offered by the departments of MVNC. The programs include associate degree majors, baccalaureate degree majors and baccalaureate degree minors associated with the traditional undergraduate program.

### Division of Business

Accounting (CPA Track)\*\*  
Accounting (General Track)\*\*  
Business Administration\*  
Business Administration (Finance Track)\*\*  
Business Administration (International Business Track)\*\*  
Business Administration (Management Track)\*\*  
Business Administration (Marketing Track)\*\*  
Integrated Business Education\*\*\*\*  
Office Administration\*\*  
Secretarial Administration\*

#### *Minors:*

Accounting  
Business Administration  
General Business  
Secretarial Science

### Division of Education and Physical Education

#### Education Department [EDU]

##### *Majors:*

Early Childhood Education\*\*\*\*  
Middle Childhood Education\*\*\*\*

#### Physical Education Department [PED]

##### *Majors:*

Exercise Studies\*\*  
Fitness Management\*  
Physical Education/Health Education\*\*\*\*  
Sports Management\*\*

##### *Minors:*

Exercise Studies  
Sports Management

Division of Fine Arts

Art Department [ART]

*Majors:*

Art\*\*

Visual Arts Education\*\*\*\*

*Minor:*

Art

Music Department [APM, ENS, MMA, MTH, and MSS]

*Majors:*

Church Music\*

Music (Church Music Track)\*\*

Music (General Track)\*\*

Music (Multi-age Education Track)\*\*\*\*

Music (Performance Track)\*\*

*Minor:*

Music

Division of Literature, Language, and Communication

Communication Department [COM]

*Majors:*

Communication (Broadcast Track)\*\*

Communication (Drama Track)\*\*

Communication (General Track)\*\*

*Minors:*

Communication

Drama

Radio Broadcasting

English and Journalism Writing [ENG and JOU]

*Majors:*

English\*\*

Integrated Language Arts Education\*\*\*\*

Professional Writing\*\*

*Minor:*

English

Modern Languages Department [FRE and SPA]

*Majors:*

Spanish (General Track)\*\*

Spanish (Multi-age Education Track)\*\*\*\*

*Minor:*

Spanish

Division of Natural Sciences

Biology Department [BIO]

*Majors:*

Biology (Environmental Studies Track)\*\*\*  
Biology (General Track)\*\*\*  
Biology (Graduate School/Industry Track)\*\*\*  
Biology (Pre-Medical/Pre-Dental Track)\*\*\*  
Biology (Pre-physical Therapy Track)\*\*\*  
Life Science Education\*\*\*\*\*  
Pre-Nursing

*Minors:*

Biology  
Environmental Science  
Natural Resources

Chemistry Department [CHE]

*Majors:*

Chemistry (Biochemistry/ Molecular Biology/Pre-Medical Track)\*\*\*  
Chemistry (Graduate School/Industry Track)\*\*\*  
Medical Technology\*\*\*

*Minor:*

Chemistry

Computer Science Department [CSC]

*Majors:*

Business Data Processing\*  
Computer Science (ACM Track)\*\*\*  
Computer Science (Information Processing Track)\*\*

*Minor:*

Computer Science

Earth Science - Physics Department [ESS, PHY]

*Major:*

Physical Science Education\*\*\*\*\*

*Minor:*

Physical Science

Mathematics Department [MAT]

*Majors:*

Integrated Mathematics Education\*\*\*\*\*  
Mathematics\*\*\*

*Minor:*

Mathematics

Division of Religion and Philosophy

Department of Christian Education [CED]

*Majors:*

Children's Ministries\*\*

Christian Education\*\*

Youth Ministries\*\*

*Minors:*

Christian Education

Youth Ministries

Department of Philosophy [PHI]

*Major:*

Philosophy-Humanities\*\*

*Minor:*

Philosophy

Department of Religion [BIB, BLA, CCH, MIS, PMI, THE, and RSS]

