To the Graduate Council:

I am submitting herewith a dissertation written by Cynthia Seed Welch entitled "Perceptions of Administrators and Faculty Regarding Curricular Innovations and Relationship of Curricular Innovation to Enrollment in Tennessee Private Colleges." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

George A. Wagoner, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

Thesis
806
.W442
Cop. 2

PERCEPTIONS OF ADMINISTRATORS AND FACULTY REGARDING CURRICULAR INNOVATIONS AND RELATIONSHIP OF CURRICULAR INNOVATION TO ENROLLMENT IN TENNESSEE PRIVATE COLLEGES

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Cynthia Seed Welch

March 1980

1113856

Copyright by Cynthia Seed Welch 1980
All Rights Reserved

ACKNOWLEDGEMENTS

Grateful acknowledgement is extended to all those who have had a part in this study. Special thanks are due Mr. George Wagoner for his patience and encouragement, not only in this study, but throughout the entire doctoral program.

Other members of the committee: Dr. Don McNelly, Dr. George Wiegers and Dr. Gerald Whitlock were helpful in suggestions concerning the study.

The researcher also expresses appreciation to Dr. David S. DuBose, Academic Dean, Lincoln Memorial University for valuable assistance in this study. Appreciation is also expressed to the Tennessee Council of Private Colleges, Niles Ayers and the participants from each of the private colleges.

Appreciation also is given to my mother for her encouragement during all of my educational activities. Finally, to Frank for both personal and professional support, and to Jon, Tim, and Cathy for patience with their Mom during this endeavor.

ABSTRACT

The purpose of this study was to determine perceptions of administrators and faculty in relation to curricular innovations in 24 Tennessee private colleges. In addition the relationship between enrollment and curricular innovations was examined. Additional questions answered were:

1. Which innovations have been implemented during the time period studied?
2. If the innovation was not implemented, did the respondents favor implementation?

Analyses were made by use of F-test, Chi square, and "t" test at the .05 level of significance.

Based on the findings the following conclusions are drawn:

1. Faculty and administrators have similar perceptions regarding level of importance of curricular innovations.

2. Faculty and administrators have similar perceptions regarding desirability to adopt the curricular innovations.

3. Presidents, academic deans and three categories of faculty have similar perceptions regarding level of effectiveness of curricular innovations except for "work study." Faculty with 15 or more years at the college view "work study" as less effective.

4. Administrators rated "cooperative education," "credit by examination," "interdisciplinary study," and "independent study" higher in effectiveness than faculty.

5. Enrollment changes have no relationship to curricular innovations. Only in colleges having "credit by examination" was there an increase.

6. "Desire to adopt" was extremely high in colleges that had not already implemented "interdisciplinary study."

7. The greatest growth among the 16 curricular innovations in the 10-year period took place in "adult, continuing, and evening programs."

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	3
	Analysis of the Problem	3
	Procedures of the Study	5
	Importance of the Study	6
	Definition of Terms	9
	Limitations of the Study	10
	Organization of the Study	10
II.	REVIEW OF THE RELATED LITERATURE	12
	Growth and Development of Higher Education	12
	Historical Development of Liberal Arts Colleges	14
	Career Education in Liberal Arts Colleges	15
	Career Education in Private Liberal Arts Colleges	20
	Role of Career Education at the Postsecondary Level	22
	Implications for the Liberal Arts College	24
III.	INSTITUTIONAL BACKGROUND INFORMATION	28
	Belmont College	28
	Bethel College	29
	Bryan College	30
	Carson-Newman College	31
	Christian Brothers College	32
	David Lipscomb College	33
	Freed-Hardeman College	34
	Johnson Bible College	35
	King College	36
	Lambuth College	37
	Lane College	39
	Lee College	40
	LeMoyne-Owen College	41
	Lincoln Memorial University	42
	Maryville College	43
	Milligan College	44
	Southern Missionary College	45
	Southwestern at Memphis	46
	Tennessee Temple University	47
	Tennessee Wesleyan College	48
	Trevecca Nazarene College	49
	Tusculum College	49

CHAPTER PAGE

Union University 50
The University of the South 51

IV. PROCEDURES 53

Development of Curricular Innovation Inventory 53
The Population 54
Method of Distribution of Questionnaires 54
Statistical Analysis 55
Computer Hardware and Software Utilized 56

V. ANALYSIS OF DATA 57

President, Academic Dean and Faculty Attitudes 64
Enrollment and Innovations 75

VI. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 88

Findings 89
Conclusions 91
Recommendations for Further Study 92
Recommendations for the Private College 92

BIBLIOGRAPHY 95

APPENDIX 99

VITA 107

LIST OF TABLES

TABLE		PAGE
1.	Institutional Implementation of Curricular Innovations by Years* in Tennessee Private Colleges	58
2.	Implementation of New Curricular Innovations by Years in Tennessee Private Colleges	59
3.	Responses from Institutions Not Implementing Innovations on Desirability to Adopt in Tennessee Private Colleges . . .	62
4.	Administrator and Faculty Views of Importance of Curricular Innovations in Tennessee Private Colleges	66
5.	Administrator and Faculty Views of Desirability to Adopt Curricular Innovations in Tennessee Private Colleges	72
6.	Administrator and Faculty Views of Effectiveness of Curricular Innovations in Tennessee Private Colleges	76
7.	Enrollment for 1968-1978 in Tennessee Private Colleges . . .	82
8.	Percentage Changes in Mean Enrollment 1968-71 and 1976-78 in Tennessee Private Colleges	85
9.	Relationship of Curricular Innovations to Enrollment in Tennessee Private Colleges	86

CHAPTER I

INTRODUCTION

Private colleges are in the midst of crises of identity, purpose, and in fact, survival. Innovative changes have often been a matter of degree. Enrollment trends of private colleges have ranged among two extremes.

Many liberal arts colleges face a dilemma. Should they retain the present concentration in liberal arts and risk an enrollment decline, but still maintain a diversity which is valued in higher education? Should they develop and perhaps prosper through some combination of the new and the old, thus possibly sacrificing their unique qualities?[1]

Algo Henderson stated he felt that private colleges have distinctive roles to play and great contributions to make to society.

> They need, however, to clarify their purpose in relation to these contributions. They need to redefine what they mean by liberal education, revise their overgrown curricula, and manage better their use of faculty and space.[2]

---

[1]Lyman A. Glenny, John R. Shea, Janet H. Ruyle, Kathryn H. Freschi, Presidents Confront Reality (Washington: Jossey-Bass Publishers, 1976), p. 27.

[2]Algo Henderson, "How High Can Tuitions Go?" Cooperative Long-Range Planning in Liberal Arts Colleges, ed. by Earl J. McGrath and Richard Meeth (New York: Teacher's College Press, 1964), p. 61.

In 1963, Jacques Barzun, at that time dean of faculties and provost of Columbia University considered the liberal arts colleges dead or dying.[3]

Curricular innovations in liberal arts colleges have attempted to respond to a number of issues—some old as time and others new. There are many questions and issues to be raised concerning curricular developments in liberal arts colleges. Mayhew raises the following questions:

> 1. The question of "cash versus culture." Should the college stress classical literature, moral philosophy, and natural philosophy or should it stress the application of knowledge to specific tasks?
> 2. A second question is general versus specific. Should students be introduced to a broad overview of the domain of knowledge, or should they be required to concentrate their efforts in a limited field? This question includes the issue of emphasis on disciplinary courses or broad inter-disciplinary courses.
> 3. A third question he feels that can be raised is should the courses or programs be student or subject oriented.[4]

Heath in an article in the March/April 1976, Journal of Higher Education says that if graduates were asked what their college education had done for them some questions to be answered might include: Just how important a contribution does college make for the maturing adult and how might colleges clarify their purposes and educate more effectively. Even more than that, colleges might be able to clarify what they are accomplishing and not what they claim to be accomplishing.

---

[3]Earl J. McGrath and Michael Brick, Innovations in Liberal Arts Colleges, (A Publication of the Institute of Higher Education, Teachers College, Columbia University, 1969), p. 1.

[4]Lewis B. Mayhew, The Collegiate Curriculum: An Approach to Analysis (Atlanta: Southern Regional Education Board), 1977, p. 1.

These can be different.[5] Still other questions might include: Are there relationships between growth or decline and the curriculum? If so, what? Are there institutional curricular characteristics of growing or declining institutions?

A. STATEMENT OF THE PROBLEM

The purpose of this study was to determine perceptions of administrators and faculty in relation to curricular innovations in Tennessee private colleges. In addition the relationship between enrollment and curricular innovations was examined.

B. ANALYSIS OF THE PROBLEM

The existence of curricular innovations at each Tennessee private college was studied. The following null hypotheses were tested:

1. There is no difference in attitudes among presidents, academic deans, and three categories (based on length of service) of faculty leaders with respect to perceptions of importance of the following curricular innovations:

    a. adult, continuing and evening programs

    b. basic studies in communications and mathematics

    c. calendar changes

    d. cooperative education

---

[5]Douglas H. Heath, "What the Enduring Effects of Higher Education Tell Us About a Liberal Education," Journal of Higher Education, March/April, 1976, p. 173.

e. credit by examination

f. credit for experience

g. honors program

h. increased number of career oriented majors

i. independent study

j. interdisciplinary studies

k. internship

l. off campus teaching sites

m. reduced number of course requirements

n. student designed majors

o. study abroad

p. work study

2. There is no difference in attitudes of presidents, academic deans, and the three categories of faculty leaders with respect to their desire to adopt the 16 curricular innovations (see Hypothesis 1).

3. There is no difference in attitudes of presidents, academic deans, and the three categories of faculty leaders with respect to perceptions of effectiveness of the 16 curricular innovations (see Hypothesis 1).

4. There is no difference between curricular innovations and average enrollment for periods 1968-71 and 1976-78 among selected private colleges.

5. Additional questions which were to be answered were:

a. Which innovations have been implemented during the time period studied?

b. If the innovation was not implemented, did the respondents favor implementation?

C. PROCEDURES OF THE STUDY

The following major steps were taken in this study:

1. A review of literature was conducted to determine what kinds of innovations were being implemented in colleges. Brick and McGrath's list (1969)[6] and Dollar's list (1976)[7] of curricular innovations were used extensively to construct the initial list of innovations for this study.

2. A catalog-by-catalog analysis of Tennessee's private four-year institutions was made to determine the existence of curricular innovations. This list was combined with the initial list of innovations.

3. A questionnaire was constructed to survey the perceptions of the innovations that were identified from the literature and the individual catalogs.

4. The questionnaire was sent to the president, academic dean, and the faculty members selected on the basis of length of service to the institution. Each faculty member was a departmental or divisional chairperson within the following employment categories: fifteen or more years, six through fourteen years, and five or less years.

---

[6]McGrath and Brick, op. cit., p. 15.

[7]Muriel Dollar, Innovation in Curriculum in the Liberal Arts College: An Examination of the Presentation of Curricular Innovation in College Catalogs as an Indication of the Changing Self-Concept of the Liberal Arts College 1965-1975. Dissertation: Fairleigh Dickinson University, 1976.

5. Enrollment data were compiled for 24 colleges in Tennessee for eleven years—1968 through 1978. Enrollment data were provided by the Tennessee Council of Private Colleges.

6. Data were analyzed to ascertain differences in attitudes toward the 16 curricular innovations among presidents, academic deans, and the three categories of faculty leaders and to ascertain whether curricular changes were related to enrollment.

7. Mean responses for each of the five groups were computed, and F-tests were used to detect differences among the groups. In cases where a significant difference was found, the Duncan Multiple Range test was applied to discern where differences occurred. Mean responses were also calculated for administrators (presidents and academic deans) and faculty (three groups combined). F-tests were used to detect differences between these two groups.

8. The mean was found for the first three and last three enrollment years for each school in the 10-year period. The 16 curricular innovations for each school were examined as to whether the innovation was implemented during the first time period, added later, or not implemented. The "t" test was used.

D. IMPORTANCE OF THE STUDY

According to Bowen and Minter, private colleges have experienced a greater decline or stabilization with respect to enrollment than public institutions.[8] As can be expected, smaller colleges are more likely

---

[8]Glenny, op. cit., p. 8.

than larger ones to have decreased in enrollment since 1968. Leslie and Miller maintain that growth and development in higher education have occurred because colleges and universities initiated changes that contribute to the expansion of their roles.[9]

In a study by Lyman A. Glenny nearly three-fourths of the liberal arts colleges reporting decreased enrollments had less than 1,000 students. Presidents of one-third of the eighty-five liberal arts colleges with lower enrollments said that their head count statistics went down 15 percent between 1971 and 1973. Colleges with teacher-training programs which are primarily liberal arts colleges are more likely than those without such programs to have experienced declining enrollments. Some liberal arts colleges have experienced a trend away from the liberal arts toward vocational/professional subjects. Some college enrollment declines have been in vocational subjects, particularly teaching and engineering.[10]

Presidents see a trend toward vocationalism. This reemergence and importance of vocationalism in the undergraduate curriculum may be attributed to the following according to Glenny:

1. The theme of social relevance born in the late 1960's which puts a premium on action and improvement of society and oneself, rather on contemplation

2. The women's movement, which in large part has been directed toward equal rights for women

---

[9]Ibid., p. 5.

[10]Ibid., p. 22.

3. The entrance of the "new student" into higher education. Such persons are supposedly career-oriented and interested in practical matters and job-related courses.

4. A federal government that purposefully funds "career education."

5. Changing job market for college-trained manpower. Some graduate without specific skills and find it difficult to compete for available jobs.[11]

Some changes are now apparent in students, academic programs, administration, and institutional planning. According to Shulman, the most significant changes will be in the character of the student population and in the emphasis on vocational preparation in programs. These items may result in the need for and willingness of colleges to change their academic programs in order to compete for students to boost their enrollments.

> Institutions concerned about insuring survival and growth can take steps to adjust their situation to new realities by developing purposes and programs to meet the needs of students they recruit and enroll. College officials who become sophisticated in understanding these factors will have developed a most useful tool in planning their institutions' future.[12]

This study offers potential assistance to private colleges looking for clarification of identity, purpose, and survival. This assistance may be highly beneficial to trustees, faculty, and administrators of private colleges as well as the higher education community.

---

[11]Ibid., p. 28.

[12]Carol Hernstadt Shulman, Enrollment Trends in Higher Education, Eric Higher Education Report No. 6; 1976, p. 40.

