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presented by

Jaclynn C. Rogers

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Major professor

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FACULTY PERCEPTIONS ABOUT ACADEMIC COMPARABILITY IN OFF-CAMPUS COMPACTED GRADUATE COURSES AND ON-CAMPUS EXTENDED GRADUATE COURSES

By

Jaclynn C. Rogers

A DISSERTATION

Submitted to
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ABSTRACT

FACULTY PERCEPTIONS ABOUT ACADEMIC COMPARABILITY IN OFF-CAMPUS COMPACTED GRADUATE COURSES AND ON-CAMPUS EXTENDED GRADUATE COURSES

By

Jaclynn C. Rogers

The purpose of this study was to determine the perceptions of Eastern Michigan University full-time faculty regarding the issue of comparability as it relates to on-campus extended and off-campus compacted time formatted courses. Further, where identified differences exist, the researcher sought to determine if they could be adapted to ensure comparability between the two instructional formats.

A survey/questionnaire was developed and administered to 24 Eastern Michigan University full-time faculty who had taught courses using both instructional formats: on-campus extended and off-campus (Traverse City/Petoskey) compacted. Twenty faculty members participated in the study. The data were gathered and analyzed using the Statistical Analysis Systems. Descriptive data (frequencies and percentages) were compiled in addition to the use of the chi-square statistic.

The major findings were as follows:

1. The following specific dimensions of instruction were examined regarding comparability and adaptability: course description, course goals and purposes, learning objectives, subject content, prerequisites, teaching methods, required student activities, learning materials/resources, and evaluation criteria/standards. Each of these dimensions was found to be comparable or adaptable when comparing the on-campus extended and off-campus compacted formats of instruction.

2. Time and/or location/setting affected the instructional dimensions of course description, course goals and purposes, learning objectives, prerequisites, teaching methods, and evaluation criteria/standards. The remaining instructional dimensions (subject content, required student activities, and learning materials/resources) were not affected by time and/or location/setting.

3. Students enrolled in the off-campus compacted courses versus the on-campus extended courses were the same or more positive in terms of the following characteristics: student motivation, constructive attitude, preparedness, group interaction, and attentiveness.

4. Instructors teaching in the off-campus compacted courses versus the on-campus extended courses were the same or more positive in terms of the following characteristics: motivation, constructive attitude, preparedness, and participation in and outside of the classroom.

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Accomplishments are rarely met in isolation. This dissertation is no exception. I wish to acknowledge the wonderful family, friends, and staff who supported each of my educational endeavors throughout the past 20 years.

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Last, I have dedicated my professional life to the field of community education as a result of the strength I received from three very special mentors, Dr. Jack D. Minzey, Jerry Wing, and the late Charles S. Cameron. To them I will remain forever grateful.

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CHAPTER I

INTRODUCTION

Sweeping social changes threaten the security of tradition that embraces the United States. Martel (1988) described the following paradigm shifts which seemingly challenge the present social, economic, and educational structures of America:

- from an industrial-manufacturing economy to a high-tech, service, and knowledge economy;
- from one lifetime career to a lifetime of careers;
- from manpower to mindpower;
- from retooling the workforce to regenerating the learning force;
- from full-time work force to part-time work force;
- from a dominant race, male, single-language society to a multi-cultural, multi-lingual one;
- from central control to decentralized consensus;
- from a youthful society to a greying society;
- from institutional rules to human values. (p. 5)

Clearly, a society that once had a basically youth-oriented culture must now address and expand its focus to include the education and training needs of adults if it wishes to compete in a rapidly changing world economy.

Institutions of higher education like Eastern Michigan University have acknowledged this challenge. The 1988-89 Eastern Michigan University Graduate Catalogue states: "Eastern Michigan University continues to establish new graduate programs in order to meet the developing needs of students and society" (p. 8).

The programs and services of the Division of Continuing Education at Eastern Michigan University typify the attempt to meet these developing needs of students and society. At the end of the 1987-88 academic school year, student enrollments through the Division of Continuing Education made up more than 5% of the total credit-hour production for the entire university. Approximately 10% of this Division of Continuing Education credit-hour production was specifically generated by compacted learning programs.

Compacted learning programs are graduate courses predominantly delivered in relaxed, off-campus settings throughout Michigan. Each course in the program generates two semester hours of credit, meets for five consecutive days, and requires 1,500 minutes of pupil-teacher contact time. (In some instances, a one-semester-credit-hour course is held, which would meet 750 minutes in a two-and-one-half-day format.) These are in contrast to regular or extended program offerings, in which courses are offered for a 15-week period and require the same 1,500-minute pupil-teacher contact time.

While nontraditional learning opportunities like the Eastern Michigan University compacted learning program continue to grow in response to the developing needs of students and society, educators

are cautioned by the remarks of Schoemer, Thomas, and Bragonier (1973), who stated:

> Nontraditional or alternative educational endeavors are often viewed with skepticism and suspicion because they differ from the accepted practices in higher education. A 1971 survey of 279 graduate deans, for example, found that "most graduate deans have negative feelings about nontraditional educational efforts." (p. 153)

Andrews (1978), Turner (1979), Levitt (1982), Temkin (1982), and Clarke, Holmes, and Ballard (1984) also shared concern for the overshadowing skepticism that prevails in the minds of educators who conduct traditional programs regarding alternative or nontraditional programs.

The compacted learning opportunities at Eastern Michigan University appear to be no exception. They, too, have been subjected to scrutiny by university academicians conducting on-campus traditional programs whose charge is to protect the integrity of educational programs offered by the university.