*Majors:*

Religion (Humanities Track)\*\*

Religion (Pastoral Ministry Track)\*\*

Religion (Theological Studies Track)\*\*

*Minors:*

Biblical Languages

Churchmanship Religion

Humanities Religion

Missions

Pre-seminary Religion

Division of Social Sciences

History Department [ARA, HIS, POL, and RUS]

*Majors:*

History (American Studies Track)\*\*

History (British Studies Track)\*\*

History (General Track)\*\*

History (Hungarian Studies Track)\*\*

History (Middle East Studies Track)\*\*

History (Russian Studies Track)\*\*

Integrated Social Studies Education\*\*\*\*

*Minor:*

History

Family and Consumer Sciences Department [FCS]

*Majors:*

Child Development Administration\*

Family and Consumer Sciences (Fashion Merchandising Track)\*\*

Family and Consumer Sciences (General Track)\*\*

Family and Consumer Sciences (Interior Decorating Track)\*\*  
Family and Consumer Sciences (Vocational Education  
Track)\*\*\*\*

Family Life Management\*

*Minor:*

Family Life

Psychology Department [PSY]

*Major:*

Psychology\*\*

*Minor:*

Psychology

Social Work Department [SWK]

*Major:*

Social Work\*\*

Sociology Department [SOC]

*Majors:*

Human Services\*

Sociology (Community Development Track)\*\*

Sociology (Criminal Justice Track)\*\*

Sociology (General Track)\*\*

*Minor:*

Sociology

- Associate in Applied Sciences Program
  - \*\* Bachelor of Arts Program
  - \*\*\* Bachelor of Science Program
  - \*\*\*\* Bachelor of Arts Program in Teaching
  - \*\*\*\*\* Bachelor of Science Program in Teaching

Appendix B

Faculty/Administrator Questionnaire

## Mount Vernon Nazarene College

Please respond by completely filling in the circle for the item that best represents your response.

**Demographics:**

<b>Gender:</b>	Male	Female		<b>Assigned to the Business Division:</b>	Yes	No
	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
<b>Years of college teaching:</b>		0-3	4-6	6 or more		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Present status:</b>	Full-time	Regular part-time (minimum ½ time assignment)	Part-time (minimum ½ time assignment)	Adjunct (less than ½ time)		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Rank:</b>	Instructor	Assistant Professor	Associate Professor	Professor		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Taught two or more nontraditional courses at MVNC?</b>			Yes	No		
			<input type="radio"/>	<input type="radio"/>		

Please identify your faculty classification

- Traditional faculty member (teaching primarily in the traditional undergraduate or graduate programs)
- Nontraditional faculty member (teaching primarily in the degree completion programs)
- Both traditional and nontraditional faculty member (teaching equally in both)
- Administrative (non-teaching)

**Please fill in the circle that best describes your perceptions of MVNC's EXCELL degree programs:**

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Nontraditional students spend more time studying than traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nontraditional students have more clearly defined goals than traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Traditional students are more likely to experience academic problems than nontraditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Nontraditional students are not as motivated to learn as traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Nontraditional students are less likely to interact with instructors outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Nontraditional students learn through teamwork more than do traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.	Traditional students exhibit greater leadership skills in the classroom than do nontraditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Nontraditional students are more concerned about grades and learning in comparison to traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Nontraditional students find university classes a documentation of life experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Traditional students ask more questions in class than nontraditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	EXCELL's continued growth may diminish the significance of the traditional degree programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	The quality of most nontraditional programs offered anywhere is questionable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	EXCELL offers opportunities and experiences for learning that traditional education cannot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	The EXCELL BBA and AA programs provide adult students with degrees that are comparable to the traditional MVNC degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Teaching in the EXCELL BBA and AA programs require less preparation and time commitment as does teaching the same course in the traditional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	EXCELL degree programs fulfill the written Mission of MVNC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	EXCELL should offer online degrees with partial residential requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	EXCELL has attained a state of maturity enabling it to offer its degrees at additional sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	All Faculty should be expected to teach both in the traditional and EXCELL degree programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	MVNC's traditional business program does a better job of integrating Christian faith into the curriculum than does EXCELL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	MVNC should offer entire degree programs over the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	EXCELL should provide additional degree options in accelerated format to adult students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of importance for EXCELL's Nontraditional program		Degree to which EXCELL has attained this level
1=Not at all important 2=Fairly unimportant 3=Fairly important 4=Extremely important	<u>INSTRUCTIONS</u> For both categories, fill the bubble under 1, 2, 3, or 4 for each line item.	No attainment=1 A little attainment=2 Some attainment=3 Superior attainment=4
1   2   3   4		1   2   3   4
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31. Quality of EXCELL AA and BBA degree programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	32. Faculty who teach in EXCELL are "mission fit".	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	33. EXCELL fulfills the mission of MVNC.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	34. EXCELL Chaplain's ministry to its students.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	35. EXCELL courses are demanding and effective.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	36. Faculty who teach in EXCELL are academically qualified	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	37. EXCELL faculty integrate their faith into the curriculum beyond providing devotions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38. Traditional semester-long student/instructor interaction is imperative for effective instruction	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