E. DEFINITION OF TERMS

The terms listed below have many meanings; however, for purposes of this study the following definitions have been selected:

Innovation. Brick and McGrath defined innovation as: an idea, thing, or process which is new to higher education, the "newness often stemming from a rearrangement of an accepted procedure in such a way that it reaps novel benefits." Also, an innovation in higher education frequently enables a college or university to increase the efficiency of some aspect or operation.[13]

Liberal Arts. Liberal arts is based on the colonial American college definition which was more concerned with the forming of character than the fostering of research; it placed great value on a residential pattern of life for students; it was concerned primarily with training a special elite for community service.[14]

Small private college. A college with an enrollment of less than 2,000 students and governed independently of state control. The terms private and independent are used interchangeably.

Career education. Career education is a concept that recognizes the necessity of making sure every student is prepared through education to find his or her place in society.

---

[13]McGrath and Brick, op. cit., p. 3.

[14]John S. Brubacher and Willis Rudy, Higher Education in Transition, (New York: Harper and Row, 1976), p. 23.

Vocationalism. An educational philosophy or approach which places emphasis upon competencies within the practical arts.

Work Study. An institutional or governmentally financed program which allows college students to work and receive pay which can be used in financing college education costs.

F. LIMITATIONS OF THE STUDY

Several limitations for this study are noted below. The study was limited to the state of Tennessee which has only twenty-six private four-year colleges. Those selected were four-year undergraduate colleges with enrollments of less than 2,000. For this reason the group of colleges studied constituted a population rather than a random or representative sample; therefore, no attempt was made to generalize the results of data analysis from the sample to some larger population. The attempt, rather was to conduct exploratory research among the small private colleges of the state of Tennessee.

The researcher learned from the questionnaire the year in which the curricular innovations were implemented but did not secure information concerning the date it might have been deleted from the curriculum or if it still remained a part of the curriculum.

G. ORGANIZATION OF THE STUDY

Chapter II presents a review of related literature. Chapter III presents brief background information of each college selected. Chapter IV presents sources of data, methods and procedures. Chapter V

provides an analysis of data. Chapter VI gives the summary, conclusions and recommendations. The bibliography includes only references used in this study. The appendix contains the cover letter, the president's questionnaire and an explanation of the other forms.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Higher education is struggling with defining distinctive purposes. Heath says that "an education that does not work itself into a man's values, challenge his view of himself and alter his relations with others is unlikely to produce any maturing effects that linger."[1] Both liberal arts and career education concepts are included in the list of innovations studied. The review of the literature indicates a need for career education as well as liberal arts in the four-year private college. The literature further states colleges should examine their mission and decide ways to better serve student needs.

A. GROWTH AND DEVELOPMENT OF HIGHER EDUCATION

Rudy and Brubacher state that by the middle of the twentieth century a general pattern of college education had emerged in the United States, which represented a balance between the requirements of the traditional liberal arts curriculum and the professional fields. This curriculum balance was frequently reinforced by the requirements of the national accrediting associations.[2]

---

[1]Douglas H. Heath, "What the Enduring Effects of Higher Education Tell Us About a Liberal Education," Journal of Higher Education, March/April, 1976, p. 186.

[2]John S. Brubacher and Willis Rudy, Higher Education in Transition, (New York: Harper and Row, 1976), p. 18.

According to Shulman, higher education has experienced historically long periods of growth and development. However, with present conditions colleges and universities cannot expect this growth to follow the historical pattern. Many institutions have already begun to experience declines in enrollment.[3]

A survey completed by Glenny and Shea (1976) revealed that despite steady or declining enrollments, 61 percent of the senior institutions and 40 percent of the two-year institutions reported increased enrollments in business offerings between 1968 and 1974. Health science offerings increased 79 percent. An even larger proportion of colleges and universities that have increased in total enrollment reported increases in business and health sciences. A larger number of private liberal arts colleges (77 percent) expect to have more students in 1980 than 1974 in selected vocational areas, particularly business administration. The current enrollment situation is changing because students are shifting away from traditional liberal arts subjects to areas which offer more direct career preparation. Glenny also found during the period between 1968-74 that more than one-half of the colleges that offered courses in the following fields reported increased enrollments: "other" vocational/technical (2 year), 81 percent; health sciences, 80 percent; business, 73 percent; biological sciences, 58 percent; social sciences, 56 percent; fine arts, 52 percent; and

---

[3]Carol Hernstadt Shulman, Enrollment Trends in Higher Education, Eric Higher Education Report No. 6; 1976, p. 1.

agriculture, 50 percent. Decreases were found in foreign languages, 63 percent; engineering, 36 percent; education, 36 percent; humanities, 26 percent and physical sciences, 25 percent.[4]

These trends have brought about concern for the survival of the small, private liberal arts college. Some segments of society question the need for the existence of the private liberal arts college. This chapter will review the history of private higher education and some of the implications for today's private liberal arts curriculum.

B. HISTORICAL DEVELOPMENT OF LIBERAL ARTS COLLEGES

In a number of surveys and analyses the "vocational" nature of higher education has been overlooked. Medieval institutions were, to a great extent, vocational in that they prepared students for the professions. The initial prototypes for the American small college were the English residential colleges of Oxford and Cambridge. The small college as it emerged in the United States was influenced by religion and intellectual orthodoxy. The early liberal arts colleges were as much religious as academic. The motivation for the founding of these colleges was to preserve religion through an educated clergy. The curriculum was primarily language and literature, and later mathematics, natural philosophy and science. The traditional curriculum

---

[4]Lyman A. Glenny, John R. Shea, Janet H. Ruyle, Kathryn H. Freschi, Presidents Confront Reality (Washington: Jossey-Bass Publishers, 1976), pp. 11-13.

has often been described as a liberal education, yet its original purpose was vocational. As stated by its founders, Harvard (1636) was intended to provide the colony with educated ministers of the gospel. As late as 1753 the General Assembly of Connecticut resolved in reference to Yale: "That one principle end proposed in erecting the college was to supply the churches in this colony with a learned, pious and orthodox ministry."

C. CAREER EDUCATION IN LIBERAL ARTS COLLEGES

Liberal arts colleges, over a period of about seventy-five years (from about 1870), have become more specialized and more vocational in their curriculum.[5]

> The fact is, however, that even those more conventional colleges, since the 1870's have adopted, slowly, at first, then more rapidly curricula with explicit considerable thought about absolute, uniformity of purpose. In contrast to the richness of their present offerings, they were established primarily to introduce the student to a rather limited, intensively studied body of subject matter, and more particularly, to cultivate certain general qualities of mind and character . . . By . . . the professional, the technical, and the conventional liberal arts program, were invariably found on the same college campus and usually intermixed in the requirements for the degree. The statements of purposes of some institutions candidly reveal this change of policy. They declare that the college now offers complete programs leading to immediate gainful employment in specific occupations.[6]

---

[5]Earl J. McGrath, Are Liberal Arts Colleges Becoming Professional Schools? (New York: Institute of Higher Education, Teachers College, Columbia University, 1958).

[6]Ibid., pp. 4-7.

Many small private liberal arts colleges today have a heavy emphasis on "vocational" subjects such as business, education, nursing, and health-related professions. This vocational emphasis does not break with the liberal arts tradition. Cosand was aware of the views toward career education in higher education when he suggested:

> Four-year institutions should be thinking now of how to posture themselves in a few years to accommodate a different kind of student. At the top of the pyramid in career education, they should be making themselves more alert to the changing realities of the job market, so that we don't wind up with an oversupply of doctors and health technicians.[7]

Education has often been criticized for failing to help make the transition from childhood to adulthood easy. Many educational leaders are beginning to acknowledge that career education can bridge the gap between childhood and adulthood with meaningful experiences. Schools, in a climate of change, are becoming increasingly aware of excellence, relevance and accountability. Former U.S. Commissioner of Education, Sidney P. Marland, Jr., stated:

> Inherent in the concept of career education is the principle that our schools and colleges are accountable to students not only for developing their problem-solving skill, self awareness, and social consciousness but for equipping them as well to earn a living in a personally satisfying career field.[8]

During the period from 1909-1951 the career education movement became known as the trait and factor approach to occupational choice.

---

[7]Joseph P. Cosand, Implementing the Higher Education Amendments of 1972, Current Issues of Higher Education, 28:190-6, 1973.

[8]Sidney P. Marland, Jr., "The School's Role in Career Development," Educational Leadership, December 1972, p. 203.

With the implementation of this theory came an emphasis on vocational guidance, the measurement of psychological traits and the prediction of an individual's probable success. However, many educators felt at that time, and continue to feel, that career education is an intrusion into the traditional academic courses. In the fifties theorists were more concerned with how and why people chose an occupation rather than which occupation was chosen. During the period between 1917 and 1962 the teaching of vocational education was expected to provide an improved livelihood for many people. During that same period, governmental appropriations for career education increased. Innovative programs in careers were viewed as serving a larger public. Clark Kerr says the passage of the Morrill Act breaks down the classical concept of the liberal arts.[9] The George-Barden Act and its amendments did much to further the cause of career education.

Career education should not be thought of as just another concept developed by the United States Office of Education but rather an education for the diverse segments of the population. Therefore, career education should be a response to the needs of individuals.[10] According to Fantini and Weinstein career-oriented education is the most humanistic education

---

[9]Larry J. Bailey and Ronald W. Stadt, Career Education: New Approaches to Human Development, (Bloomington, Illinois: McKnight Publishing Co., 1973), p. 51.

[10]Ibid., p. 412.

education if one acknowledges that education in a free society should enable an individual to pursue satisfying, effective careers in the world of work.[11]

Manpower policies seem to have placed an emphasis on having a balance between the supply of workers and jobs, while education should be more concerned with satisfaction of the needs of people. That is to say, education should be more concerned with satisfaction of the worker than filling the labor force. The 1968 report of the Advisory Council on Vocational Education offered this statement that sums up this relationship:

> The objective of vocational education should be the development of the individual, not the needs of the labor market. One of the functions of an economic system is to structure incentives in such a way that individuals will freely choose to accomplish the task which needs to be done. Preparation for employment should be flexible and capable of adapting the system to the individual's needs rather than the reverse. The system for occupational preparation should supply a salable skill at any terminal point chosen by the individual, yet no doors should be closed for future progress and development.[12]

Today a major function of career education is to improve the lives of the economically and socially disadvantaged. Counseling and instructional programs have been most effective for career education. Hoyt views people in this country who want to work as important. Not only should persons want to work but they should be prepared for work and

---

[11]M. D. Fantini and G. Weinstein, "Taking Advantage of the Disadvantaged," Teachers College Board, 1967, pp. 103-112.

[12]Advisory Council on Vocational Education, Vocational Education: The Bridge Between Man and His Work.

should regard work as a meaningful and an important part of their lives.[13] Concern should not be limited to change in career education but instead should be concerned with change in all of education since career education encompasses all of education.[14]

Occupational education remains relatively unchanged from its early beginnings while the world of work has undergone tremendous change. Vocational education can take a look at the accomplishments of the past but cannot rely on these to build the future. Vocational education must be aware of the world of work today and its effect on vocational education. Just because things have worked in the past does not insure future success.

If the goals of vocational education are achieved then there will be other significant outcomes; trained workers will be provided and underemployment caused by lack of skill will be reduced. Students who lack an enthusiasm for academic subjects may find these subjects more meaningful when there is a relationship between subjects and occupational goals. In the changing world of work there should be more adaptability of the workers. The changes in the working world mean a continuous updating of skills. Career education should provide programs for updating skills and learning new occupations. Leighbody indicates that much of education will take place in the classroom but learning will

---

[13]K. B. Hoyt, Excerpts of speech given before Teacher Education Department, American Vocational Association, Washington, D.C.: American Vocational Association Convention Proceedings Digest, 1971.

[14]Bailey, op. cit., p. 301.

also take place outside the schools. Students can best be served if they are prepared for a career rather than just job entry. Thus, career education needs to widen its goals.[15]

D. CAREER EDUCATION IN PRIVATE LIBERAL ARTS COLLEGES

The previous section of this chapter has provided a broad overview of curricular innovations and in particular career oriented programs. The following section is directed toward career education at the post secondary level and in particular in the private liberal arts college. Today there is wide diversity of opinion among higher education professionals as to the definition of a liberal education and more specifically the liberal arts college. Considerable evidence exists suggesting a lack of concensus regarding the role, scope of service, curriculum and general function of the liberal arts college. At a central position in the process of defining the role for the liberal arts college is the inclusion or exclusion of the business administration curriculum.

According to Dr. J. R. Morris, Dean of the University College at the University of Oklahoma, the shift in students' choice in colleges has been that a college education is no longer considered an automatic ticket to affluence but rather there are now other alternatives available.

---

[15]Gerald B. Leighbody, Vocational Education in America's Schools Major Issues of the 1970's, (Chicago: American Technical Society).

Educators are beginning to rethink secondary education and look more closely at vocational-technical schools. This change is beginning to have a significant effect and will become more significant in the future. The future of the private liberal arts college will be greatly affected by rethinking of postsecondary education.

According to an article in the Knoxville News-Sentinel, February 13, 1972, students are being forced to face some facts: economic assistance, particularly student loans, are difficult to get for children of middle income families; working one's way through college has become more difficult as jobs on campus and summer openings are filled by fulltime workers; a diploma from a liberal arts college, or a degree in engineering, teaching, etc., may be less of a guarantee of postgraduate employment than a certificate from a good vocational school. Again one might ask what effect does this have on the private liberal arts college.

Originally, the term "liberal arts college" was used in reference to an institution that maintained a four-year curriculum which led to a bachelor's degree. The major emphasis was on the liberal arts; namely, the trivium quadrivium and a few "liberating" courses rather than technical or professional education.

For centuries higher education avoided the term "vocationalism." Practical arts were said to belong in the "lower schools," while the liberal arts constituted the only proper curriculum for colleges. This dichotomy still continues to affect present policy and a review of this dichotomy is essential for understanding and planning for the future.