To meet institutional needs for enrollment stability and/or growth, Eastern Michigan University, as others, must address the apparent societal needs as they relate to adult learning styles, particularly through continuing education endeavors. Traditional educators within the university hierarchical structure may be reassured by Levitt's (1982) remarks:

> All of the national trends indicate education of adults, undertaken in large measure via non-traditional modes, does not contradict its prior higher education emphasis on the undergraduate education of men and women in the formative years along traditional lines. (p. 15)

Additional testimony by Queeney (1984), Arlton and Kalikow (1986), and Greenberg (1988) provides further reassuring support. This reassurance, however, has not been accompanied by a systematic analysis that compares the two modes of educational program design and delivery.

Statement of the Problem

Wartgow (1986) stated, "A rapidly changing environment, coupled with rapidly advancing technology, has increased pressure on college and university administrators, structures, and processes to adapt to a new set of conditions" (p. 7). Among the adaptations, Wartgow suggested, are those regarding design and conduct of educational offerings.

University divisions of continuing education have positioned themselves to respond to changing conditions through the creation of alternative delivery systems for learning, i.e., Eastern Michigan University's compacted learning program. Although studies by Stetson (1979), Wadowski and Brown (1986), Gill and Huston (1988), and Shapiro and Daniels (1988) supported these endeavors, there remains need for further study to substantiate and provide the necessary foundation to support or refute the issues of quality and comparability as they relate to these nontraditional course offerings.

Purpose of the Study

The purpose of this study was to determine the perceptions of Eastern Michigan University full-time faculty regarding the issue of

comparability as it relates to off-campus compacted and on-campus extended time formatted courses. Further, where identified differences exist, the researcher attempted to determine whether they could be adapted to ensure comparability between the two instructional formats.

Importance of the Study

In an attempt to keep pace in an ever-changing technological world, educational opportunities must be accessible, varied, academically sound, and meet the specific needs of the adult learner.

Many educators defend adherence to extended time formatted on-campus courses, thus limiting opportunities to provide alternative time formatted learning opportunities to meet adult needs and requirements. In part, this defense occurs because of the absence of well-documented analysis of the comparability of the alternative formats in meeting the instructor's instructional and learning objectives. Documentation and data collection from faculty are prerequisites to faculty and are required to create the changes necessary to better meet these needs. As a result, continuing education personnel are provided with the information and substantiation necessary to deliver programs to adults within a timely, convenient format.

In addition, and perhaps more important, such confirming documentation serves to enlist the necessary support at the administrative level, thus permitting the continued innovation of

adult programming without concern that traditional standards of quality are being compromised.

Levitt (1982) reflected on the urgency to address the aforementioned by stating:

> The consensus is that colleges and universities must meet the need and demand of adults for degrees, teacher "hurdle" courses, and continuing education for professionals, delivered in modes that are suited to where the adults are both physically and psychologically. If they do not, others will. The others--educational entrepreneurs--are doing so already. Moreover in the face of closing of traditional colleges, nontraditional colleges and universities are being established, flourishing, being admitted to candidacy, and being accredited by regional accrediting associations. (p. 12)

This concern was further cited by Logan (1983), Ryder (1985), Cross (1988), and Martel (1988) as they attempted to foster support for the needed institutional changes as they relate to the nontraditional student.

Research Questions

This study was designed to provide information regarding the following research questions:

1. What are the perceptions of Eastern Michigan University full-time faculty who have taught both compacted and extended time formatted courses as to the comparable quality of the two instructional formats?

2. Can the differences that may appear between compacted and extended time formatted courses be adapted in such a way as to ensure comparability between these two instructional formats?

3. Do time and location affect instruction when comparing compacted and extended time formatted courses?

4. Do the students enrolled in the compacted and extended time formatted course(s) differ in terms of the characteristics of motivation, constructive attitude, preparedness, participation in class, group interaction, and focus?

5. Do the faculty differ when teaching a compacted versus extended time formatted course in terms of the characteristics of motivation, constructive attitude, preparedness, and interaction in and out of the classroom?

Research Methodology

The data were gathered by means of a structured survey/questionnaire that was administered to all full-time Eastern Michigan University faculty who had taught a graduate-level course both at the Traverse City or Petoskey site, using the compacted time format, and on the Eastern Michigan University campus, using the 15-week extended time format.

The population comprised 24 full-time Eastern Michigan University faculty members. The research sample comprised 20 of these 24 individuals.

Data analysis was accomplished by using the Statistical Analysis Systems (SAS). Further analysis was done with frequency data and the use of the chi-square test when appropriate.

Questionnaire Development

A modified Delphi interview process (Van Gundy, 1981) was used with five Eastern Michigan University faculty members who had taught the same course in both a compacted and an extended time format. Instructors were selected from five different departments in an attempt to have representation from several content areas. The content areas included teacher education, biology, mathematics, leadership, and counseling.

Each faculty member was asked to reflect on specific dimensions of instruction that were considered necessary for success: course description, course goals and purposes, learning objectives, subject content, prerequisites, teaching methods, required student activities, learning materials/resources, and evaluation criteria/ standards. Kemp's (1977) instructional design model provided the needed framework for reflection. (See Appendix A.) The works of Davis, Alexander, and Yelon (1974) and Gagne and Briggs (1974) were also useful in obtaining faculty response.

More specifically, faculty members were asked to relate the differences and similarities that exist between compacted and extended time formatted courses of instruction. These identified differences and similarities provided the basis for determining the questions regarding the elements that apply to instruction within the two time formats. Each interview session was taped.