31. Would you prefer to receive more, less, or the same amount of information about the ministry and programs of EXCELL?

More      Less      Same  
           

32. How important is it to you that the Mission of MVNC be fulfilled?

Not at all      Somewhat      Important      Very  
 important      unimportant           Important

33. In your opinion, how can mutual respect and appreciation be fostered between traditional and nontraditional faculty members?

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34. In your opinion, what measures, would facilitate an understanding of the philosophical and methodological issues associated with EXCELL's nontraditional programs?

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35. Describe how EXCELL's organizational structure can be enhanced.

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36. Please share any other comments or questions pertaining to EXCELL.

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Appendix C

Cover Letters

## Cover letter for on campus faculty

Dear Colleague:

This letter is my request for your cooperation as I gather data for my dissertation. As you may know, I am currently a doctoral candidate at Trevecca Nazarene University in Nashville, Tennessee. For my dissertation, I am examining the perception of MVNC faculty toward EXCELL's nontraditional Associate and Bachelor Degree programs.

Please take a few minutes and complete the enclosed questionnaire, seal it in the envelope, and return it to the person who gave it to you within 72 hours. Your participation is completely voluntary, and you have the right to refuse to complete the questionnaire. Should you desire to not participate, simply return the blank questionnaire in the sealed envelope. However, your responses are highly valued and will be used to guide decisions concerning the EXCELL program. This is a subject about which many have an opinion. I sincerely hope you will take the time to let us know yours. Be assured that all of the information you provide will be strictly confidential. No individual or department will be identified.

A few pointers:

1. We want to know what you think, not what you believe MVNC faculty "should" think or what you imagine we expect. We have no perceptions about your ideas; we want to learn what they are.
2. The enclosed questionnaire may include some questions that 'do not quite apply' to you. This is to be expected, since questions are more relevant to some faculty members than to others. Nonetheless, we encourage you to respond to these questions anyway.
3. Some question may ask you about things you have never thought about. On those questions, please think through what response comes closest to your views. If a questionnaire is thoughtfully created, it should be enlightening to the respondent, as well as to the researcher. We hope that in answering these questions you will enjoy discovering your own answers to many of them.

Please feel free to contact me at extension [REDACTED], or at my home, [REDACTED], if you have any questions. Thanks for your help.

Sincerely,

George A. Small, Jr.  
Director of Academic  
Services, EXCELL

## Cover letter for off campus adjunct faculty

Dear Colleague:

Second semester is in full swing here at Mount Vernon Nazarene College. EXCELL is still celebrating the 100<sup>th</sup> BBA group start. God has been good.

This letter is my request for your cooperation as I gather data for my dissertation. As you may know, I am currently a doctoral candidate at Trevecca Nazarene University in Nashville, Tennessee. For my dissertation, I am examining the perception of MVNC faculty toward EXCELL's nontraditional Associate and Bachelor Degree programs.