E. ROLE OF CAREER EDUCATION AT THE POSTSECONDARY LEVEL

Career education programs have a vital and significant role to play in serving both high school students going to college and in helping college and university students once they arrive on a college campus. Once a student is enrolled in a four-year college or university, it is both natural and for most inevitable to think how his or her college education may someday be used toward an occupational goal. Career education on the college and university campus seeks to help students consider career implications of their selection of courses and majors throughout their college life, rather than simply at the point when they are ready to graduate. Students should not feel that skills required for occupational success are more important than other kinds of educational skills.[16]

Former Commissioner of Education, Sidney Marland (1974) says

> . . . our society is asking that schools and colleges sustain the heritage of academic rigor, and concurrently adapt teaching and learning more explicitly to useful pursuits of the economic and professional world.[17]

Many baccalaureate and advanced degree programs in colleges and universities are also career education, but the current popular usage of the term is not included in graduate programs in universities for traditional professional level careers. Many new occupationally oriented baccalaureate degree programs are a part of career education.

---

[16]Ibid., pp. 36-37.

[17]Marland, op. cit., p. 203.

Since career education must have within its structure strong elements of career counseling and career exploration, including, if possible, cooperative work experience or internships, continuous educational gudance and counseling should be a strong feature to insure that students' course electives are reasonably consistent with their interests and academic abilities.[18] If it is true that career education must include continuous educational guidance then what better place for career education to be implemented than the small private four-year liberal arts college where students and instructors can work closely together.

During the 1960's a rather serious problem developed on college campuses. Faculty and students in liberal arts and humanities fields adopted increasingly arrogant attitudes toward their colleagues and fellow-students who were in scientific and technical fields. The study of humanities seemed to imply that one was going to render some service of incalculable value to humanity; whereas, the study of business, science, engineering or technology implied that one intended to exploit his or her fellowpersons.

"Liberal" education can be taken to mean not only the liberation of the mind through intellectual inquiry, but also liberation from poverty and uselessness and exploitation through education for occupational competence. The "liberal education" needed by college students is that which will liberate them from ignorance, from

---

[18]Norman C. Harris and J. F. Grede, Career Education in Colleges, (San Francisco: Josey-Bass Publishers, 1977).

uselessness and will free them from differing ideas about work and leisure. They need learning activities to prepare them for a life of productivity in a world that needs the best possible contribution from every capable individual. This kind of education is vocational education; preparation for one's vocation. If dialogue can replace the dichatomy that has existed, perhaps the following changes can occur in colleges and career education programs.

F. IMPLICATIONS FOR THE LIBERAL ARTS COLLEGE

Education for careers can become not only respectable and a normal function of most colleges but can be the central focus of college programs, with arts and sciences education in essential supporting roles. Colleges comprehensive postsecondary education programs will cease to have two faculties and two student bodies—departments and student enrollments can be organized around career fields, not grouped separately as "arts and sciences" and "vocational."[19]

A tragedy of the 1970's is the discrepancy between the number of college graduates and the number of jobs in the economy in which these graduates can use their college-level training and knowledge. The central problem is the employment plight of the four-year college graduate in the liberal arts and the job prospects of two-year college graduates in liberal arts and general studies.

In 1973-74 45 percent of the nation's undergraduate certificates were awarded in liberal arts. Forty-seven percent at the associate

---

[19]Ibid., p. 330.

and baccalaureate levels were in those areas. In the 1970's students became more interested in career-oriented programs in business, allied health, public and human service occupations rather than the liberal arts.[20]

Today, according to Harris, there are several options available for the liberal arts graduate. A student can further his/her education and work toward an advanced or professional degree. After a student receives a degree in liberal arts he or she can then enroll in an occupational degree program. A final option for the student is to take a job at any level in a big company and work up through the company ranks.

According to Harris, liberal arts traditionalists and humanists have only recently begun to admit that higher education has a vocational purpose. They have further decided that perhaps one-fourth of every liberal arts program should consist of courses in practical career oriented fields.

The problem for liberal arts graduates is not one of marketability but rather one of limited marketability for the liberal arts degree. In order to solve this problem the liberal arts student should be able to include selected courses with recognized employment potential in their degree programs. Colleges should provide a career advisement and development program, which includes career counseling and faculty advisement.

---

[20]Ibid., p. 330.

Four-year colleges should build employability options into their liberal arts programs. These programs include occupationally-oriented options, electives and off campus experiences or even credit for prior learning experiences.

If colleges begin to offer liberal arts students the option of adding an economic dimension to their programs, perhaps then the unemployed liberal arts graduate would not be a reality. Underemployment might still be a problem but time can take care of that for those who have demonstrated potential.[21]

Striking a balance of learning experiences is a major challenge, especially to the four-year colleges, but it can also be a real opportunity if those professors who have the knowledge will put it to work. When the professors are liberal, their courses can be a starting point for opening doors to help students understand and appreciate the broader and liberal learning experiences that are a part of each discipline. It is easy to say this but more difficult to attain the goal, mainly because tradition stands in the way. The challenge is to channel all the elements into a program of action resulting from a review of the mission of the college and constructive changes that come from within before they are forced on the institution from the outside.[22]

Career education is not really new or different. Career education is an effort to use a different kind of orientation for students on the

---

[21]Ibid., p. 229.

[22]Ibid., p. 227.

basis of stimulating the kind of response that the traditional academic approach has not achieved for approximately half of the student population. Career education is a concept that recognizes the necessity of making sure that every student is prepared through education to find his or her place in society.[23] Career education is not a specific program or curriculum that should be on every campus. Each institution is unique in some way. Career education should be a broad program that seeks to build on this uniqueness and encourages diversity toward doing something constructive about the complex needs of today's society.

Higher education cannot remain aloof from the realities. Each college should examine, decide and define how career education can become an integral part of the evolving mission on each campus. Career education is not perceived as a substitute for some other aspect of education. Since the small liberal arts college has the potential for working closely with individuals, there should be no better place to implement career education.

---

[23]Ibid., p. 108.

CHAPTER III

INSTITUTIONAL BACKGROUND INFORMATION

The following chapter provides a brief description of each college participating in this study. At the outset there were twenty-six private colleges chosen for the study; however, Fisk University and Knoxville College did not participate. The background information was obtained from institutional catalogs and the president's response to a questionnaire. Included in each description is:

1. geographical location and institutional support base
2. statements of purpose or institutional objectives
3. curricular innovations at individual institutions.

This chapter gives a background for further discussion of the curricular innovations and perceptions at each individual institution.

A. BELMONT COLLEGE

Belmont College is a Baptist, senior, coeducational, liberal arts oriented college located in Nashville, Tennessee.[1] Belmont is dedicated to

> . . . education as a means of enhancing the students' appreciation of his cultural heritage, of increasing his effectiveness in assimilating and communicating

---

[1] Belmont College Catalog 1979-1980, Nashville, Tennessee, back of cover.

ideas and facts, and of equipping him for citizenship in a free society.[2]

The president indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1972
2.	honors program	1973
3.	increased number of career oriented majors	1970
4.	internship	1973

B. BETHEL COLLEGE

Bethel College sponsored by the Cumberland Presbyterian Church is located in McKenzie, Tennessee. The college provides "a program of liberal arts education designed to aid students in understanding and preparing for a vocation as viewed from the Christian perspective."[3]

The president indicated these curricular innovations have been implemented at Bethel College:

1. adult, continuing, evening programs
2. basic studies in communications and mathematics
3. calendar changes
4. credit by examination
5. honors program
6. increased number of career oriented majors
7. independent study

---

[2]Ibid., statement of purpose.

[3]Bethel College Bulletin, 1976-77, McKenzie, Tennessee, p. 5.

8. interdisciplinary studies
9. internship
10. off campus teaching sites
11. reduced number of course requirements
12. work study

Since no year of implementation was given, 1968 was used as the year designated for implementation.

C. BRYAN COLLEGE

Bryan College, a nonsectarian institution, is located in Dayton, Tennessee. The college is controlled by a self-perpetuating board of trustees, the maximum number is thirty. The charter and bylaws state these board members shall be "born-again Christian men and women with a sound Christian testimony."[4]

The basic purpose of Bryan College as stated in the 1977-79 catalog is

> . . . as an undergraduate institution, to assist in the personal growth and development of qualified students by providing an education based on an integrated understanding of the Bible and the arts and sciences.[5]

According to the president of Bryan College curricular innovations were implemented in the following years:

1. adult, continuing, evening programs 1968
2. basic studies in communications and mathematics

---

[4] Bryan College Catalog, 1977-79, Dayton, Tennessee, p. 9.

[5] Ibid., p. 5.

3.	calendar changes (early semester)	1971
4.	credit by examination	1972
5.	credit for experience	1975
6.	honors program	1970
7.	increased number of career oriented courses	
8.	independent study	
9.	internship in teacher education	
10.	reduced number of course requirements	
11.	student designed majors	1974
12.	study abroad	

If no year was provided as to time of implementation, 1968 was used as the base year.

D. CARSON-NEWMAN COLLEGE

Carson-Newman College is located in Jefferson City, Tennessee. Carson-Newman College was founded by the Baptist people of East Tennessee and is now owned by the Tennessee Baptist Convention. The college has specific objectives:

> to promote the development of educated, poised and refined Christian men and women; to maintain a high level of scholarship; to emphasize cultural as well as utilitarian values; to develop a social and civic conscience; to provide academic specialization insofar as possible within the broad framework of liberal education; to develop men and women for effective leadership in the churches and in the community.[6]

---

[6]Carson-Newman College Catalog, 1978-80, Jefferson City, Tennessee, p. 5.

The president indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, and evening programs	1970
2.	basic studies in communications and mathematics	1972
3.	credit by examination	
4.	credit for experience	
5.	honors program	1968
6.	independent study	
7.	interdisciplinary studies	
8.	internship	
9.	off campus teaching sites	
10.	study abroad	1972
11.	work study	

If no year was provided as to time of implementation, 1968 was used as the base year.

E. CHRISTIAN BROTHERS COLLEGE

Christian Brothers College, Memphis, Tennessee, is a private independent Catholic college for men and women. It was founded by the Brothers of the Christian Schools. The college is not financed in any way by the Church.

The primary purpose of Christian Brothers College

> . . . is to prepare students to receive the baccalaureate degree. By granting the degree, the college affirms the belief that the graduate has the capability to deal

> creatively and realistically with personal community, national and international concerns.[7]

The president indicated these curricular innovations have been implemented in the following years:

1.	adult, continuing, evening programs	1977
2.	basic studies in communications and mathematics	1950's
3.	credit by examination	1970
4.	honors program	1974
5.	increased number of career oriented majors	1973
6.	independent study	1973
7.	interdisciplinary studies	1971
8.	internship	1970
9.	off campus teaching sites	1970
10.	work study	1970

Since no specific year was given for 1950's, 1968 was used as the base year.

F. DAVID LIPSCOMB COLLEGE

David Lipscomb College, affiliated with the Church of Christ, is located in Nashville, Tennessee. The objectives include:

> . . . to provide the very best Christian liberal arts education under the direction of Christian teachers in a distinctively Christian environment.[8]

---

[7] Christian Brothers College Catalog, 1979-80, Memphis, Tennessee, pp. 1 and 5.

[8] David Lipscomb College Catalog, 1978-79, Nashville, Tennessee, p. 32.

David Lipscomb originated

> . . . in the desire on the part of Christian people for schools in which children, while obtaining a general education, could study the Bible daily as the only source of faith and practice in religion.

The president of David Lipscomb College indicated the following curricular innovations available to students:

1. credit by examination
2. independent study
3. interdisciplinary studies

Since no year of implementation was provided, 1968 was used as the base year.

G. FREED-HARDEMAN COLLEGE

Freed-Hardeman College an endowed, independent, nonprofit institution is located in Henderson, Tennessee. It is not owned or operated by a church or combination of churches. It is governed by a self-perpetuating board of directors who are members of the Church of Christ and who hold the institution in trust for its founders, alumni, and supporters. The faculty and most of the students are members of the Church of Christ.[10] The purpose of the college is:

> . . . to provide an educational experience, environment, and opportunity which will nourish and develop those

---

[9]Ibid., p. 35.

[10]Freed-Hardeman College Catalog, 1976-77, Henderson, Tennessee, pp. 11 and 12.

> intellectual, religious, social, and physical qualities necessary to a meaningful, useful, and satisfying life.[11]

The president of Freed-Hardeman College indicated these curricular innovations were available to students:

1. adult, continuing, evening programs
2. basic studies in communications and mathematics
3. calendar changes
4. cooperative education
5. credit by examination
6. credit for experience
7. honors programs
8. increased number of career oriented majors
9. independent study
10. interdisciplinary studies
11. off campus teaching sites
12. reduced number of course requirements
13. work study

Since it was indicated that these innovations were implemented within the last six to eight years, 1970 was used as the base year.

H. JOHNSON BIBLE COLLEGE

Johnson Bible College is located in Knoxville, Tennessee. The purpose is to

---

[11]Ibid., p. 9.

> . . . educate students in specialized Christian ministries, with primary emphasis on the preaching ministry, through a program of Biblical, general and special studies.[12]

It is affiliated with the Christian Churches.[13]

The president of Johnson Bible College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1979
2.	calendar changes	1975
3.	credit by examination	1972
4.	internship	1975
5.	work study	1894

I. KING COLLEGE

King College is a liberal arts college for men and women, historically related to the Presbyterian Church in the United States located in Bristol, Tennessee. The purpose is:

> The need for thorough classical and scientific training combined with moral and religious instruction is as great today as it was one hundred years ago. Fulfilling this need is the basic duty which King College continues to perform. The student who has learned to use and share the knowledge of the world under the dominance of Christian insight can take his/her place in society to live a life of liberty and responsibility under Jesus Christ our Lord.[14]

---

[12] Johnson Bible College Catalog, 1978-79, Knoxville, Tennessee, p. 8.

[13] Ibid., p. 10.

[14] King College Catalog, 1978-79, Bristol, Tennessee, p. 8.

The president of King College indicated these innovations were implemented in the following years. Since no specific date in 1970's was given, 1970 was used for those innovations.

1.	adult, continuing, evening programs	1978
2.	basic studies in communications and mathematics	1975
3.	calendar changes	1975
4.	credit by examination	1975
5.	honors program	1970's
6.	increased number of career oriented majors	1978
7.	independent study	1975
8.	interdisciplinary studies	1975
9.	internship	1978
10.	reduced number of course requirements	1975
11.	work study	1970's

J. LAMBUTH COLLEGE

Lambuth College, a four-year coeducational college of liberal arts and sciences, is located in Jackson, Tennessee. It is the institution of higher learning of the Memphis Annual Conference of The United Methodist Church.[15]

> As a college committed to the liberal arts, Lambuth provides resources and encouragement for students to reach understanding of the cultural heritage of people throughout the world that will broaden their perspectives, enrich their personalities and enable them to think

---

[15] Lambuth College Bulletin, 1978-80, Jackson, Tennessee, p. 7.