A survey/questionnaire that addressed the questions of comparability was developed after a careful review of literature pertaining to survey design. Isaac and Michael (1987) and Mitchell

and Jolley (1988) described helpful methods of design. (See Appendix B.)

A final draft of the survey/questionnaire and a cover letter were field tested by a group of potential questionnaire recipients. Hanniford (1983) recommended that such a group be asked "to complete the survey and comment on the clarity of the instructions, quality of cover letter, ease of responding to questions, appropriateness of questions and responses, physical appearance, and efficiency of question format" (p. 8).

Delimitations and Limitations of the Study

The study included only those Eastern Michigan University faculty who were full-time faculty members and had taught both compacted and extended time formatted courses. The compacted time formatted courses refer only to those graduate courses taught in a five-day format in Traverse City or Petoskey in the 1984-85, 1985-86, 1986-87, and/or 1987-88 academic years.

The data generated by this study are specific to the aforementioned population. Therefore, the findings of this study may not be generalized beyond the faculty at Eastern Michigan University who have had instructional experience in both the compacted and extended time formatted courses.

Limitations are inherent in this study specifically related to the sample size, the research methods, and in relation to the honesty and integrity with which the participants responded to the survey/questionnaire.

Definition of Terms

The following terms are used throughout this dissertation and are defined as follows:

Compacted time formatted courses: Those Eastern Michigan University graduate courses that package the 1,500-minute pupil-teacher contact-time requirement within a five-day format. These courses are predominantly held in off-campus locations.

Continuing education: The delivery system for nontraditional programs in institutions of higher education, i.e., weekend courses, compacted courses, on-campus courses.

Extended time formatted courses: Those Eastern Michigan University graduate courses that package the 1,500 minute pupil-teacher contact-time requirement once per week throughout a 15-week semester.

Summary and Overview

Chapter I contained a statement of the problem, the purpose and importance of the study, research questions, methodology and questionnaire development, delimitations and limitations of the study, and definition of terms.

A selected review of literature is reported in Chapter II. Two major areas are discussed: (a) the effect of time on learning and (b) the issue of quality, comparability, and adaptability in nontraditional time formatted instruction.

The research design of the study is presented in Chapter III, and Chapter IV contains the findings and an interpretation of the

results. Chapter V includes a summary of the findings, conclusions of the study, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Gould (1972) defined nontraditional education as a group of changing educational patterns caused by the changing needs and opportunities of society. American colleges and universities are faced with the challenge of meeting these needs. According to the National Center for Education Statistics (1987), during the 1990s and into the twenty-first century, higher education will increasingly enroll students over 25 years of age. Almost 50% of college students will be age 25 and older by 1993, up from about 40% today. Huddleston and Henry (1983) believed that the "adult learner will require new considerations from faculty members regarding classroom content, interaction, location and time of course offerings" (p. 7). They further reflected on the Commission on Non-Traditional Study of 1973, which described a learning environment as one that:

> . . . puts the student first and the institution second, concentrates more on the former's needs than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space and even course requirements in favor of competence, and where applicable, performance. (p. 6)

Meeting the needs of nontraditional students and the delivery of quality programs remain the challenges.

The following review of literature focuses on research regarding (a) the effect of time on learning and (b) the need for quality, comparability, and adaptability in alternative time formatted instruction.

The Effect of Time on Learning

Isolated examples of intensive time formatted courses were in existence in the early nineteenth century. Powell (1976) reported that the most well-known higher education model of intensive programming, however, was the Hiram Study Plan of Hiram College in Ohio. This program began in 1934 and continued until 1958. While the program stemmed from a summer school setting, it later became the dominant programming framework for the year-round curriculum and calendar. The plan eventually met its demise as a result of new faculty, administrative changes, and poor marketing. It served, however, as a model and later captured the attention of other progressive educators.

Carroll (1963) identified time as a crucial variable for school learning. He suggested that success in a given learning task depended on the learner's spending the amount of time that he needed to learn the task. He proposed a five-part model for school learning, of which three of the factors concerned time:

1. Aptitude--the amount of time needed to learn the task under optimal instructional conditions;
2. Ability to understand directions;
3. Perseverance--the amount of time the learner is willing to engage actively in learning;

4. Opportunity--time allowed for learning;

5. Quality of instruction--a measure of the degree to which instruction is presented so that it will not require additional time for mastery beyond that required in view of aptitude. (p. 723)

The theme of time and learning went relatively unnoticed until Bloom (1974) began questioning the way in which schools use the time available to them. Bloom maintained that in a one-class-hour period of time, 40 minutes are often taken up with preliminary activity and related distractions, leaving only 20 minutes of actively engaged time on task. According to Bloom, good conditions for learning include:

. the recognition that a sufficient period of time is necessary in learning.

. the importance of feedback, which includes both the opportunity to discover difficulties and the time to give students help.

. the attention to the quality of instruction which is based on the clarity of objectives, the process of original instruction, and giving feedback and help. (p. 682)

Powell (1976) studied intensive time scheduling which focused on secondary schools. This research also applies to the postsecondary setting. Her data sources included an extensive review of current literature in the field of intensive education; tape-recorded interviews with students, teachers, and administrators; site visits; classroom observation; and a questionnaire survey provided by an administrator of an intensive education program. Three critical issues were discussed: student learning, teacher role, and human relationships.