Please take a few minutes and complete the enclosed questionnaire and return it to me, within 72 hours, in the self-addressed stamped envelope I have provided. Your participation is completely voluntary, and you have the right to refuse to complete the questionnaire. However, your responses are highly valued and will be used to guide decisions concerning the EXCELL program. This is a subject about which many have an opinion. I sincerely hope you will take the time to let us know yours. Be assured that all of the information you provide will be strictly confidential. No individuals will be identified.

A few pointers:

1. Please do not be concerned if you are not clearly traditional or nontraditional faculty. Your responses will allow us to identify the variety of perspectives among faculty.

We want to know what you think, not what you believe MVNC faculty "should" think or what you imagine we expect. We have no perceptions about your ideas; we want to learn what they are.

2. The enclosed questionnaire may include some questions that 'do not quite apply' to you. This is to be expected, since questions are more relevant to some faculty members than to others. Nonetheless, we encourage you to respond to these questions anyway.
3. Some question may ask you about things you have never thought about. On those questions, please think through what response comes closest to your views. If a questionnaire is thoughtfully created, it should be enlightening to the respondent, as well as to the researcher. We hope that in answering these questions you will enjoy discovering your own answers to many of them.

Please feel free to ask any questions you may have. You may contact me at [REDACTED], extension [REDACTED], or at my home, [REDACTED]. Thanks for your help.

Sincerely,

George A. Small, Jr.  
Director of Academic  
Services, EXCELL

Appendix D  
Statistical Tables

### Overall Means by Question

Question	Mean
1. Nontraditional students spend more time studying than traditional students	2.5
2. Nontraditional students have more clearly defined goals than traditional students	3.1
3. Traditional students are more likely to experience academic problems than nontraditional students	1.54
4. Nontraditional students are not as motivated to learn as traditional students	1.78
5. Nontraditional students are less likely to interact with instructors outside of the classroom	2.45
6. Nontraditional students learn through teamwork more than do traditional students	2.59
7. Traditional students exhibit greater leadership skills in the classroom than do nontraditional students	3.03
8. Nontraditional students are more concerned about grades and learning in comparison to traditional students	2.54
9. Nontraditional students find university classes a documentation of life experiences	2.75
10. Traditional students ask more questions in class than nontraditional students	2.99
11. EXCELL's continued growth may diminish the significance of the traditional degree programs	2.04
12. The quality of most nontraditional programs offered anywhere is questionable	2.89
13. EXCELL offers opportunities and experiences for learning that traditional education cannot	2.84
14. The EXCELL BBA and AA programs provide adult students with degrees that are comparable to the traditional MVNC degrees	2.61
15. Teaching in the EXCELL BBA and AA programs require less preparation and time commitment as does teaching the same course in the traditional program	2.17
16. The EXCELL degree programs fulfill the written Mission of MVNC	3.03
17. EXCELL should offer online degrees with partial residential requirements	2.56
18. EXCELL has attained a state of maturity enabling it to offer its degrees at additional sites	2.9
19. All Faculty should be expected to teach both in the traditional and EXCELL degree programs	1.71
20. MVNC's traditional business program does a better job of integrating Christian faith into the curriculum than does EXCELL	2.58

21.	MVNC should offer entire degree programs over the Internet	1.91
22.	EXCELL should provide additional degree options in accelerated format to adult students	2.94
31.	Would you prefer to receive more, less, or the same amount of information about the ministry and programs of EXCELL?	2.18
32.	How important is it to you that the Mission of MVNC be fulfilled?	3.78

Mean		Mean
3.88	23. Quality of EXCELL AA and BBA degree programs.	3.09
3.79	24. Faculty who teach in EXCELL are "mission fit".	3.12
3.84	25. EXCELL fulfills the mission of MVNC.	3.08
3.61	26. EXCELL Chaplain's ministry to its students.	3.15
3.76	27. EXCELL courses are demanding and effective.	3.10
3.89	28. Faculty who teach in EXCELL are academically qualified	3.23
3.74	29. EXCELL faculty integrate their faith into the curriculum beyond providing devotions	2.94
2.68	30. Traditional semester-long student/instructor interaction is imperative for effective instruction	2.38