> and act wisely amid the complexities of the present age. The college strives to be an academic community of free inquiry in which men and women may prepare for lives of leadership and service to God and humanity. It is here that students are expected to acquire certain skills and knowledge which will give them an ability to examine life critically, appreciatively and comprehensively; a competence in at least one field which will help prepare them for a profession or vocation.[16]

The president of Lambuth College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	since World War II (on and off)
2.	basic studies in communications and mathematics	always
3.	calendar changes	1969
4.	cooperative education	1974
5.	credit by examination	1975
6.	honors program	1965
7.	increased number of career oriented majors	1965
8.	independent study	1965
9.	interdisciplinary studies	1969
10.	internship	1965
11.	reduced number of course requirements	1969
12.	student designed majors	1975
13.	study abroad	1963

---

[16]Ibid., p. 6.

K. LANE COLLEGE

Lane College is located in Jackson, Tennessee. Lane is

> . . . committed to the task of preparing its students for the future, their chosen occupation or profession through its enriched liberal arts curriculum. It attempts to provide a foundation for future educational developments, especially at the graduate and professional levels.[17]

The college offers

> . . . a well balanced liberal education and seeks to continue to add to the variety of its curricula offerings to become even more innovative in organization and methodology to the end that it will continue to develop the mature, educated individuals needed in this changing society.[18]

The president indicated these curricular innovations have been implemented at Lane College:

1. basic studies in communications and mathematics
2. calendar changes
3. increased number of career oriented majors
4. independent study
5. interdisciplinary studies
6. internship

Since no year of implementation was provided, 1968 was used as the base year.

---

[17] Lane College Catalog, 1978-80, Jackson, Tennessee, p. 6.

[18] Ibid., p. 7.

L. LEE COLLEGE

Lee College, Cleveland, Tennessee, is operated under the auspices of the Church of God. Lee College is a coeducational Christian college whose basic purpose is:

> . . . to provide in a Christian environment learning experiences designed to develop within its students the knowledge, appreciation, understanding, ability and skill which will prepare them for responsible living in a modern world. . . . Education in this environment and from this perspective is viewed as an integration of truth as revealed in the Holy Scripture and truth as investigated and discovered in the Arts and Sciences.[19]

The president of Lee College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1975
2.	basic studies in communications and mathematics	1968
3.	calendar changes (not effective)	
4.	cooperative education	1977
5.	credit by examination	1968
6.	credit for experience	1975
7.	honors program	1968
8.	increased number of career oriented majors	1979
9.	independent study	1968
10.	internship	1974
11.	off campus teaching sites	1976
12.	study abroad	1974
13.	work study	1965

---

[19] Lee College Catalog, 1977-78, Cleveland, Tennessee, p. 2.

M. LEMOYNE-OWEN COLLEGE

LeMoyne-Owen College, Memphis, Tennessee, is a four-year coeducational, private college organized on the cooperative education plan to offer programs of study leading to the bachelor's degree. The purpose of the institution is to provide its students "a higher education which combines a balance between in-depth learning in the liberal arts and sciences with career preparation in a variety of professional fields."[20] Endowment support is from The United Church Board for Homeland Ministries of the United Church of Christ and Tennessee Baptist Missionary and Educational Convention.[21]

The president of Lemoyne-Owen College indicated these curricular innovations were implemented in the following years:

1.	basic studies in communications and mathematics	1970
2.	calendar changes	1975
3.	cooperative education	1975
4.	honors program	1977
5.	increased number of career oriented majors	1975
6.	internship	1939
7.	work study	

---

[20] LeMoyne-Owen College Catalog, 1978-80, p. 5.

[21] Ibid., p. 6.

N. LINCOLN MEMORIAL UNIVERSITY

Lincoln Memorial University is located in Harrogate, Tennessee. Lincoln Memorial University was organized at the end of the 1800's as an opportunity college. This philosophy is still maintained today.[22] The university shares a concern for the development of career orientation and skills which can be marketed in today's world.[23]

The president of Lincoln Memorial University indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1973
2.	basic studies in communications and mathematics	1977
3.	calendar changes	1973
4.	cooperative education	1973
5.	credit by examination	1974
6.	credit for experience	1974
7.	increased number of career oriented majors	1974
8.	independent study	1973
9.	interdisciplinary studies	1975
10.	internship	1976
11.	off campus teaching sites	1974
12.	reduced number of course requirements	1974
13.	student designed major	1975
14.	work study	1974

---

[22] Lincoln Memorial University Bulletin, 1978-80, Harrogate, Tennessee, p. 1.

[23] Ibid., p. 4.

O. MARYVILLE COLLEGE

Maryville College is a coeducational private four-year college of liberal arts related to the United Presbyterian Church in the U.S.A. located in Maryville, Tennessee.[24]

The president of Maryville College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1979
2.	basic studies in communications and mathematics	1960's
3.	calendar changes	1960's
4.	honors program	1979
5.	increased number of career oriented majors	1970's (early)
6.	independent study	1960's
7.	interdisciplinary studies	1960's
8.	internship	1960's
9.	off campus teaching sites	1960's
10.	reduced number of course requirements	1950's
11.	student designed major	1950's
12.	study abroad	1950's
13.	work study	1950's

When 1950's and 1960's were indicated, 1968 was used as base year. When 1970's was indicated, 1970 was used.

---

[24] Maryville College Bulletin, 1978-79, Maryville, Tennessee, p. 4.

P. MILLIGAN COLLEGE

Milligan College, affiliated with the Christian Churches and Churches of Christ, is located at Milligan College, Tennessee. Milligan has maintained a relationship with a religious movement committed to the restoration of New Testament Christianity.[25] The 1978-79 college bulletin defines liberal arts at Milligan as "those studies and disciplines through which the spirit of man is freed and further endowed with moral power."[26]

If no specific year was given, 1968 was used as the base year.

The president of Milligan College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1975
2.	basic studies in communications and mathematics	1950
3.	calendar changes	years
4.	cooperative education	1968
5.	credit by examination	1967
6.	honors program	1965
7.	increased number of career oriented majors	yearly
8.	independent study	1969
9.	internship	1970
10.	off campus teaching sites	1970

---

[25] Milligan College Catalog, 1978-80, Milligan College, Tennessee, p. 4.

[26] Ibid., p. 5.

11.	study abroad	1968
12.	work study	1960

Q. SOUTHERN MISSIONARY COLLEGE

Southern Missionary College is located in Collegedale, Tennessee. It is a private four-year multipurpose coeducational college, owned and operated by the Seventh-Day Adventist Church, providing education in liberal arts, professional and vocational curricula.[27]

The president of Southern Missionary College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1971
2.	basic studies in communications and mathematics	1950
3.	cooperative education	1960
4.	credit by examination	1947
5.	credit for experience	1970
6.	honors program	1967
7.	increased number of career oriented majors	1947
8.	independent study	1947
9.	interdisciplinary studies	1956
10.	internship	1956
11.	off campus teaching sites	1968
12.	reduced number of course requirements	1969
13.	student designed majors	1972

---

[27] Southern Missionary College, 1978-79, Collegedale, Tennessee, p. 1.

14.	study abroad	1972
15.	work study	1947

R. SOUTHWESTERN AT MEMPHIS

Southwestern at Memphis is a four-year college of liberal arts and sciences located in Memphis, Tennessee.[28] Southwestern has a religious affiliation with the Presbyterian, U.S. Church. Southwestern seeks to

> . . . graduate men and women who will have encountered as broad a range of intellectual experience as may be achieved without sacrifice of adequate depth in the major field—men and women who will be competent and concerned citizens as well as enlightened, self-motivated human beings.[29]

The president indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1963
2.	basic studies mathematics 1925 communications	1960
3.	calendar changes	1968
4.	cooperative education	1960
5.	credit by examination	1970
6.	honors program	1940
7.	independent study	1945
8.	indisciplinary studies	1946

---

[28]The Bulletin of Southwestern at Memphis, 1978-79, Memphis, Tennessee, p. 1.

[29]Ibid., p. 10.

9.	internship	1970
10.	reduced number of course requirements	1968
11.	study abroad	1963
12.	work study	1950

S. TENNESSEE TEMPLE UNIVERSITY

Tennessee Temple University is a Baptist school both in "belief and practice," which is located in Chattanooga, Tennessee. The purpose of Temple is to

> . . . train Christian leaders and workers (both secular and religious) academically and spiritually, for their place of service at home and abroad. Temple students are, mainly, preparing to be preachers, missionaries, evangelists, Christian workers, church choir directors, song leader, educational directors, Bible teachers, and public school teachers. Those students entering business and professional careers are welcome to take their place in the Christian atmosphere at Temple.[30]

The president indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1974
2.	calendar changes	1946
3.	independent study	1977
4.	interdisciplinary studies	1977
5.	internship	1965
6.	off campus teaching sites	1976
7.	work study	1901

---

[30] Tennessee Temple University Catalog, 1978-79, Chattanooga, Tennessee, p. 9.

T. TENNESSEE WESLEYAN COLLEGE

Tennessee Wesleyan College, located in Athens, Tennessee, is owned and operated by The United Methodist Church. The institutional purpose is:

> . . . to prepare students for a chosen major, to be knowledgeable, to be able to think, both critically and creatively, and to develop and utilize a solid basis for sound judgment. Beyond this, the purpose of the College broadens to include man's best hope in search for Truth—the Christian faith.[31]

The president of Tennessee Wesleyan College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1978
2.	basic studies in communications and mathematics	1976
3.	calendar changes	1976
4.	credit by examination	1960
5.	honors program	1976
6.	independent study	1970
7.	interdisciplinary studies	1970
8.	off campus teaching sites	1978
9.	student designed majors	1970
10.	work study	1979

---

[31] Tennessee Wesleyan College Catalog, 1978-80, Athens, Tennessee, p. 1.

U. TREVECCA NAZARENE COLLEGE

Trevecca Nazarene College, Nashville, Tennessee, is affiliated with the Church of the Nazarene.

> . . . exists to provide an educational opportunity for all who desire post-secondary education in the tradition of the liberal arts within a Christian context. The liberal arts tradition is perceived to involve total personal development and life preparation, including career and professional education.[32]

The president of Trevecca Nazarene College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1976
2.	basic studies in communications and mathematics	
3.	credit by examination	1974
4.	credit for experience	1977

The base year of 1968 was used when no date for implementation was provided.

V. TUSCULUM COLLEGE

Tusculum College located near Greenville, Tennessee, has affiliation with the United Presbyterian Church, U.S.A. The purpose of the college is threefold:

> . . . to preserve and further the liberal arts tradition in which it was founded; to offer in addition programs which provide realistic career options and training for

---

[32] Trevecca Nazarene College Catalog, 1978-80, Nashville, Tennessee, p. 9.

> professional goals; to encourage both through academic programs and campus life the greatest possible development of the individual student.[33]

The president of Tusculum College indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1977
2.	basic studies in communications and mathematics	1976
3.	calendar changes	1980
4.	credit by examination	
5.	increased number of career oriented majors	1976
6.	interdisciplinary studies	
7.	internship	
8.	off campus teaching sites	
9.	reduced number of course requirements	
10.	study abroad	1973

If the date of implementation was not provided, the base year of 1968 was used.

W. UNION UNIVERSITY

Union University, a Baptist institution is located in Jackson, Tennessee.

> The ultimate objective is the full development of the total personality in order that students may fulfill mature, responsible, and creative roles in society. The institution aspires to the goal of attaining excellence in education; therefore, it encourages

---

[33] Tusculum College Bulletin, 1978-80, Greenville, Tennessee, p. 5.

> superior scholarship. The curriculum and teaching efforts are designed to offer students three types of opportunities: development of proficiency in usage of the English language and the acquisition of an awareness of the cultural, social, and scientific aspects of history; specialization in a limited number of undergraduate disciplines, and establishment of a technical competence within secretarial and nursing studies. This training is provided within a liberal arts curriculum.[34]

The president of Union University indicated these curricular innovations were implemented in the following years:

1.	adult, continuing, evening programs	1976
2.	basic studies in communications and mathematics	1825
3.	calendar changes	1966
4.	honors program	1970's
5.	increased number of career oriented majors	1965
6.	independent study	1974
7.	off campus teaching sites	1960's

Since no specific year was given for the 1970's and 1960's, 1970 and 1968 respectively, were used.

X. THE UNIVERSITY OF THE SOUTH

The University of the South is an educational institution owned and supported by twenty-four dioceses of the Episcopal Church located at Sewanee, Tennessee. The Sewanee Academy, the College of Arts and Sciences, and the School of Theology are its three divisions. The aims and purposes of the University of the South are:

---

[34] Union University Bulletin, 1978-80, Jackson, Tennessee, p. 1.

> . . . to exist for the education of all who come here in such disciplines as will increase knowledge, understanding, and wisdom, pursued in close community and in full freedom of inquiry, and enlightened by Christian faith. . . . The purpose of the College of Arts and Sciences of the University of the South is to develop the whole person through a liberal arts education of high quality.[35]

The president of The University of the South indicated these curricular innovations were implemented in the following years:

1.	credit by examination	1950's
2.	honors programs (in various departments for many years)	
3.	independent study (in various departments for many years)	
4.	interdisciplinary studies	1960's
5.	off campus teaching sites	1976
6.	student designed majors	1977
7.	study abroad	1960's
8.	work study	1950's

Since no specific year was given for the 1950's and 1960's, 1968 was used as the base year. In no specific year was indicated, 1968 was used as the base year.

---

[35] The University of the South College of Arts and Sciences Catalog, 1978-79, Sewanee, Tennessee, pp. 7 and 8.

CHAPTER IV

PROCEDURES

This chapter consists of a description of procedures used to analyze and interpret the data. A catalog-by-catalog analysis was made in order to determine the curricular innovations available to students in the selected Tennessee private colleges. This list was combined with Brick and McGrath's (1969) and Dollar's lists (1976). This extensive list was collapsed to the sixteen most frequently used items in all lists. The resultant group of innovations was used to identify the innovations that were prevalent in Tennessee private colleges.