Regarding the effects of intensive education on student learning, Powell reported that the majority of teachers and administrators thought conditions for learning were improved by the intensive time format. She stated:

> The new schedule decreased the fragmentation of learning and allowed for a more natural, nonfragmented approach to subject content, with continuity and off-campus possibilities. Students like concentrating on one thing at a time; they can develop a theme more fully, and have time to explore, follow up, penetrate experience and share. (p. 17)

Regarding achievement and retention, Powell found that the intensive format increased student achievement and motivation and increased testable knowledge, especially noticeable in languages, math, writing, and reading. Powell further cited several studies of achievement in which students performed as well or better in intensive courses when compared to matched students in concurrent (regular time formatted) courses:

> A University of Minnesota study comparing intensive summer sessions with regular concurrent courses found "no significant difference in achievement between intensive summer term and regular academic quarter students as measured by the usual examination." (Kanun, Ziebarth, & Abrahams, 1961)
>
> A subsequent study at the University of Indiana compared achievement and attitudes of students in nine different courses taught by the same instructors in an intensive all-day three week intersession and during the (concurrent) spring semester. They found students did as well as or better in the intensive group. (Richey, Sinks, & Chase, 1965)
>
> Kuhns (1974) conducted a study at Mt. Vernon College with two groups of freshmen entering in the fall, all under a modular calendar (taking a series of courses, one course for three weeks each), the other on the traditional schedule. By January a dramatic contrast was evident in the academic accomplishment of the two groups. The control group had 33% of its students on academic probation in comparison to the experimental group (on the modular calendar) of whom only 7% was on probation. (p. 8)

Powell found that although the issue of retention has been much discussed, evidence for long-term retention as it relates to intensive education is sparse. She pointed out:

> Although students and teachers believe that retention of material improves with concentrated studies, no one has ever done a serious comparative study of retention under intensive and concurrent schedules. (p. 19)

Research on motivation and interest is equally unavailable. Powell reported that although most teachers, students, and administrators believe that motivation increases with an intensive format, no systematic, comparative studies of motivation have been done. Powell explained that off-campus programs offer students the opportunity to engage in learning within a different context, as well as providing them the opportunity for initiating their own learning.

Regarding the appropriateness of intensive learning to all students and all subjects, the basic conclusion Powell reached was that "any subject could be taught intensively if the teacher was willing and committed to the intensive format" (p. 21). Kuhns (1971) also shared this viewpoint and stated, "I have come to believe that any course may be taught in any of the time periods, provided the instructor believes it can be done" (p. 316). In reference to the students, Powell reported that the faculty and administration thought that motivation and maturity were more important than intelligence or ability in predicting success in an intensive format. In addition, students reported that self-

discipline and knowing how to use one's time were critical to success in intensive learning.

In attempting to address the effects of intensive education--the teacher's role and teaching methods, Powell explained:

> A number of themes and strong feelings emerged from the interviews and observations: a sense of a change in role, an inimitable need for variety in teaching and learning techniques and a corresponding need to examine the relationships between specific subject matter and instructional technique. In addition, teachers had a closer relationship to students, more opportunity to address individual differences, and a feeling of utter exhaustion. (p. 23)

The Carnegie Commission (1971) and the Commission on Nontraditional Study (1973) advocated the use of intensive scheduling to meet the needs of a new population of students with specific needs. Later, such programs as the Mount Vernon College, Martin College, Colorado College, and Columbia University could be viewed for their implementation and interpretation of intensive programming and scheduling. Powell further stated that, in 1972, 10% of all American colleges and universities reported intensive scheduling opportunities in some format for students.

Another time-intensive format for learning is that of the immersion program. Immersion programs require students to "immerse" themselves in one subject area of concentration for a specific period of time.

McGowen (1972) designed a study to compare the traditional and immersion methods of instruction on the basis of student learning of comprehension, speaking, reading, and writing skills in Spanish. At

the same time, the advisability of establishing immersion institutes at the secondary level for modern language instruction was assessed.

The experimental group consisted of young women from a Chicago girls' school enrolled in a one-semester immersion program in Spanish. Their scores in comprehension, speaking, reading and writing, and conversation with native professionals were compared with those of students in a traditional Spanish course. The hypothesis was established that under the conditions proposed and executed, the experimental group in Spanish immersion would outgain the control group in language competency. All objective and subjective data supported this thesis. Although many factors that contribute to the success of a program are completely desirable, it is apparent that they are not always attainable. McGowen believed, however, that the only way to develop language competency is to teach the student to communicate in the given language; therefore, she recommended a semester of total immersion or semi-immersion at the secondary level.

Commitment to the concept of immersion in the foreign language subject area continues. Myer and Willman (1985) reported success and the State University College in Fredonia, New York, and Troiani (1986) further supported the concept while building an immersion program designed to meet older adults' learning and scheduling needs. In so doing, shorter lab periods, more frequent group sessions, and a variety of reading or writing exercises were used throughout the program.

> The older group covered 30% more material than the traditional class would have covered and somewhat less than a younger class would cover. A major accomplishment of this program was that the students overcame a fear of failure during the course. The faculty experienced changed attitudes and renewed enthusiasm toward teaching. (p. 1)

Hefferlin (1972), recommending consideration of alternate time formats, stated:

> It is the thesis of this paper that they [traditional course scheduling] have been perpetuated for bureaucratic reasons and for mere tradition rather than for educational reasons, and that their continued dominance of the academic calendar should be opened to question in light of the advantages of intensive courses. (p. 83)

He described the advantages of the intensive format as follows: greater flexibility for student-faculty interaction and study; freedom from the time and place restraints of an hourly and daily schedule of competing classes; freedom to adjust to the particular needs of the subject, the idiosyncrasies of the instructor, and the momentum of students; and freedom to explore the geologic strata of the Grand Canyon or the art of Florence, if necessary, or to remain on campus.

Hefferlin believed that, in contrast to concurrent courses, intensive courses help inculcate concentration rather than segmentation, primary relationships rather than impersonalism, and commitment rather than cool restraint.