Number of Respondents by question						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Question 1	140	97.9%	3	2.1%	143	100.0%
Question 2	141	98.6%	2	1.4%	143	100.0%
Question 3	137	95.8%	6	4.2%	143	100.0%
Question 4	142	99.3%	1	.7%	143	100.0%
Question 5	139	97.2%	4	2.8%	143	100.0%
Question 6	142	99.3%	1	.7%	143	100.0%
Question 7	138	96.5%	5	3.5%	143	100.0%
Question 8	136	95.1%	7	4.9%	143	100.0%
Question 9	129	90.2%	14	9.8%	143	100.0%
Question 10	139	97.2%	4	2.8%	143	100.0%
Question 11	139	97.2%	4	2.8%	143	100.0%
Question 12	137	95.8%	6	4.2%	143	100.0%
Question 13	139	97.2%	4	2.8%	143	100.0%
Question 14	139	97.2%	4	2.8%	143	100.0%
Question 15	136	95.1%	7	4.9%	143	100.0%
Question 16	139	97.2%	4	2.8%	143	100.0%
Question 17	133	93.0%	10	7.0%	143	100.0%
Question 18	135	94.4%	8	5.6%	143	100.0%
Question 19	142	99.3%	1	.7%	143	100.0%
Question 20	131	91.6%	12	8.4%	143	100.0%
Question 21	138	96.5%	5	3.5%	143	100.0%
Question 22	139	97.2%	4	2.8%	143	100.0%
Importance 23	139	97.2%	4	2.8%	143	100.0%
Importance 24	139	97.2%	4	2.8%	143	100.0%

Importance 25	139	97.2%	4	2.8%	143	100.0%
Importance 26	139	97.2%	4	2.8%	143	100.0%
Importance 27	139	97.2%	4	2.8%	143	100.0%
Importance 28	139	97.2%	4	2.8%	143	100.0%
Importance 29	139	97.2%	4	2.8%	143	100.0%
Importance 30	138	96.5%	5	3.5%	143	100.0%
Attainment 23	136	95.1%	7	4.9%	143	100.0%
Attainment 24	136	95.1%	7	4.9%	143	100.0%
Attainment 25	138	96.5%	5	3.5%	143	100.0%
Attainment 26	133	93.0%	10	7.0%	143	100.0%
Attainment 27	132	92.3%	11	7.7%	143	100.0%
Attainment 28	136	95.1%	7	4.9%	143	100.0%
Attainment 29	133	93.0%	10	7.0%	143	100.0%
Attainment 30	128	89.5%	15	10.5%	143	100.0%
More Info?	141	98.6%	2	1.4%	143	100.0%
Mission	141	98.6%	2	1.4%	143	100.0%