A. DEVELOPMENT OF CURRICULAR INNOVATION INVENTORY

The inventory consisted of seven questions on the president's form and six questions on the academic dean and faculty forms. (See Appendix.) Each individual was asked the following questions:

1. Rate the following according to your feeling of importance to the curriculum at your institution. Use the scale of 0-5. Circle the number that best expresses that feeling. 0=No Importance 5=Very Important

2. Would you adopt the following if you felt it would increase enrollment? If yes, what year?

3. Which of the following programs have been effective at your institution? Use a scale of 0-5. Circle the number that best expresses that feeling. 0=Not Effective 5=Very Effective N=Not Adopted

In addition each president was asked the following questions:

4. Check the following innovations which exist at your institution. Indicate the year they were implemented.

Questions five, six, and seven had such a high incidence of missing data they were excluded from the analysis.

B. THE POPULATION

Twenty-six four-year accredited undergraduate colleges in Tennessee with enrollments of less than 2,000 were selected. These institutions are similar in role and purpose. Junior colleges, technical institutes and other "special purpose" schools were not included.

The president, academic dean and three faculty chairpersons were surveyed at each college. The faculty were selected on the basis of length of employment at the institution: (a) 1-5 years, or (b) 6-14 years, or (c) 15 or more years.

C. METHOD OF DISTRIBUTION OF QUESTIONNAIRES

Each president was sent a packet of materials containing a cover letter, president's form, academic dean's form, three faculty forms and stamped, addressed envelopes. The president was instructed to distribute the forms according to the criteria. The questionnaires were sent directly to the researcher by those completing the forms.

The questionnaires were sent on June 14, 1979, with instructions they were to be returned within ten days. However, since the summer term had already begun, it was difficult to get the questionnaires returned. After a follow-up letter and numerous telephone calls, the last questionnaire was received in mid October.

D. STATISTICAL ANALYSIS

Responses from the 120 questionnaires were coded and punched on IBM cards. Colleges were given a code of 1 to 24, and participants from each college were coded 1-5 according to their positions. The responses for the three attitude questions were coded (48 responses) along with enrollment data and the years of implementation for the 16 curricular innovations.

Each president was asked to indicate the existence of the sixteen curricular innovations at his or her institution and the year of implementation.

The following statistical tests were used to analyze questionnaire responses:

1. Hypotheses 1 and 3, relating to the attitude questions on the questionnaire, were initially analyzed through the chi-square test. A large proportion of the cells had frequencies of less than 5, however, and cells could not be combined in a meaningful way. Therefore, mean responses of the five groups were computed on a 1-5 scale, and differences among the groups were examined using oneway analysis of variance. Where a significant F-ratio indicated a difference in mean response

among the five groups, the Duncan Multiple Range test was applied to discern where differences occurred. Next, the administrators (presidents and academic deans) were treated as one group, and the three faculty classifications were treated as one group. Mean responses were computed for these two groups, and F-tests were used to detect significant differences between the two groups.

2. Hypothesis 2, relating to question 2 of the questionnaire, was analyzed through the chi-square test.

3. Hypothesis 4 was analyzed through use of the "t" test. The mean was found for the first three and last three enrollment years for each school. During those time periods the 16 curricular innovations for each school was examined as to whether the innovation was implemented during the first time period (coded "yes"), added later, (no-yes) or not implemented (no).

E. COMPUTER HARDWARE AND SOFTWARE UTILIZED

The computer system of The University of Tennessee, Knoxville, was employed in all statistical analysis. Software subprograms from the Statistical Package for Social Sciences (SPSS) and Statistical Analysis System (SAS-76) were used.

CHAPTER V

ANALYSIS OF DATA

Questionnaires were received from 24 four-year colleges in Tennessee. At each college, questionnaires were completed by the president, academic dean, and a faculty leader from each of three categories. The faculty were selected on the basis of length of employment at the institution: (a) 1-5 years, or (b) 6-14 years, or (c) 15 or more years. A total of 120 questionnaires, therefore, were analyzed.

Each president indicated the year in which each of the 16 curricular innovations was implemented. In 1968 there were 110 innovations in the 24 institutions. However, by 1978 there were 213. A steady increase was noted over the period studied. Table 1 shows colleges 2, 6, 11 and 15 had no change in number of innovations implemented during the 10-year period studied. Ten colleges indicated a considerable change in number of innovations in the period studied. Colleges 7 and 14 showed an increase of 13 innovations during the 10-year time period.

Table 2 indicates the innovations implemented by the highest number of colleges were "basic studies in communications and mathematics" and "independent study" with 20 institutions reporting their use. These two innovations have been most prevalent in use throughout the 10-year period of this study with twelve colleges already using in 1968. The greatest growth among the 16 innovations in the 10-year period took place in "adult, continuing, and evening programs" with a change from

TABLE 1

INSTITUTIONAL IMPLEMENTATION OF CURRICULAR INNOVATIONS BY YEARS* IN TENNESSEE PRIVATE COLLEGES

Institution	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
1	0	1	1	2	4	4	4	4	4	4
2	13	13	13	13	13	13	13	13	13	13
3	6	7	8	9	9	10	11	11	11	11
4	8	9	9	11	11	11	11	11	11	11
5	1	5	6	6	8	9	9	9	10	10
6	3	3	3	3	3	3	3	3	3	3
7	0	0	0	0	11	11	11	13	13	13
8	1	1	1	2	2	2	4	4	4	4
9	0	2	2	2	2	2	8	8	8	11
10	10	10	10	10	10	11	13	13	13	13
11	6	6	6	6	6	6	6	6	6	6
12	5	5	5	5	5	7	9	10	11	11
13	1	2	2	2	3	3	6	6	7	7
14	0	0	0	0	4	10	11	12	13	13
15	10	11	11	11	11	11	11	11	11	11
16	10	12	12	12	12	12	13	13	13	13
17	11	12	13	15	15	15	15	15	15	15
18	11	13	13	13	13	13	13	13	13	13
19	1	1	1	1	1	3	3	3	11	11
20	1	4	4	4	4	4	4	7	7	9
21	1	4	4	4	4	4	4	7	7	9
22	0	0	0	0	1	1	1	3	4	4
23	4	5	5	5	5	6	6	7	7	7
24	7	7	7	7	7	7	7	9	11	11
TOTAL	110	128	136	143	164	168	196	201	206	213

*Possible number was 16.

TABLE 2

IMPLEMENTATION OF NEW CURRICULAR INNOVATIONS BY YEARS
IN TENNESSEE PRIVATE COLLEGES

Innovations	1968*	1969	1970**	1971	1972	1973	1974	1975	1976	1977	1978	Total
Adult, Continuing Evening Programs	4	-	2	1	1	1	1	2	2	2	2	18
Basic Studies in Communications and Mathematics	12	-	2	-	1	-	1	1	2	1	-	20
Calendar Changes	8	1	1	1	-	1	-	3	1	-	-	16
Cooperative Education	3	-	1	-	-	1	1	1	-	1	-	8
Credit by Examination	8	-	4	-	2	-	2	2	-	-	-	18
Credit for Experience	1	-	1	-	-	1	1	2	-	1	-	7
Honors Program	8	-	5	-	-	-	1	-	1	1	-	16
Increased Number of Career Oriented Majors	9	-	2	-	-	1	1	1	1	-	1	16
Independent Study	12	1	2	-	-	2	1	1	-	1	-	20
Interdisciplinary Studies	9	2	1	1	-	-	-	2	-	1	-	16

TABLE 2 (continued)

Innovations	1968*	1969	1970**	1971	1972	1973	1974	1975	1976	1977	1978	Total
Internship	8	-	3	-	-	1	1	1	1	1	1	17
Off Campus Teaching Sites	6	-	3	-	-	-	1	-	3	1	1	15
Reduced Number of Course Requirements	5	2	1	-	-	-	1	1	-	1	-	11
Student Designed Majors	2	-	1	-	1	-	1	1	-	2	-	8
Study Abroad	6	-	1	-	2	1	1	-	-	1	-	12
Work Study	10	-	2	-	-	1	1	-	-	1	-	15
TOTAL	111	6	32	3	7	10	15	18	11	15	5	

*1968 was used as a base year.

**Some dates were provided by the presidents only "in the '70's."

4 colleges in 1968 to 18 colleges in 1978. By the close of the 10-year period "cooperative education" (8), "credit for experience," (7) and "student designed majors" (8) were implemented by the fewest number of colleges.

At colleges which had not implemented an innovation by the close of the 10-year period, the respondents were asked to indicate the desirability to adopt any innovations that had not been implemented at their colleges. A ratio was computed from these respondents. The number of "yes" responses was divided by the number of "no" responses to give the ratio. Table 3 shows the highest ratio of 11.00 was found for those respondents indicating a desire to adopt "interdisciplinary studies" and the lowest of -.86 indicating a desire to adopt "student designed majors." "Independent study" (8.50) was second highest. "Increased number of career oriented majors" (7.50) and "work study" (7.50) were third.

The greatest number of respondents (50) would implement "cooperative education." Forty-two respondents, the second highest, would implement "credit for experience"; however, an extremely high negative response of 28 was indicated from this innovation. "Study abroad" was third highest with 38 respondents favoring its implementation. The lowest negative ratio was found for "student designed majors": thirty-two favored implementation and thirty-seven would not implement.

Table 2, page 59, and Table 3 show "adult, continuing and evening programs" had been implemented by 18 schools, and 24 respondents from colleges without this innovation would favor implementation. "Calendar

TABLE 3

RESPONSES FROM INSTITUTIONS NOT IMPLEMENTING INNOVATIONS ON DESIRABILITY TO ADOPT IN TENNESSEE PRIVATE COLLEGES

Innovations	Yes	No	No Response	Ratio*
Adult, Continuing Evening Programs	24	4	2	6.00
Basic Studies in Communications and Mathematics	9	10	1	-.90
Calendar Changes	27	9	4	3.00
Cooperative Education	50	15	15	3.33
Credit by Examination	21	3	6	7.00
Credit for Experience	42	28	15	1.50
Honors Program	24	5	6	4.00
Increased Number of Career Oriented Majors	30	4	6	7.50
Independent Study	17	2	1	8.50
Interdisciplinary Studies	33	3	4	11.00
Internship	22	5	8	4.40
Off Campus Teaching Sites	26	11	8	2.36
Reduced Number of Course Requirements	33	26	6	1.26
Student Designed Majors	32	37	11	-.86

TABLE 3 (continued)

Innovations	Yes	No	No Response	Ratio*
Study Abroad	38	14	8	2.71
Work Study	30	4	11	7.50

*All responses from those schools who had not implemented the curricular innovations were tabulated. (Five responses per school.) The "Yes" response was divided by the "No" response to give the ratio. The "No Response" category was given to show the total picture of the responses from these institutions.

change" had been implemented by 16 colleges, and 27 respondents expressed a desire to adopt such a change. Nine did not favor a change. "Credit by examination" had been implemented by 18 colleges and 21 respondents desired to adopt such a program. "Calendar change" and "credit by examination" were favored for adoption. Nine desired to adopt "calendar change." "Independent study" had been implemented by the largest number of colleges and 17 respondents desired to adopt this innovation. Two respondents did not favor "independent study."

A. PRESIDENT, ACADEMIC DEAN AND FACULTY ATTITUDES

Three questions on the questionnaire requested attitudes of presidents, academic deans, and the three faculty groups toward the sixteen curricular innovations. Responses were assigned values from 1 to 5 based on answers of "No Importance" to "Very Important," respectively. Mean responses for each of the five groups were computed, and F-tests were also used to detect differences among the groups. F-tests were also used to detect differences between two groups—administrators (presidents and academic deans) and faculty (three groups combined).

Findings are presented as relating to a specific hypothesis tested.

Hypothesis 1: There is no difference in attitudes among presidents, academic deans, and three categories (based on length of service) of faculty leaders with respect to perceptions of importance of the following curricular innovations:

a. adult, continuing and evening programs

b. basic studies in communications and mathematics

c. calendar changes

d. cooperative education

e. credit by examination

f. credit for experience

g. honors program

h. increased number of career oriented majors

i. independent study

j. interdisciplinary studies

k. internship

l. off campus teaching sites

m. reduced number of course requirements

n. student designed majors

o. study abroad

p. work study

Hypothesis 1 failed to be rejected for any of the 16 curricular innovations. No significant difference was found among presidents, academic deans, and three categories of faculty leaders (total of five groups) with respect to perceptions of importance of the 16 curricular innovations. Furthermore, no significant differences were found between the mean ratings as two groups, administrators versus faculty. Table 4 shows the F values for each innovation. The highest mean rating of 4.00 was for "basic studies in communications and mathematics." "Increased number of career oriented majors" had the next highest value of 3.65.