Hefferlin later reflected on psychological research in reference to massed versus distributed practice, stress, retroactive inhibition, and transfer of learning. Regarding massed versus distributed practice, he reported that, although it has been suggested that time intervals between periods of practice result in

more learning and better retention than the same amount of practice undertaken in one period, relevant research has provided no evidence in either direction:

> . . . While intensive courses obviously represent more concentrated effort than concurrent ones, they do not constitute massed practice in the sense of most psychological experiments. Instead they actually illustrate distributed practice since they employ a daily cycle of rest and effort comparable to the 24 hour cycle sometimes used in distributed practice experiments. (p. 94)

Referencing a study by Rocklyn and Montague (1966), it was found that the intensity of one intensive program induced stress, which negatively affected learning of participants in a foreign language program. Debate continues because of the limited evidence that stress involved in college intensive courses is any greater than that involved in balancing the demands of disparate and unrelated concurrent courses.

> The evidence of retroactive inhibition--of interference in remembering learned material--when one learning task is immediately followed by a somewhat similar task seems to recommend the concentrated activities of intensive courses more than the segmental period of concurrent courses. Yet here again hard data appear to be unavailable. From what research has been done within the field of foreign language instruction, John Carroll suggests that "while it's very difficult to make any exact comparisons my impression is that if you want to learn a language, the intensive procedure is much better because there's less interference from other things. You really get to absorb the language and lie with it." In such situations, not only is interference from distraction reduced, but constant reinforcement is available. (p. 95)

Existing data regarding transfer of training neither support nor negate either type of course. Concurrent course advocates present the advantages of "juggling" a number of commitments to a variety of areas as preparation for job and career. Proponents of intensive

scheduling advocate the merits of developing one's ability to concentrate and persevere on specific tasks.

Dorsey and Pierson (1982) used Kolb's Learning Style Inventory to determine dominant learning styles of adults enrolled in off-campus classes at Southwest Texas State University. This study suggested that age and prior work experience influence learning style. More specifically, they reported:

> Awareness of career obsolescence created by rapid changes in our environment causes a crisis in the adult's self-esteem. This loss of self-worth plus fear of the future forces a person to alter his learning styles. This study shows that the adult becomes more aggressive: he assumes an active, as opposed to a passive, learning style. The adult student is concerned, then, not only with acquiring credentials or a diploma, but also with the method of instruction, and more important, with the time the education will require because he or she must consider family obligations and the economics of obtaining a formal education. In addition to method of instruction, time and efficiency become critical. (p. 10)

Mims (1983) administered a descriptive survey to a random sample of students enrolled in visual art courses during an interim term at U.S. colleges or universities using the 4-1-4 academic calendar. Four-one-four refers to a traditional four-month fall and spring schedule with a one-month intensive-study winter program in between. The purpose of this study was to investigate the nature of intensive education in the visual arts, and specifically to determine whether the attitudes of students supported intensive education as a viable or perhaps preferred format when compared to traditional concurrently scheduled art courses.

The following conclusions were generated:

1. Course offerings in intensive art classes differ substantially from those available during concurrently scheduled semesters, with the following variations being most characteristic: highly specialized course content, interdisciplinary approaches, encouragement of self-directed study, and off-campus and international travel opportunities.

2. Intensive education is considered to be a very successful alternative to traditional concurrent education and is preferred by students who have experienced both options.

3. The opportunity to concentrate in depth on a particular topic without the distractions and time pressures brought on by other courses pursued concurrently is perceived as the greatest advantage of intensive education in the visual arts.

4. Students perceive their interest and motivation as being greater in art courses scheduled intensively.

5. Intensive art courses are regarded by students as more valuable in terms of personal goals, needs, and educational standards when compared to art courses scheduled concurrently.

6. Students perceive their instructors to be more enthusiastic when teaching intensive courses. (p. 124)

Central Michigan University reaches nontraditional students through its School of Extended Learning via the extended degree program operated by the Institute of Personal and Career Development (IPCD). Shapiro (1988) wrote:

> The IPCD has attempted to serve the needs of non-traditional students by offering courses which are convenient for those students whose career or personal circumstances limit their access to traditional higher education. The program has utilized a variety of schedule formats ranging from the traditional once-a-week/3-4 hours to the more non-traditional time intensive format of up to eight hours per day. (p. 1)

Shapiro reported:

> Some research on the issue of intensive time formats has been previously conducted at Central Michigan University. Doyle (1978) found that quiz and exam scores did not differ between 30 students taking the same course either with an intensive weekend format or for four hours one weekend per week. Doyle,

> Moursi, and Wood (1980) conducted a field experiment comparing students taking the same graduate business school course, with a traditional time schedule, and an intensive time format. They found no significant differences in performance nor in student satisfaction between students taking the class with these two time formats. (p. 2)

Shapiro conducted research that focused on comparisons between classes taught with the more traditional one night per week format with those taught with the more intensive, less traditional weekend format. A systematic sample, consisting of 341 classes, was selected for the research. The following types of information were used in the study: course outlines, grade lists, records containing information about instructor characteristics, student end-of-course evaluations, and instructor end-of-course evaluations.