Statistical significance @ .01 alpha by faculty status

Questions with statistical significance @ .01 alpha by faculty status		N	Mean	sd
3. Traditional students are more likely to experience academic problems than nontraditional students.	Adjunct	44	2.53	0.67
	Reg. PT	9	2.53	0.50
	Full-Time	89	2.45	0.65
8. Nontraditional Students are more concerned about grades and learning in comparison to traditional students.	Adjunct	44	2.77	0.68
	Reg. PT	9	2.67	0.71
	Full-Time	89	2.40	0.70
15. Teaching in the EXCELL BBA and AA programs require less preparation and time commitment as does teaching the same course in the traditional program.	Adjunct	44	2.11	0.72
	Reg. PT	9	2.33	1.00
	Full-Time	89	2.19	0.77
20. MVNC's traditional business program does a better job of integrating Christian faith into the curriculum than does EXCELL.	Adjunct	44	2.05	0.78
	Reg. PT	9	1.89	0.78
	Full-Time	89	1.53	0.71
Importance 23. Quality of EXCELL AA and BBA degree programs	Adjunct	44	3.89	0.32
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.86	0.38
Importance 24. Faculty who teach in EXCELL are "mission fit".	Adjunct	44	3.66	0.53
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.83	0.41
Importance 25. EXCELL fulfills the mission of MVNC.	Adjunct	44	3.75	0.49
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.86	0.41
Importance 27. EXCELL courses are demanding and effective.	Adjunct	44	3.81	0.39
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.73	0.50
Importance 28. Faculty who teach in EXCELL are academically qualified.	Adjunct	44	3.88	0.32
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.89	0.35
Importance 29. EXCELL faculty integrate their faith into the curriculum beyond providing devotions.	Adjunct	44	3.57	0.62
	Reg. PT	9	4.00	0.00
	Full-Time	89	3.79	0.44
31. Would you prefer to receive more, less, or the	Adjunct	44	1.39	0.54

same amount of information about the ministry and programs of EXCELL?	Reg. PT	9	1.00	0.53
	Full-Time	89	1.40	0.52

Statistical significance @ .02 alpha by faculty rank

Questions with statistical significance @ .02 alpha by faculty rank		N	Mean	sd
4. Nontraditional students are not as motivated to learn as traditional students.	Instructor	40	1.70	0.61
	Assistant	42	1.69	0.47
	Associate	22	1.91	0.61
	Professor	36	1.92	0.60
5. Nontraditional students are less likely to interact with instructors outside of the classroom.	Instructor	40	2.53	0.91
	Assistant	42	2.27	0.71
	Associate	22	2.38	0.80
	Professor	36	2.66	0.73
8. Nontraditional Students are more concerned about grades and learning in comparison to traditional students.	Instructor	40	2.75	0.71
	Assistant	42	2.43	0.71
	Associate	22	2.45	0.69
	Professor	36	2.47	0.66
9. Nontraditional students find university classes a documentation of life experiences.	Instructor	40	2.97	0.72
	Assistant	42	2.65	0.59
	Associate	22	2.57	0.68
	Professor	36	2.72	0.52
10. Traditional students ask more questions in class than nontraditional students.	Instructor	40	2.90	0.50
	Assistant	42	3.19	0.45
	Associate	22	3.00	0.45
	Professor	36	2.85	0.66
11. EXCELL's continued growth may diminish the significance of the traditional degree programs.	Instructor	40	1.85	0.80
	Assistant	42	1.98	0.80
	Associate	22	2.18	0.85
	Professor	36	2.23	0.91
12. The quality of most nontraditional programs anywhere is questionable.	Instructor	40	3.08	0.83
	Assistant	42	2.90	0.67
	Associate	22	2.64	0.85
	Professor	36	2.85	0.71
13. EXCELL offers opportunities and experiences for learning that traditional education cannot.	Instructor	40	3.13	0.79
	Assistant	42	2.76	0.76
	Associate	22	2.67	0.97
	Professor	36	2.71	0.68