TABLE 4

ADMINISTRATOR AND FACULTY VIEWS OF IMPORTANCE OF CURRICULAR INNOVATIONS IN TENNESSEE PRIVATE COLLEGES

Innovations and Responses[1]	Presidents N=24	Deans N=24	Faculty[2] N=71	Number[3]	Percent	Mean[4]	F[5]	P
Adult, Continuing Evening Programs						2.97	.241	.91
1 No Importance	4	4	16	24	20.2			
2 Little Importance	5	2	7	14	11.8			
3 Moderately Important	4	9	25	38	31.9			
4 Important	8	6	14	28	23.5			
5 Very Important	3	3	9	15	12.6			
Basic Studies in Communications and Mathematics						4.00	.616	.65
1 No Importance	1	1	3	5	4.2			
2 Little Importance	1	1	4	6	5.0			
3 Moderately Important	4	1	13	18	15.1			
4 Important	4	7	16	27	22.7			
5 Very Important	14	14	35	63	52.9			
Calendar Changes						2.46	.431	.79
1 No Importance	7	8	27	42	35.3			
2 Little Importance	1	6	10	17	14.3			
3 Moderately Important	10	6	19	35	29.4			
4 Important	3	2	8	13	10.9			
5 Very Important	3	2	7	12	10.1			

TABLE 4 (continued)

Innovations and Responses[1]	Presidents N=24	Deans N=24	Faculty[2] N=71	Number[3]	Percent	Mean[4]	F[5]	P
Cooperative Education						2.25	.72	.58
1 No Importance	10	11	24	45	37.8			
2 Little Importance	4	6	19	29	24.4			
3 Moderately Important	6	6	12	24	20.2			
4 Important	3	0	9	12	10.1			
5 Very Important	1	1	7	9	7.6			
Credit by Examination						2.87	1.06	.38
1 No Importance	4	2	15	21	17.6			
2 Little Importance	5	7	13	25	21.0			
3 Moderately Important	7	7	24	38	31.9			
4 Important	6	6	16	28	23.5			
5 Very Important	2	2	3	7	5.9			
Credit for Experience						2.15	.26	.90
1 No Importance	10	9	27	46	38.7			
2 Little Importance	5	11	11	27	22.7			
3 Moderately Important	6	1	24	31	26.1			
4 Important	2	2	8	12	10.1			
5 Very Important	1	1	1	3	2.5			
Honors Program						3.20	1.08	.37
1 No Importance	1	2	9	12	10.1			
2 Little Importance	3	5	14	22	18.5			
3 Moderately Important	7	7	22	35	30.3			
4 Important	7	6	15	28	23.5			
5 Very Important	6	4	11	21	17.6			

TABLE 4 (continued)

Innovations and Responses[1]	Presidents N=24	Deans N=24	Faculty[2] N=71	Number[3]	Percent	Mean[4]	F[5]	P
Increased Number of Career Oriented Majors						3.65	1.21	.31
1 No Importance	1	4	4	9	7.6			
2 Little Importance	0	1	11	12	10.1			
3 Moderately Important	8	3	18	29	24.4			
4 Important	5	8	18	31	26.1			
5 Very Important	10	8	20	38	31.9			
Independent Study						3.34	1.08	.37
1 No Importance	2	0	8	10	8.4			
2 Little Importance	3	4	9	16	13.4			
3 Moderately Important	6	9	22	37	31.1			
4 Important	8	6	21	35	29.4			
5 Very Important	5	5	11	21	17.6			
Interdisciplinary Studies						3.33	.53	.72
1 No Importance	1	1	6	8	6.7			
2 Little Importance	4	4	13	21	17.6			
3 Moderately Important	3	10	22	35	29.4			
4 Important	13	4	17	34	28.6			
5 Very Important	3	5	13	21	17.6			
Internship						3.28	1.20	.32
1 No Importance	1	2	13	16	13.4			
2 Little Importance	3	4	10	17	14.3			
3 Moderately Important	4	5	15	24	20.2			
4 Important	10	11	21	42	35.3			
5 Very Important	6	2	12	20	16.8			

TABLE 4 (continued)

Innovations and Responses[1]	Presidents N=24	Deans N=24	Faculty[2] N=71	Number[3]	Percent	Mean[4]	F[5]	P
Off Campus Teaching Sites						2.43	.23	.92
1 No Importance	8	9	30	47	39.5			
2 Little Importance	2	4	8	14	11.8			
3 Moderately Important	7	4	16	27	22.7			
4 Important	5	5	12	22	18.5			
5 Very Important	2	2	5	9	7.6			
Reduced Number of Course Requirements						2.47	.55	.70
1 No Importance	6	5	23	34	28.6			
2 Little Importance	5	6	18	29	24.4			
3 Moderately Important	10	7	14	31	26.1			
4 Important	2	3	11	16	13.4			
5 Very Important	1	3	5	9	7.6			
Student Designed Majors						2.18	.60	.66
1 No Importance	8	12	30	50	42.0			
2 Little Importance	3	5	15	23	19.3			
3 Moderately Important	10	2	16	28	23.5			
4 Important	2	1	7	10	8.4			
5 Very Important	1	4	3	8	6.7			
Study Abroad						2.15	.47	.76
1 No Importance	12	12	28	52	43.7			
2 Little Importance	3	2	10	15	12.6			
3 Moderately Important	6	6	24	36	30.3			
4 Important	3	2	9	14	11.8			
5 Very Important	0	2	0	2	1.7			

TABLE 4 (continued)

Innovations and Responses[1]	Presidents N=24	Deans N=24	Faculty[2] N=71	Number[3]	Percent	Mean[4]	F[5]	P
Work Study						3.29	1.51	.20
1 No Importance	3	3	8	14	11.8			
2 Little Importance	5	4	8	17	14.3			
3 Moderately Important	6	7	19	32	26.9			
4 Important	5	5	23	33	27.7			
5 Very Important	5	5	13	23	19.3			

[1]Zero and one were combined for "No Importance."

[2]Faculty respondents equally divided into 1-5, 6-14, and 15 plus years in the institution.

[3]One individual did not respond making 119 total.

[4]Computed by assigning values 1 to 5 to "No Importance" to "Very Important" respectively.

[5]F value of 5.63 required at .05 level of significance for five categories of respondents.

The lowest mean rating was 2.15 for "study abroad." Both "credit for experience" and "student designed majors" had the next lowest mean rating of 2.18.

Hypothesis 2: There is no difference in attitudes of presidents, academic deans, and the three categories of faculty leaders with respect to their desire to adopt the 16 curricular innovations. (See Hypothesis 1.)

Hypothesis 2 failed to be rejected for any of the 16 curricular innovations. No significant difference was found among presidents, academic deans and the three categories of faculty leaders with respect to their desire to adopt the 16 curricular innovations Chi-square test was used in this analysis. The three groups of faculty were collapsed to one category because of the high number of small cells. The respondents were from all colleges. Table 5 shows 70 percent favored implementation of "adult, continuing and evening programs," and "inter-disciplinary study." Sixty percent favored adoption of "basic studies in communications and mathematics," "increased number of career oriented majors," "independent study," "internship," "study abroad," and "work study." Fifty percent favored adoption of "cooperative education," and "off campus teaching sites." Less than 50 percent favored adoption of "credit for experience," "reduced number of course requirements," and "student designed majors."

Hypothesis 3: There is no difference in attitudes of presidents, academic deans, and the three categories of faculty leaders with respect to perceptions of effectiveness of the 16 curricular innovations. (See Hypothesis 1.)

TABLE 5

ADMINISTRATOR AND FACULTY VIEWS OF DESIRABILITY TO ADOPT CURRICULAR INNOVATIONS IN TENNESSEE PRIVATE COLLEGES

Innovations and Responses	Presidents N=24	Deans N=24	Faculty N=72	Number*	Percent	Chi Square**
Adult, Continuing Evening Programs						
Yes	12	15	62	89	74.8	.66
No	1	2	4	7	5.9	-
Basic Studies in Communications and Mathematics						
Yes	11	14	54	79	66.4	-
No	2	2	8	12	10.1	-
Calendar Changes						
Yes	16	15	49	80	67.2	2.43
No	2	3	18	23	19.3	-
Cooperative Education						
Yes	10	13	45	68	57.1	.51
No	3	6	14	23	19.3	-
Credit by Examination						
Yes	9	15	51	75	63.0	.36
No	2	2	11	15	12.6	-
Credit for Experience						
Yes	6	9	44	59	49.6	3.54
No	7	10	22	39	32.8	-

TABLE 5 (continued)

Innovations and Responses	Presidents N=24	Deans N=24	Faculty N=72	Number*	Percent	Chi Square**
Honors Program						
Yes	14	14	54	82	68.9	3.49
No	0	4	8	12	10.1	-
Increased Number of Career Oriented Majors						
Yes	13	14	49	76	63.9	.73
No	2	4	15	21	17.6	-
Independent Study						
Yes	12	13	53	78	65.5	.30
No	1	2	8	11	9.2	-
Interdisciplinary Studies						
Yes	14	16	54	84	70.6	.46
No	1	2	8	11	9.2	-
Internship						
Yes	10	15	54	79	66.4	.36
No	1	3	8	12	10.1	-
Off Campus Teaching Sites						
Yes	11	12	47	70	58.8	2.00
No	3	8	17	28	23.5	-
Reduced Number of Course Requirements						
Yes	6	11	30	47	39.5	.97
No	8	8	35	51	42.9	-

TABLE 5 (continued)

Innovations and Responses	Presidents N=24	Deans N=24	Faculty N=72	Number*	Percent	Chi Square**
Student Designed Majors						
Yes	7	9	34	50	42.0	.87
No	10	9	29	48	40.3	-
Study Abroad						
Yes	9	14	51	74	62.2	1.52
No	4	4	10	18	15.1	-
Work Study						
Yes	10	14	54	78	65.5	1.58
No	1	4	7	12	10.1	-

*Nonresponses omitted from table. Respondents were from all institutions. All categories of faculty were collapsed to one group because of small cell size.

**Chi square needed value at .05 level was 5.99.

No significant difference was found among presidents, academic deans, and the three categories of faculty leaders with respect to effectiveness of the 16 curricular innovations. Hypothesis 3 failed to be rejected for 15 out of 16 innovations. Values of 1 to 5 were assigned to each of the ratings from "not effective," to "very effective," respectively; the "not adopted" category was not considered. Table 6 shows the mean rating for each innovation. By use of Duncan Multiple Range test the faculty category of 15 or more years was significant differences were found for "cooperative education," "credit by examination," "independent study," and "interdisciplinary study." Administrators rated each of these innovations higher than faculty.

B. ENROLLMENT AND INNOVATIONS

Hypothesis 4: There is no significant difference between curricular innovations and average enrollment for periods 1968-71 and 1976-78.

Hypothesis 4 was analyzed through use of the "t" test. The mean was found for the first three and last three enrollment years for each college. Table 7 shows the enrollment for each college during the 10-year period. During those time periods the 16 curricular innovations for each college were examined as to whether the innovation was implemented in the first time period of 1968-71 (coded "yes"), added between 1971 and 1975 (coded "no-yes") or not implemented between the third time period of 1976-78 (coded "no").

Hypothesis 4 failed to be rejected for 15 of the 16 curricular innovations. Therefore, no difference was found between enrollment

TABLE 6

ADMINISTRATOR AND FACULTY VIEWS OF EFFECTIVENESS OF CURRICULAR INNOVATIONS IN TENNESSEE PRIVATE COLLEGES

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F[4]	P
Adult, Continuing Evening Programs						2.92	.45	.77
1 Not Effective	2	4	7	13	10.9			
2 Little Effectiveness	5	2	11	18	15.1			
3 Moderately Effective	7	9	20	36	30.3			
4 Effective	2	4	12	18	15.1			
5 Very Effective	5	1	5	11	9.2			
** Not Adopted	3	4	16	23	19.3			
Basic Studies in Communications and Mathematics						3.65	.09	.98
1 Not Effective	1	1	4	6	5.0			
2 Little Effectiveness	2	2	1	5	4.2			
3 Moderately Effective	6	4	19	29	24.4			
4 Effective	9	8	21	38	3.19			
5 Very Effective	3	5	17	25	21.0			
** Not Adopted	3	4	9	16	13.4			

TABLE 6 (continued)

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F[4]	P
Calendar Changes						3.40	1.41	.24
1 Not Effective	2	1	5	8	6.7			
2 Little Effectiveness	3	1	6	10	8.4			
3 Moderately Effective	3	5	11	19	16.0			
4 Effective	6	6	14	26	21.8			
5 Very Effective	6	3	8	17	14.3			
** Not Adopted	4	8	27	39	32.8			
Cooperative Education						2.61	1.89	.13
1 Not Effective	3	2	8	13	10.9			
2 Little Effectiveness	1	2	10	13	10.9			
3 Moderately Effective	0	2	6	8	6.7			
4 Effective	3	3	6	12	10.1			
5 Very Effective	4	1	0	5	4.2			
** Not Adopted	13	14	41	68	57.1			
Credit by Examination						2.99	1.89	.12
1 Not Effective	1	1	8	10	8.4			
2 Little Effectiveness	3	4	17	24	20.2			
3 Moderately Effective	7	6	27	40	33.6			
4 Effective	8	10	12	30	25.2			
5 Very Effective	2	2	4	8	6.7			
** Not Adopted	3	1	3	7	5.9			

TABLE 6 (continued)

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F[4]	P
Credit for Experience						2.47	1.62	.18
1 Not Effective	0	2	11	13	10.9			
2 Little Effectiveness	4	4	10	18	15.1			
3 Moderately Effective	3	3	14	20	16.8			
4 Effective	2	0	5	7	5.9			
5 Very Effective	2	1	0	3	2.5			
** Not Adopted	13	14	31	58	48.7			
Honors Program						3.19	1.34	.26
1 Not Effective	0	1	7	8	6.7			
2 Little Effectiveness	4	6	6	16	13.4			
3 Moderately Effective	0	2	14	16	13.4			
4 Effective	7	4	12	23	19.3			
5 Very Effective	4	3	6	13	10.9			
** Not Adopted	9	8	26	43	36.1			
Increased Number of Career Oriented Majors						3.79	1.14	.34
1 Not Effective	0	2	3	5	4.2			
2 Little Effectiveness	0	0	10	10	8.4			
3 Moderately Effective	5	6	10	21	17.6			
4 Effective	5	5	18	28	23.5			
5 Very Effective	10	8	20	38	31.9			
** Not Adopted	4	3	10	17	14.3			

TABLE 6 (continued)

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F	P[4]
Independent Study						3.36	1.85	.12
1 Not Effective	0	1	8	9	7.6			
2 Little Effectiveness	1	0	9	10	8.4			
3 Moderately Effective	8	9	19	36	30.3			
4 Effective	9	11	21	41	34.5			
5 Very Effective	3	3	9	15	12.6			
** Not Adopted	3	0	5	8	6.7			
Interdisciplinary Studies						3.18	1.55	.20
1 Not Effective	0	2	7	9	7.6			
2 Little Effectiveness	3	2	15	20	16.8			
3 Moderately Effectiveness	7	7	20	34	28.6			
4 Effective	5	4	10	19	16.0			
5 Very Effective	5	6	9	20	16.8			
** Not Adopted	4	3	10	17	14.3			
Internship						3.22	1.13	.35
1 Not Effective	2	2	8	12	10.1			
2 Little Effectiveness	3	3	9	15	12.6			
3 Moderately Effective	3	3	15	21	17.6			
4 Effective	8	8	15	31	26.1			
5 Very Effective	4	4	8	16	13.4			
** Not Adopted								

TABLE 6 (continued)

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F[4]	P
Off Campus Teaching Sites						2.89	.93	.45
1 Not Effective	3	2	11	16	13.4			
2 Little Effectiveness	2	3	8	13	10.9			
3 Moderately Effective	4	3	7	14	11.8			
4 Effective	7	2	10	19	16.0			
** Not Adopted	6	10	30	46	38.7			
Reduced Number of Course Requirements						2.58	.48	.75
1 Not Effective	5	2	10	17	14.3			
2 Little Effectiveness	1	3	7	11	9.2			
3 Moderately Effective	4	5	13	22	18.5			
4 Effective	3	2	7	12	10.1			
5 Very Effective	0	0	3	3	2.5			
** Not Adopted	11	12	31	54	45.4			
Student Designed Majors						2.55	2.03	.10
1 Not Effective	3	3	12	18	15.1			
2 Little Effectiveness	2	3	5	10	8.4			
3 Moderately Effective	2	3	7	12	10.1			
4 Effective	3	3	8	14	11.8			
5 Very Effective	1	1	2	4	3.4			
** Not Adopted	13	11	37	61	51.3			

TABLE 6 (continued)

Innovations and Responses	Presidents[1] N=24	Deans N=24	Faculty N=71	Number[2]	Percent	Mean[3]	F[4]	P
Study Abroad						2.33	.48	.75
1 Not Effective	6	4	15	25	21.0			
2 Little Effectiveness	2	4	13	19	16.0			
3 Moderately Effective	2	7	7	16	13.4			
4 Effective	4	2	8	14	11.8			
5 Very Effective	1	1	1	3	2.5			
** Not Adopted	9	6	27	42	35.3			
Work Study						3.40	4.24	.003
1 Not Effective	3	1	7	11	9.2			
2 Little Effectiveness	1	1	8	10	8.4			
3 Moderately Effective	5	4	15	24	20.2			
4 Effective	5	5	19	29	24.4			
5 Very Effective	5	4	12	21	17.6			
** Not Adopted	5	9	10	24	20.2			

[1]Values 1 to 5 assigned to "Not Effective" to "Very Effective" respectively.