Shapiro found that, for an educational program that relies as heavily on weekend classes as does IPCD, the results of two studies should be encouraging:

> While some differences do exist in the structure of weekend vs. one night a week classes and in the characteristics of instructors of these two types of classes, students evaluated their class and instructor even more positively in weekend classes than in evening classes. Furthermore, on questions which most directly related to student perceptions of the value of their class (e.g. how much they learned, how much their interest was stimulated in the subject matter, and whether they would recommend the class to a friend) students in weekend classes responded more positively than did students in classes meeting one night per week. (p. 26)

Shapiro further stated: "Other results which support the use of weekend time formats were that instructors' reports of the academic quality and academic rigor of other IPCD classes were not affected by the time format with which the class was taught" (p. 27). He also noted that students in weekend classes were seen as

more motivated by their instructor than students in one night per week classes.

Breckon (1989) reported that data collected from hundreds of courses taught in compressed formats validated the following observations:

- Teaching and learning in credit bearing, college level courses offered in compressed formats can be more effective than in traditional forms, especially when offered for non-traditional students.
- Compressed formats facilitate scheduling for busy students and faculty. Students can work around fewer sessions easier than many, and as a result miss fewer class periods.
- Compressed formats facilitate working without distractions and interruptions normally associated with work and family.
- It is easier to make transitions, when units are not separated by several days filled with problems and tasks that demand focus and concentration. (p. 19)

In terms of instruction, Breckon recommended that eight basic principles be followed to achieve effective results in compressed formatted courses:

1. Increased teacher preparation time is required in the development of a longer class period.
2. Carefully planned and articulated pre-course assignments are recommended.
3. Utilize a variety of teaching methods strategies, i.e. short lectures, large group work, small group assignments, use of media, etc. to change the pace of activity.
4. Comfortable classroom furniture, periodic large muscle movement and frequent breaks are necessary when intensive concentration is required.
5. Extensive use of prepared visuals is recommended to stimulate a variety of senses.

6. Active student involvement through a variety of participating exercises will provide renewing and refreshing experiences.

7. In-class written assignments can be used in place of post-course papers or projects or serve as a "beginning" to a longer required post-course writing.

8. Teaching effectively in compressed formats usually requires emphasis on essay exams rather than objective exams. Essay exams focus on analysis, synthesis and application whereas objective exams test for detail. (p. 20)

Breckon stated that, although compressed formatted courses are still considered nontraditional, it appears that learning may be enhanced rather than compromised when adhering to a certain set of principles and delivered to adult students desirous of college credit.

Quality, Comparability, and Adaptability

University and college off-campus credit courses are not new to higher education, nor are they a product of the nontraditional education movement of the 1970s. Such programs have been in existence since the 1860s. Turner (1979) discussed the need for such programs to preserve this sense of stability through adherence to specific institutional policy and guidelines. He believed that those that are most successful in providing programs of unquestionable quality and in meeting the sponsoring institution's standards of academic quality and integrity are those that use an integrated approach for the coordination and administration of such off-campus, credit programs.

Turner's position was supported by Andrews (1978), who reported:

> A significant number of the non-traditional programs that are part of traditional institutions have been set up as separate entities within those institutions. While this mode of operation was probably necessary in the early days of the movement to circumvent strong resistance from established institutional groups, it is a questionable practice today if non-traditional education is to be accepted as a legitimate part of the post-secondary education community. Andrews continues, [They] should work within the framework of the normal institutional structure and processes of purpose, governance, finance, organization, quality assurance and controls, curricular development and approval, credentials, and evaluation systems. When non-traditional programs are created separately and operated independently of the normal academic and administrative processes of an institution, there is suspicion and distrust of the unconventional programs by faculty and administrative groups that have responsibility for the academic integrity of the institution as a whole. (p. 8)

Based on the perceived success that North Carolina State University has experienced with their university-wide integrated approach for off-campus credit programs and courses, Turner further suggested that the following principles be followed to ensure internal quality controls or quality assurance for off-campus credit.

1. The purpose of the institution should clearly provide the basis for the institution to be involved in off-campus activities.

2. The administrative organization of the institution should be such as to provide for and accommodate the off-campus activities by the regular administrative and academic leadership personnel of the institution.

3. The educational programs--curriculum and course content--offered in off-campus settings should be appropriate to the regular academic program of the institution.

4. The educational aspects of the off-campus programs--course content, instruction and student evaluation--should be the responsibility of the regular faculty of the appropriate departments and schools of the institution.

5. Program evaluation for off-campus activities should be conducted on a regular basis within the same system and by the same personnel responsible for the evaluation of the effectiveness of the educational programs of the institution as a whole.

6. Policies and procedures related to all facts of off-campus educational programs should be developed and approved through the regular academic and administrative processes of the institution. (p. 11)

Turner concluded by saying that "adherence to these basic principles will not only assure the quality of the programs offered in an off-campus mode, but will greatly enhance the value and utility of the credits earned by the off-campus credit student--which should be our primary concern" (p. 11).

In his address at the American Association for Adult Continuing Education Conference, Temkin (1982) remarked that the two barriers obstructing the growth of higher education innovation are lack of adequate information about nontraditional choices and quality. As well-managed adult education network systems begin to evolve and institutions adopt more aggressive marketing campaigns, needed information will be more accessible.

The issue of quality, however, remains the larger of the two issues to address. Although articles on the topic are many, Temkin examined the question of quality through Williams's (1977) definition stating that "there are three higher education traditions--self-realization, serving social needs, and the research traditions. Within these traditions we must construct courses in four ways--subject centered, role centered, student centered and community centered" (p. 7). Temkin continued by stating:

> To evaluate these structures and traditions we must use assessment measures appropriate to the goals undertaken. Most assessments of quality fall into two categories: process measures which assume if certain processes are in place, good education will result; and outcome measures which assume a value-added situation; namely, measuring how persons change and grow as a result of their school experience. (p. 7)

Temkin believed multiple indicators, which include both process and outcomes, should be used and that examination of the learning process/goal relationship remain the focal point, not differentiation with traditional versus nontraditional labeling.