14. The EXCELL BBA and AA programs provide adult students with degrees that are comparable to the traditional MVNC degrees.	Instructor	40	2.78	0.73
	Assistant	42	2.63	0.70
	Associate	22	2.48	0.68
	Professor	36	2.46	0.82
16. The EXCELL degree programs fulfill the written mission of MVNC.	Instructor	40	3.25	0.59
	Assistant	42	2.95	0.58
	Associate	22	2.95	0.51
	Professor	36	2.94	0.76
18. EXCELL has attained a state of maturity enabling it to offer its degrees at additional sites.	Instructor	40	3.08	0.57
	Assistant	42	2.78	0.73
	Associate	22	2.85	0.59
	Professor	36	2.88	0.65
19. All faculty should be expected to teach both in the traditional and EXCELL degree program.	Instructor	40	1.93	0.83
	Assistant	42	1.55	0.74
	Associate	22	1.77	0.81
	Professor	36	1.64	0.68
21. MVNC should offer entire degree programs over the Internet.	Instructor	40	2.15	0.89
	Assistant	42	1.66	0.69
	Associate	22	1.86	0.79
	Professor	36	1.97	0.94
22. EXCELL should provide additional degree options in accelerated format to adult students.	Instructor	40	3.20	0.65
	Assistant	42	2.88	0.67
	Associate	22	2.80	0.52
	Professor	36	2.80	0.83
Importance 25. EXCELL fulfills the mission of MVNC.	Instructor	40	3.83	0.38
	Assistant	42	3.88	0.33
	Associate	22	3.59	0.73
	Professor	36	3.94	0.24
Importance 26. EXCELL Chaplain's ministry to its students	Instructor	40	3.56	0.50
	Assistant	42	3.78	0.42
	Associate	22	3.45	0.80
	Professor	36	3.54	0.66

Importance 27. EXCELL courses are demanding and effective.	Instructor	40	3.87	0.34
	Assistant	42	3.76	0.43
	Associate	22	3.55	0.67
	Professor	36	3.80	0.41
Importance 28. Faculty who teach in EXCELL are academically qualified.	Instructor	40	3.97	0.16
	Assistant	42	3.90	0.30
	Associate	22	3.77	0.43
	Professor	36	3.86	0.43
Importance 29. EXCELL faculty integrate their faith into the curriculum beyond providing devotions.	Instructor	40	3.60	0.59
	Assistant	42	3.88	0.33
	Associate	22	3.50	0.60
	Professor	36	3.88	0.41
Importance 30. Traditional semester-long student/instructor interaction is imperative for effective instruction.	Instructor	40	2.75	0.93
	Assistant	42	2.95	0.93
	Associate	22	2.41	1.01
	Professor	36	2.56	0.89
Attainment 23. Quality of EXCELL AA and BBA degree programs.	Instructor	40	3.28	0.55
	Assistant	42	3.03	0.49
	Associate	22	3.00	0.55
	Professor	36	3.00	0.49
Attainment 24. Faculty who teach in EXCELL are "mission fit".	Instructor	40	3.18	0.64
	Assistant	42	3.24	0.62
	Associate	22	2.90	0.77
	Professor	36	3.06	0.69
Attainment 25. EXCELL fulfills the mission of MVNC.	Instructor	40	3.30	0.72
	Assistant	42	3.00	0.74
	Associate	22	2.95	0.50
	Professor	36	3.03	0.72
Attainment 27. EXCELL courses are demanding and effective.	Instructor	40	3.38	0.67
	Assistant	42	2.89	0.56
	Associate	22	3.10	0.55
	Professor	36	3.00	0.51

Attainment 28. Faculty who teach in EXCELL are academically qualified.	Instructor	40	3.58	0.50
	Assistant	42	3.15	0.66
	Associate	22	3.10	0.62
	Professor	36	3.00	0.71
Attainment 30. Traditional semester-long student/instructor interaction is imperative for effective instruction	Instructor	40	2.46	0.94
	Assistant	42	2.78	0.79
	Associate	22	2.26	0.93
	Professor	36	1.94	1.01
32. How important is it to you that the Mission of MVNC be fulfilled?	Instructor	40	3.60	0.55
	Assistant	42	3.85	0.36
	Associate	22	3.68	0.57
	Professor	36	3.97	0.17