[2]One individual did not respond, total 119.

[3]Mean of all responses, disregarding "Not Adopted."

[4]F value of 5.63 required at .05 level of significance.

*Significant at .05 level.

**Not adopted category not calculated.

TABLE 7

ENROLLMENT FOR 1968-1978 IN TENNESSEE PRIVATE COLLEGES

Institutions	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
1	992	966	879	848	868	923	973	1016	1006	1049	1120
2	808	633	505	437	474	405	362	295	302	292	299
3	340	342	383	418	495	450	546	599	619	591	543
4	1824	1725	1661	1714	1658	1634	1648	1506	1581	1572	1509
5	1161	1026	891	847	829	788	725	859	954	1023	1093
6	2142	2165	2205	2167	2027	2088	2156	2146	2231	2109	2187
7	718	727	717	841	888	940	1183	1405	1467	1472	1399
8	233	229	242	235	295	325	343	427	452	428	439
9	355	300	326	321	312	318	341	303	288	284	289
10	833	764	807	750	721	775	768	805	856	824	760
11	1102	964	922	918	819	708	671	664	701	709	677
12	1127	958	1058	1052	1100	1006	1070	1110	1110	1143	1234
13	695	665	648	695	831	762	890	1062	1058	1037	909
14	777	732	724	625	523	478	633	795	771	894	897
15	757	710	762	830	732	714	671	659	655	630	665
16	837	842	783	759	716	719	708	726	790	757	770
17	1370	1277	1265	1333	1299	1417	1528	1579	1520	1652	1699
18	939	1046	1045	1021	1097	1065	1102	1089	872	1006	1014

TABLE 7 (continued)

Institutions	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
19	929	966	1074	1184	1329	1470	1656	1866	1867	2164	2184
20	808	699	718	664	583	500	400	417	550	390	385
21	800	638	712	743	751	748	770	833	853	978	988
22	611	588	628	573	443	385	418	428	432	438	502
23	753	745	774	809	872	843	923	871	864	886	998
24	862	904	930	987	1041	1051	1070	1106	1109	1092	1091

and the curricular innovations. Table 8 shows mean enrollment for beginning (1968-71) and ending (1976-78) time periods for all institutions. Fifteen colleges had increases and nine colleges had decreases in enrollment. The greatest increase was 99.5 percent while the greatest decrease was 65.2 percent.

Table 9 shows the mean enrollments of colleges grouped by three classifications under each innovation. The "yes" classification is for colleges which had the innovation in the beginning time period. The "no-yes" classification implemented during 5 years between beginning and ending three-year periods. The "no" classification was for innovations that were not implemented to 1976. Only two innovations had a significant difference in enrollments between the beginning and ending three-year periods in any classifications. The enrollment increase for "credit by examination" was significant at the .05 level for the category "no-yes" (implemented during 5 years between beginning and ending three-year periods). The enrollment increase for "independent study" was significant at the .05 level for the category "no" (not implemented to 1976).

TABLE 8

PERCENTAGE CHANGES IN MEAN ENROLLMENT 1968-71 and 1976-78
IN TENNESSEE PRIVATE COLLEGES

Institution	Mean 1968-71	Mean 1976-78	Percentage Increase*
1	921	1058	14.9
2	595	207	(65.2)
3	370	584	57.8
4	1731	1554	(10.2)
5	981	1023	4.3
6	2169	2175	.3
7	750	1446	92.8
8	234	439	87.6
9	325	287	(11.7)
10	788	813	3.2
11	976	695	(28.8)
12	1048	1162	10.9
13	675	1001	48.3
14	714	854	19.6
15	764	650	(14.9)
16	805	772	(4.1)
17	1311	1623	23.8
18	1012	964	(4.7)
19	1038	2071	99.5
20	722	441	(38.9)
21	723	939	29.9
22	600	457	(23.8)
23	770	916	19.0
24	920	1097	19.2

*Parentheses denote decrease.

TABLE 9

RELATIONSHIP OF CURRICULAR INNOVATIONS TO ENROLLMENT IN TENNESSEE PRIVATE COLLEGES

Innovation	Implementation[1]	Number of Schools	Enrollment 1968-71 Mean	Enrollment 1976-78 Mean	t	Prob.
Adult, Continuing Evening Programs	Yes	6	895	943	.29	.78
	No-Yes	6	975	1257	1.69	.15
	No	12	846	867	.29	.78
Basic Studies in Communications and Mathematics	Yes	14	856	920	.74	.47
	No-Yes	2	1031	920	--	--
	No	8	916	1110	1.39	.21
Calendar Changes	Yes	10	890	978	.56	.59
	No-Yes	5	466	633	2.67	.056
	No	9	1127	1184	.86	.42
Cooperative Education	Yes	4	963	1201	1.29	.29
	No-Yes	3	738	889	1.60	.25
	No	17	900	949	.56	.58
Credit by Examination	Yes	12	1069	1108	.45	.66
	No-Yes	6	529	653	2.60	.048*
	No	6	895	1065	.77	.48
Credit for Experience	Yes	3	1253	1541	1.09	.38
	No-Yes	3	715	866	3.87	.06
	No	18	859	910	.62	.54
Honors Program	Yes	12	877	959	.99	.34
	No-Yes	2	985	1040	.95	.52
	No	10	888	1001	.82	.43
Increased Number Career Oriented Majors	Yes	10	846	885	.33	.75
	No-Yes	3	813	959	1.49	.28
	No	11	952	1080	1.18	.27
Independent Study	Yes	15	1023	1089	.61	.55
	No-Yes	4	713	770	1.21	.31
	No	5	635	837	5.27	.006*
Interdisciplinary Study	Yes	13	1008	1006	-.01	.99
	No-Yes	4	760	805	1.15	.33
	No	7	748	1043	2.14	.08

TABLE 9 (continued)

Innovation	Implementation[1]	Number of Schools	Enrollment 1968-71 Mean	Enrollment 1976-78 Mean	t	Prob.
Internship	Yes	11	975	922	-.64	.54
	No-Yes	2	641	801	--	--
	No	11	851	1079	2.01	.07
Off Campus Teaching Sites	Yes	9	940	1003	.57	.59
	No-Yes	1	744	854	--	--
	No	14	869	980	1.14	.28
Reduced Number of Course Requirements	Yes	8	786	890	.86	.42
	No-Yes	2	535	580	--	--
	No	14	1001	1096	.96	.36
Student Designed Majors	Yes	3	929	905	-.13	.91
	No-Yes	3	633	750	1.86	.20
	No	18	927	1036	1.23	.23
Study Abroad	Yes	7	847	929	1.32	.23
	No-Yes	3	1131	1154	.23	.84
	No	14	861	974	.99	.34
Work Study	Yes	13	892	1029	1.24	.24
	No-Yes	2	706	927	--	--
	No	9	929	930	.01	.99

[1]Yes indicates implementation in first three years of study. No-Yes indicates not implemented in first three years but added later. No indicates innovation was never implemented.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine perceptions of administrators and faculty in relation to curricular innovations in Tennessee private colleges. In addition, the relationship between enrollment and curricular innovations was examined. Additional questions answered were:

1. Which innovations have been implemented during the time period studied?
2. If the innovation was not implemented, did the respondents favor implementation?

A catalog-by-catalog analysis was made to formulate a list of curricular innovations that are available to students in Tennessee private colleges. This list was combined with Brick and McGrath's list (1969) and Dollar's list (1972). This extensive list was collapsed to sixteen items. The list then became a part of the curricular innovation inventory which was sent to the president, academic dean and three faculty persons in 26 Tennessee private colleges. These persons ranked the innovations on a 1 to 5 scale according to importance and effectiveness at the institution. "Yes-no" answers were given for desirability to adopt the innovations. Enrollment data were provided by the Tennessee Council of Private

Colleges. Background material for each college was obtained from college catalogs and the president's questionnaire.

Hypotheses 1 and 3 were analyzed using the F-test at the .05 level of significance. Mean responses for each of the five groups were computed, and F-tests were used to detect differences among the groups. In cases where a significant difference was found, the Duncan Multiple Range test was applied to discern where differences occurred. Mean responses were also calculated for administrators (presidents and academic deans) and faculty (three groups combined) and F-tests were used.

Hypothesis 2 was analyzed through use of Chi-square at the .05 level of significance. The three groups of faculty were combined to make one group because of the high number of small cells. The respondents were from all institutions. The "not adopted" category was not used.

Hypothesis 4 was analyzed through use of the "t" test. The mean was found for the first three and last three enrollment years for each school. During those time periods the 16 curricular innovations for each school were examined as to whether the innovation was implemented during the first time period of 1968-71, added between 1971 and 1975, or not implemented through 1975.

A. FINDINGS

The following are major findings found in this study:

1. No significant difference was found among presidents, academic deans, and three categories of faculty leaders with respect to perceptions

of importance of the 16 curricular innovations. (Hypothesis 1.) Furthermore, no significant differences were found between the mean ratings of the two groups—administrators and faculty.

2. No significant difference was found among presidents, academic deans and faculty leaders with respect to their desire to adopt the 16 curricular innovations. (Hypothesis 2.)

3. No significant difference was found among presidents, academic deans, and the three categories of faculty leaders with respect to effectiveness of 15 of the 16 curricular innovations. (Hypothesis 3.) A significant difference at the .05 level was found for "work study." The faculty category of 15 or more years was significantly different (2.43) from the other groups (the next lowest was 3.42). When administrator responses were compared to faculty responses, significant differences were found for "cooperative education," "credit by examination," "independent study," and "interdisciplinary study." Administrators rated each of these innovations higher than faculty.

4. No difference was found between enrollment for 15 of the 16 curricular innovations. (Hypothesis 4.) A significant difference was found for "credit by examination" in the category "no-yes" (innovation implemented between first and last time periods).

5. "Interdisciplinary study" had the highest ratio of "yes" to "no" responses (11.00) to adopt the innovation and "increased number of career majors" and "work study" were second highest (7.50). The greatest number of respondents (50) would implement "cooperative education." Forty-two respondents, the second highest, would implement

"credit for experience;" however, an extremely high negative response of 28 was indicated for this innovation. "Study abroad" was third highest with 38 respondents favoring its implementation. A negative ratio was found for "student designed majors;" thirty-two favored implementation and thirty-seven would not implement.

6. Twenty colleges reported implementation of "basic studies in mathematics and communications" and "independent study" during the 10-year period studied. The greatest growth among the 16 curricular innovations in the period studied took place in "adult, continuing, and evening programs" with a change from 4 colleges in 1968 to 18 colleges in 1978. "Cooperative education," "credit for experience," and "student designed majors" were implemented by the fewest number of colleges during the 10-year time period.

B. CONCLUSIONS

Based on the findings the following conclusions are drawn:

1. Faculty and administrators have similar perceptions regarding level of importance of curricular innovations. (Finding 1.)

2. Faculty and administrators have similar perceptions regarding desirability to adopt the curricular innovations. (Finding 2.)

3. Presidents, academic deans, and three categories of faculty have similar perceptions regarding level of effectiveness of curricular innovations except for "work study." Faculty with 15 or more years at the college view "work study" as less effective. (Finding 3.)

4. Administrators rated "cooperative education," "credit by examination," "independent study," and "interdisciplinary study" higher in effectiveness than faculty. (Finding 3.)

5. Enrollment changes have no relationship to curricular innovations. Only in colleges having "credit by examination" was there an increase. (Finding 4.)

6. "Desire to adopt" was extremely high in colleges that had not already implemented "interdisciplinary study." (Finding 5.)

7. The greatest growth among the 16 curricular innovations in the 10-year period took place in "adult, continuing, and evening programs." (Finding 6.)

C. RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations are made for further study:

1. This study was limited to Tennessee private colleges; thus, a small number of cases. Further study could include a larger population using several states.

2. The degree of implementation could not be examined and its immediate or delayed effect could be studied.

3. Further study could be made dealing with changing attitudes toward career education in the liberal arts college.

D. RECOMMENDATIONS FOR THE PRIVATE COLLEGE

Cosand pointed out that "four-year institutions should be thinking now of how to posture themselves in a few years to accommodate a

different kind of student." Many educators are now acknowledging the fact that career education can bridge the gap between childhood and adulthood with meaningful experiences.

The liberal arts still constitute the generally accepted body of knowledge. Colleges are expected to concern themselves with the liberal arts. The practical arts, though they are tolerated as an economic necessity, are still relegated to a lower station by some members of the higher education community.