In his final analysis, Temkin stated: "The quality of any program--innovative or otherwise--rests upon the professional integrity of the individual faculty members involved and upon the integrity of the institution they serve, we have a responsibility to these innovations in learning" (p. 8).

Stetson (1979) surveyed seven nontraditional university programs. Quality and academic standards were topics for one area of inquiry. While this area is somewhat difficult to assess, he found faculty/staff involved in the nontraditional program to have a generally positive feeling for the academic quality of the program. In addition, almost half of the professional respondents thought that these graduates were better prepared than graduates in traditional programs at their institution.

The other faculty/staff, those not involved in the nontraditional delivery format, did not share this same high regard for the program. Although 71.8% of the involved faculty/staff respondents viewed the academic quality of the program as being the same as or higher than that of traditional programs, only 32.4% of

their professional colleagues not involved with the program shared their view.

Students had a somewhat higher regard for the program's quality than did the faculty and staff. Almost 42% of the student respondents indicated that the academic quality of this nontraditional program was higher than that of the traditional program. Only 2.8% viewed the former as being of lower quality.

Bailey (1979) evaluated the quality control of college programs at 12 U.S. military bases. Based on his visits, he found some academic programs to have few standards and practices for promoting quality. Bailey reported:

> It is claimed that base commanders and the education service officers have problems by not securing outside, respected academic advice in selecting the colleges and universities to be allowed on the base by ill-defining the scope and mix of their academic programs.
>
> Problems were found with regard to maintaining high academic standards in the hiring of instructional staff, curricular deviation from traditional academic norms, intensive weekend programs offered twice a month, credit for basic training and correspondence courses, little or no residency requirements, inadequacies in educational counseling and inadequate facilities. (p. 4)

Bailey said that, although the issue of quality is of concern, it is hoped that it will not be defined by the traditional norms and formats advocated in this country, but rather, by packaging and delivering comparative curriculum to meet the needs of the adult students associated with the 12 military bases presently under scrutiny.

Clarke et al. (1985) charged traditional and nontraditional professionals with the question, "How can we work cooperatively to

move a creditable academic experience to an off-campus setting without violating either academic integrity or the demands of a non-traditional student group for education tailored to their needs?" (p. 91). They recommended that a conscious application of change strategy based on research and theoretical developments addressed to educational change be implemented. Several principles were suggested: (a) one must look at change comprehensively, including attention to the development of human resources, organizational arrangements, and educational program; (b) a neutral outsider as change agent can play a crucial role in inducing movement; (c) participants must have a sense of ownership over the agenda and participate in decision making; and (d) while grass-roots participation is essential, commitment and effective action by leaders provide an important impetus for change. Recognizing that situational factors often dictate the application of these principles, the authors presented three case studies involved in implementation.

The results of this study confirmed the assumption that development of off-campus programming must simultaneously accommodate the need for change in three areas of activity: (a) academic unit organization, (b) academic faculty readiness, and (c) off-campus client group development. The authors invited continuing educators to the challenge of facilitating and providing leadership for this change. As they do so, they become organizational developers, faculty developers, and community developers in an

effort to position the institution for the change necessary to emerge into a new decade.

Campbell (1982) proposed one answer to the question of balancing student needs and academic quality:

> Finding a productive middle ground between needs-responsive flexibility and unquestionable academic integrity may require the application of a comprehensive change strategy to a complex organizational problem. The aim of that strategy should be to find a point of delicate balance between responsiveness to on-traditional student needs and adherence to the institution's more traditional view of academic integrity. (p. 4)

The following conclusions were drawn from a survey regarding deans' perspectives on the quality of continuing education at their institutions. Lynch, Kolb, and Bowker (1985) conducted this research to gain insight into (a) program quality and evaluation, (b) the processes and factors influencing the deans' perceptions of quality, (c) the deans' impact on quality, and (d) the deans' resource-allocation policies. They found that:

- Continuing education deans tend to believe that at least a small percent of their programs is outstanding. However, there is some question in their minds regarding the criteria used to judge whether or not a program is outstanding.

- Formal evaluation of continuing education programs occurs frequently throughout all institutions surveyed. More than half are evaluated annually, with another fifth evaluated on a two- to four-year cycle.

- Continuing education programs are most often evaluated by internal groups, specifically faculty/staff and administrators. The involvement of external evaluators is associated with less frequent evaluations. A comparison of procedures used by internal groups with those used by external groups is a likely topic for future study.

- The dean's judgment about quality is affected by teaching quality, internal reputation, student enrollment, and the ratio of income generated to expenses. The latter two factors reflect the climate of fiscal accountability which

pervades judgments of quality about continuing education programs.

. Although the majority of continuing education deans nationally (60%) believe they have a fair or great impact on the quality of education in their institution, a significant portion feel their influence is limited or nonexistent. Further research is needed to identify the factors that enable a dean of continuing education to influence the overall quality of the educational program.

. Deans concentrate resources in maintaining outstanding programs rather than investing in methods to improve their quality. (p. 7)

Bennion (1988) surveyed a nonrandom sample of Eastern Michigan University graduate students enrolled in the Traverse City, Michigan, compacted classes regarding (a) course requirements imposed by instructors, (b) students' perceptions as to the duration of the course and the appropriateness of the length of the course for the subject matter, and (c) the quality of instruction. A high level of satisfaction was reported. The following points reflect a portion of the students' responses pertaining to the concentrated pattern of instruction:

1. The larger blocks of time devoted to lectures allowed a better comprehension of the course material, while conversely, had the classes been spaced out, the concepts would have been easily forgotten.