T-test *p*-value by Faculty Rank

Faculty Rank		T-test p value		
		Instructor	Instructor	Instructor
		Assistant Professor	Associate Professor	Professor
Question	2	0.03	0.07	0.09
Question	4	0.47	0.10	0.06
Question	5	0.08	0.26	0.24
Question	7	0.01	0.02	0.13
Question	8	0.02	0.06	0.04
Question	9	0.02	0.02	0.05
Question	10	0.04	0.18	0.16
Question	11	0.24	0.07	0.03
Question	12	0.01	0.04	0.10
Question	13	0.02	0.04	0.01
Question	14	0.19	0.06	0.04
Question	16	0.01	0.02	0.03
Question	17	0.14	0.34	0.38
Question	18	0.02	0.08	0.09
Question	19	0.02	0.24	0.05
Question	20	0.01	0.04	0.23
Question	21	0.00	0.10	0.20
Question	22	0.02	0.01	0.01
Importance	25	0.27	0.09	0.05
Importance	26	0.02	0.28	0.44
Importance	27	0.09	0.02	0.21
Importance	28	0.09	0.02	0.07
Importance	29	0.01	0.27	0.01
Importance	30	0.17	0.10	0.19
Attainment	23	0.02	0.04	0.01
Attainment	24	0.33	0.09	0.22
Attainment	25	0.03	0.02	0.06
Attainment	27	0.00	0.05	0.00
Attainment	28	0.00	0.00	0.00
Attainment	29	0.09	0.40	0.07
Attainment	30	0.06	0.23	0.01
Mission?		0.01	0.29	0.00

T-test *p*-value by Status

		T-test p value		
		Assistant Professor	Assistant Professor	Associate Professor
		Associate Professor	Professor	Professor
Question	2	0.45	0.42	0.39
Question	4	0.08	0.04	0.48
Question	5	0.30	0.01	0.10
Question	7	0.46	0.10	0.13
Question	8	0.45	0.39	0.46
Question	9	0.33	0.30	0.20
Question	10	0.35	0.28	0.46
Question	11	0.18	0.10	0.42
Question	12	0.47	0.21	0.27
Question	13	0.35	0.37	0.44
Question	14	0.20	0.16	0.46
Question	16	0.49	0.48	0.48
Question	17	0.33	0.09	0.26
Question	18	0.34	0.26	0.43
Question	19	0.14	0.29	0.26
Question	20	0.45	0.08	0.12
Question	21	0.17	0.06	0.32
Question	22	0.30	0.32	0.50
Importance	25	0.05	0.15	0.02
Importance	26	0.04	0.04	0.33
Importance	27	0.10	0.33	0.06
Importance	28	0.11	0.30	0.24
Importance	29	0.01	0.48	0.01
Importance	30	0.02	0.04	0.29
Attainment	23	0.43	0.41	0.50
Attainment	24	0.04	0.12	0.23
Attainment	25	0.38	0.43	0.32
Attainment	27	0.09	0.21	0.26
Attainment	28	0.38	0.18	0.30
Attainment	29	0.07	0.41	0.06
Attainment	30	0.02	0.00	0.13
Mission?		0.10	0.03	0.01

Balancing traditional and nontraditional practices in workplace culture becomes an issue that's not only important, but crucial to employee productivity, and ultimately, your business's success. Traditional Practices: What They Are, and Their Benefits: These days, it's easier to identify traditional culture characteristics and practices from their potential drawbacks than it is to conduct a simple online search. Great leaders will ensure that a company's needs are met first and foremost, while bridging the gap between employee practices in work hours. Professionalism is the key to creating an understanding across all employees, no matter how flexible a work schedule they require to be their most productive selves. While traditional students are struggling with the realities of campus life, nontraditional students are actually thriving. The Priorities Report finds that sixty-seven percent of adult learners and seventy-four percent of online learners rate their level of satisfaction with their college experience as "satisfied" or "very satisfied." Only fifty-three percent of traditional students could make this same claim. The gaps that you see between the perceived importance of and satisfaction over priorities among traditional students can tell you a lot about these declining enrollment numbers. Students simply aren't getting what they hoped to out of the college experience. I know I didn't. This poses a pretty urgent challenge to schools serving traditional student populations. See how Mount Vernon Nazarene compares to more than 2,000 American colleges. This measure reflects both access and outcomes, representing the likelihood that a student at Mount Vernon Nazarene moved up two or more income quintiles. 418th out of 578 Selective private colleges. No data available for Mount Vernon Nazarene.