Through this research one can see the necessity for including both liberal arts and career education in the curriculum of private colleges. Administrators should acquaint faculty with "cooperative education," "credit by examination," "independent study," and "inter-disciplinary study." Even though the study showed no relationship between enrollment and these 16 innovations, it should not be denied that innovation is important. It may rather be combinations of these or other innovations that increase enrollment.

As was stated in Chapter III, private higher education cannot remain aloof from the realities. Each college should examine, decide and define how innovations can become an integral part of an evolving mission on each campus and should reexamine the following:

1. achieving self-fulfillment for each individual;
2. reevaluating the work ethic;
3. making learning experiences available for all persons who can profit by them;
4. servicing the educational needs of persons off campus as well as on;

5. meeting the needs of individuals and groups not previously served;
6. cooperation with all educational agencies in the service areas;
7. helping people learn how to do something well, including the developing of salable skills;
8. offering career planning and development in keeping with individual needs and social realities.

The final question remains: what combination of innovations or formula can an administrator of a private college be given that will help solve the problem of declining enrollment? As long as there are private colleges and universities, administrators will be plagued with enrollment problems.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS AND PERIODICALS

Advisory Council on Vocational Education, Vocational Education: The Bridge between Man and His Work.

Bailey, Larry J. and Ronald W. Stadt, Career Education: New Approaches to Human Development, Bloomington, Illinois: McKnight Publishing Co., 1973.

Barr, Anthony James and James Howard Goodnight, A User's Guide to the Statistical Analysis System, Department of Statistics, North Carolina State University, Student Supply Stores, North Carolina State University, Raleigh, North Carolina, 1972.

Blalock, Hubert M., Social Statistics, New York: McGraw-Hill, 1960.

Brubacher, John S., A History of the Problems of Education, New York: McGraw-Hill Book Company, 1966.

Cosand, Joseph P., Jr., Implementing the Higher Education Amendments of 1972, Current Issues of Higher Education, 28:190-6, 1973.

DuBose, David S., Toward a Researchable Perspective on Love: The Association of Romantic Love Attitude with Self-Acceptance and Selected Background Factors among Students in Marriage and Family Classes. Dissertation: The Florida State University, 1971.

Dollar, Muriel, Innovation in Curriculum in the Liberal Arts College: An Examination of the Presentation of Curricular Innovation in College Catalogs as an Indication of the Changing Self-Concept of the Liberal Arts College 1965-75. Dissertation: Fairleigh Dickinson University, 1976.

Fantini, M. D. and G. Weinstein, "Taking Advantage of the Disadvantaged," Teachers College Record, 1967.

Glenny, Lyman A. and John R. Shea, Presidents Confront Reality, Washington: Jossey-Bass Publishers, 1976.

Harris, Norman C. and J. F. Grede, Career Education in Colleges, San Francisco: Jossey-Bass Publishers, 1977.

Henderson, Algo, "How High Can Tuitions Go?" Cooperative Long-Range Planning in Liberal Arts Colleges, ed. by Earl J. McGrath and Richard Meeth, New York: Teachers College Press, 1964.

Heath, Douglas, "What the Enduring Effects of Higher Education Tell Us About a Liberal Education, Journal of Higher Education, March/April, 1976.

Hoyt, K. B., Excerpts of speech given before Teacher Education Department, American Vocational Association, Washington, D.C.: American Vocational Association Convention Proceedings Digest, 1971.

Labovitz, The Assignment of Numbers of Rank Order Categories, American Sociological Review, 1970.

Leighbody, Gerald B., Vocational Education in America's Schools Major Issues of the 1970's, Chicago: American Technical Society.

Mayhew, Lewis B., The Collegiate Curriculum: An Approach to Analysis, Atlanta: Southern Regional Education Board, 1977.

Marland, Sidney P., Jr., "The School's Role in Career Development," Educational Leadership, December 1972.

McGrath, Earl J., Are Liberal Arts Colleges Becoming Professional Schools? New York: Institute of Higher Education, Teachers College Columbia University, 1958.

McGrath, Earl J. and Michael Brick, Innovations in Liberal Arts Colleges, A Publication of the Institute of Higher Education, Teachers College, Columbia University, 1969.

Roscoe, John T., Fundamental Research Statistics for the Behavioral Sciences, New York: Holt, Rinehart & Winston, 1969.

Shulman, Carol Hernstadt, Enrollment Trends in Higher Education, Eric Higher Education Report No. 6, 1976.

B. COLLEGE CATALOGS

Belmont College Catalog 1979-80, Nashville, Tennessee.

Bethel College Bulletin, 1976-77, McKenzie, Tennessee.

Bryan College Catalog, 1977-79, Dayton, Tennessee.

Carson-Newman College Catalog, 1978-80, Jefferson City, Tennessee.

Christian Brothers College Catalog, 1979-80, Memphis, Tennessee.

David Lipscomb College Catalog, 1978-79, Nashville, Tennessee.

Freed-Hardeman College Catalog, 1976-77, Henderson, Tennessee.

Johnson Bible College Catalog, 1978-79, Knoxville, Tennessee.

King College Catalog, 1978-79, Bristol, Tennessee.

Lambuth College Bulletin, 1978-80, Jackson, Tennessee.

Lane College Catalog, 1978-80, Jackson, Tennessee.

Lee College Catalog, 1977-78, Cleveland, Tennessee.

LeMoyne-Owen College Catalog, 1978-80, Memphis, Tennessee.

Lincoln Memorial University Bulletin, 1978-80, Harrogate, Tennessee.

Maryville College Bulletin, 1978-79, Maryville, Tennessee.

Milligan College Catalog, 1978-80, Milligan College, Tennessee.

Southern Missionary College Bulletin, 1978-79, Collegedale, Tennessee.

The Bulletin of Southwestern at Memphis, 1978-79, Memphis, Tennessee.

Tennessee Temple University Catalog, 1978-79, Chattanooga, Tennessee.

Tennessee Wesleyan College Catalog, 1978-80, Athens, Tennessee.

Trevecca Nazarene College Catalog, 1978-80, Nashville, Tennessee.

Tusculum College Bulletin, 1978-80, Greenville, Tennessee.

Union University Bulletin, 1978-80, Jackson, Tennessee.

The University of the South College of Arts and Sciences Catalog, 1978-79, Sewanee, Tennessee.

APPENDIX

June 14, 1979

Dear

I am a doctoral candidate at The University of Tennessee, Knoxville, in the department of Vocational-Technical Education. At the present time I am working on the dissertation and I would appreciate your help to complete the study.

The enclosed questionnaire should be completed in the following manner:

1. The president should complete the form marked president's form.

2. The academic dean should complete the form indicated academic dean.

3. Finally, each president should select three faculty persons. Each should be a departmental chairperson and

   a. one should have been employed at your institution for 15 years or the nearest to that length of time;

   b. a second faculty person should have been employed at your institution between 6 and 14 years;

   c. a third should have been employed at your institution between 1 and 5 years.

4. The questionnaire should be returned in the envelopes provided to each individual within 10 days.

The findings of this study will be supplied. Thank you for your assistance.

Sincerely,

Cynthia Welch

js
Enclosures

TO: Presidents, Academic Deans and Faculty Members

FROM: Cynthia Welch

RE: Research Project

Date:

I am a doctoral student at The University of Tennessee, Knoxville, in the department of Vocational-Technical Education. I am presently working on the dissertation and I need your help.

Since I have been associated with private higher education for the past thirteen years, I have developed an awareness of the problems faced by private colleges. This study offers potential assistance to private colleges looking for clarification of identity, purpose and survival. This assistance may be highly beneficial to trustees, faculty and administrators of private colleges as well as the higher education community.

I am proposing to study curricular innovations in private colleges and the relationship to enrollment. In order to do this I need your help in filling out the enclosed questionnaire. I am asking for the help of the president, academic dean and selected faculty persons from each of the private four-year undergraduate institutions in Tennessee. All information will be held in strictest confidence and reported collectively only in statistical form.

PARTICIPANT CONSENT FORM

YES, you have my permission to use the information obtained from the enclosed questionnaire.

NO, you do not have my permission to use the information obtained from the enclosed questionnaire.

Signature_____
(your name)

Return to: Cynthia Welch
Lincoln Memorial University
Harrogate, Tennessee 37752

PRIVATE COLLEGE CURRICULAR INNOVATION INVENTORY

President's Form Institution_____

DIRECTIONS: Please supply the information requested by completing the appropriate parts. All information shall be held in strictest confidence and reported only in statistical form. Your completion of this questionnaire is further consent to participate in this study. There are no right and wrong answers. Your responses should reflect your feelings.

1. Rate the following according to your feeling of importance to the curriculum at your institution. Use the scale of 0-5. Circle the number that best expresses that feeling. 0=No Importance 5=Very Important

adult, continuing, evening programs	0 1 2 3 4 5
basic studies in communications and mathematics	0 1 2 3 4 5
calendar changes (semester, quarter, 4-1-4, trimester, etc.)	0 1 2 3 4 5
cooperative education	0 1 2 3 4 5
credit by examination	0 1 2 3 4 5
credit for experience	0 1 2 3 4 5
honors program	0 1 2 3 4 5
increased number of career oriented majors (business, nursing, social work, etc.)	0 1 2 3 4 5
independent study	0 1 2 3 4 5
interdisciplinary studies	0 1 2 3 4 5
internship	0 1 2 3 4 5
off campus teaching sites	0 1 2 3 4 5
reduced number of course requirements (flexibility in developing student programs)	0 1 2 3 4 5
student designed majors	0 1 2 3 4 5
study abroad	0 1 2 3 4 5
work study	0 1 2 3 4 5

2. Check the following innovations which exist at your institution. Indicate the year they were implemented.

	Year
____adult, continuing, evening programs	_____
____basic studies in communications and mathematics	_____
____calendar changes (semester, quarter, 4-1-4, trimester, etc.)	_____
____cooperative education	_____
____credit by examination	_____
____credit for experience	_____

____honors program	_____
____increased number of career oriented majors (business, nursing, social work, etc.)	_____
____independent study	_____
____interdisciplinary studies	_____
____internship	_____
____off campus teaching sites	_____
____reduced number of course requirements (flexibility in developing student programs	_____
____student designed majors	_____
____study abroad	_____
____work study	_____

3. Would you adopt the following if you felt it would increase enrollment? If yes, what year?

	Yes	No	Year
adult, continuing, evening programs	___	___	_____
basic studies in communications and mathematics	___	___	_____
calendar changes (semester, quarter, 4-1-4, trimester, etc.)	___	___	_____
cooperative education	___	___	_____
credit by examination	___	___	_____
credit for experience	___	___	_____
honors program	___	___	_____
increased number of career oriented majors (business, nursing, social work, etc.)	___	___	_____
independent study	___	___	_____
interdisciplinary studies	___	___	_____
internship	___	___	_____
off campus teaching sites	___	___	_____
reduced number of course requirements (flexibility in developing student programs)	___	___	_____
student designed majors	___	___	_____
study abroad	___	___	_____
work study	___	___	_____

4. Which of the following programs have been <u>effective</u> at your institution? Use a scale of 0-5. <u>Circle</u> the number that best expresses that feeling.

0=Not effective 5=Very effective N=Not adopted

adult, continuing, evening programs	0	1	2	3	4	5	N
basic studies in communications and mathematics	0	1	2	3	4	5	N
calendar changes (semester, quarter, 4-1-4, trimester, etc.)	0	1	2	3	4	5	N
cooperative education	0	1	2	3	4	5	N

credit by examination	0	1	2	3	4	5	N
credit for experience	0	1	2	3	4	5	N
honors program	0	1	2	3	4	5	N
increased number of career oriented majors (business, nursing, social work, etc.)	0	1	2	3	4	5	N
independent study	0	1	2	3	4	5	N
interdisciplinary studies	0	1	2	3	4	5	N
internship	0	1	2	3	4	5	N
off campus teaching sites	0	1	2	3	4	5	N
reduced number of course requirements (flexibility in developing student programs)	0	1	2	3	4	5	N
student designed majors	0	1	2	3	4	5	N
study abroad	0	1	2	3	4	5	N
work study	0	1	2	3	4	5	N

5. Check the following implemented innovations that you would eliminate at your institution if you had a choice.

____adult, continuing, evening programs
____basic studies in communications and mathematics
____calendar changes (semester, quarter, 4-1-4, trimester, etc.)
____cooperative education
____credit by examination
____credit for experience
____honors program
____increased number of career oriented majors (business, nursing, social work, etc.)
____independent study
____interdisciplinary studies
____internship
____off campus teaching sites
____reduced number of course requirements (flexibility in developing student programs)
____student designed majors
____work study

6. What additional innovations are available at your institution that are not listed in the catalog?

7. How do the following groups at your institution perceive these innovations as a general institutional policy? Use the scale of 0-5. Circle the number that best expresses that feeling.
   0=No Importance 5=Very Important

Administrators

0 1 2 3 4 5 No Opinion

Faculty

0 1 2 3 4 5 No Opinion

Students

0 1 2 3 4 5 No Opinion

Return to: Cynthia Welch
Lincoln Memorial University
Harrogate, Tennessee 37752

ACADEMIC DEAN AND FACULTY FORMS

The academic dean and faculty forms were the same as the president's form except for the deletion of question 2. Question 2 was asked only of the presidents.

VITA

Cynthia Seed Welch was born on January 30, 1941, in Lake Wales, Forida, of Margaret M. Seed and the late Mack Seed.

Cynthia Welch attended elementary and secondary schools in Lake Wales and in 1958 was graduated from Lake Wales High School.

From 1958 until graduated with a Bachelor of Arts degree in 1962, Mrs. Welch attended Lambuth College in Jackson, Tennessee.

In 1963, Mrs. Welch enrolled in Georgia State University and was graduated in 1964 with a Master of Business of Education degree.

From 1962 through 1964, Cynthia Welch taught in the Bartow County and Gwinnett County school systems in Georgia. From 1964 through 1966, Mrs. Welch taught in Sopchoppy High School and Havana High School in Florida. Mrs. Welch taught at Lambuth College from 1968 through 1973. Cynthia Welch, a March 1980 candidate for the degree of Doctor of Education in Vocational-Technical Education at The University of Tennessee, Knoxville, has been on the staff of Lincoln Memorial University, Harrogate, Tennessee, since 1973. At Lincoln Memorial she is assistant professor and chairperson of business administration.

Mrs. Welch is married to Frank W. Welch of Harrogate, Tennessee. They have three children.