2. The concentrated time format was conducive to the intrinsic learning that went on with the extrinsic learning.

3. The timing of the classes, in summer, was capital because the concepts learnt could be put into practice in the approaching Fall session.

4. The students in all classes highly commended the quality of instruction.

5. The continual feedback from the students and the intense dynamics made the course valuable.

6. There was a willingness on the part of the students to work hard because of lack of interference (work and family). This gave them time to assess their goals and make clear decisions.

7. The variety of assignments made the courses very challenging.

8. The interaction during these discussions created a cohesive bond among the students themselves and built a rapport between the students and the instructor.

9. The time spent in class with classmates and the instructor, all of whom were educators, was "quality time." (p. 3)

In the case of one class, however, longer periods of reflection and practice were decidedly needed to achieve the desired outcomes of the class. On the whole, Bennion found that the concentration of time format led to greater productivity.

Authors Wadowski and Brown (1988) designed a methodology that could be used to evaluate the comparability of traditional (14- to 15-week) courses and their nontraditional counterparts. In doing so, the Lesley College off-campus accelerated program in Management for Business and Industry was selected for comparison on the basis of its nontraditional dimension.

The methodology included asking faculty experts who taught similar courses to judge the equivalence of their course to the corresponding Lesley course based on assessment of objectives, topics of instruction, course readings, student products, and general creditability. "The study methodology was designed to be time-line and the research instrument distributed by a consultant unassociated with Lesley College so as not to prejudice evaluators' opinions" (p. 2). The findings suggested that, as a group, the

Lesley courses were comparable to similar management courses in traditional programs.

Wadowski and Brown pointed out the two main benefits derived from having comparable baseline data:

> First, it provides demonstrable evidence to address external evaluating and accrediting groups' questions over what is the standard by which the quality of a course or program is being judged. Second, from a marketing perspective, such data provide concrete evidence to justify claims to the quality of the learning experience offered by the particular program. (p. 5)

In its final analysis, the ultimate objective of using a methodology for validation of position is to determine what needs to be done to ensure quality of content and assess areas for improvement of the product.

Recognizing the need for additional support regarding the comparability of on- and off-campus programming offerings, Gill and Huston (1988) conducted a study to test for differences between performance of on- and off-campus students in courses having the same instructors, but with one offered off campus in a nontraditional weekend format.

Examination scores were used in both courses to provide for some comparison. Although the experimental design had limiting features, the opportunity was presented to view data for students who took courses from the same instructor in different formats. Although the results indicated that the off-campus students' scores were higher than those of the on-campus students, this is not necessarily proof that on-campus and off-campus programs are

comparable. The authors did, however, suggest that the off-campus format merits further consideration.

Summary

Intensive time formatted courses have existed since the nineteenth century. Although limited research is available, that which has been conducted, in most cases, has been favorable toward intensive time formats. More research is needed and recommended, however.

The issue of quality, as it relates to the comparability and adaptability of nontraditional programs to those of the traditional nature, continues to be of great importance. Further empirical research is also imperative in this regard. It appears that this need will continue as the impetus to address the new population of adult learners becomes a focal point for programming in the 1990s.

CHAPTER III

DESIGN OF THE STUDY

The research design is described in this chapter. The characteristics of the population surveyed, the instrumentation, and the procedures followed in collecting and analyzing the data are presented.

The Population

The population of this study included all Eastern Michigan University full-time faculty who had taught graduate course(s) in both the on-campus extended format and the off-campus (Petoskey/ Traverse City) compacted format. Ten different departments were represented by 24 individual full-time faculty members. Twenty full-time faculty members chose to participate in the study.

Instrumentation

A survey/questionnaire was developed to gather the data needed to address the research questions in this study. Before developing this survey/questionnaire, however, a modified Delphi interview process was conducted with five of the full-time faculty who later participated in the study. An instructional design model (Kemp, 1977) provided the framework for discussion (see Appendix A). The final questionnaire/survey was developed following a thorough review

of the tapes recorded during the Delphi interviews, a review of selected literature on survey design (Isaac & Michael, 1987; Mitchell & Jolley, 1988), and input from the doctoral committee. The instrument was pilot tested by full-time faculty members at Eastern Michigan University and final modification made (see Appendix B).

Collection of Data

The Division of Continuing Education at Eastern Michigan University identified all full-time faculty who had taught graduate course(s) on campus in the extended time format and off campus (Petoskey/Traverse City) in the compacted format. Each was sent a packet that contained a cover letter explaining the purpose of the study, a letter endorsing the need for this study by the Dean of Continuing Education at Eastern Michigan University, a copy of the survey/questionnaire, and a stamped, self-addressed return envelope (see Appendix C). As a reminder, three weeks after the initial packet was mailed, a follow-up letter was sent (see Appendix D).

As previously stated, there were originally 24 in the population. One individual, however, was misidentified and asked to be removed from the group. Therefore, 23 remained in the population. The survey response rate of 20, which was excellent, is shown in Table 1.

Table 1.--Responses by participants.

Participants	Surveys Received	Surveys Sent	Percent
Full-time faculty	20	23[a]	87.0

[a]One participant was dropped from the population of 24.

Data Analysis

The data from the survey/questionnaires were gathered and coded. R Base and the Statistical Analysis Systems (SAS) were used for the data reduction and analysis. The data were then categorically divided and analyzed on the basis of the study research questions.

> Research Question 1: What are the perceptions of Eastern Michigan University full-time faculty who have taught both compacted and extended time formatted courses as to the comparable quality of the two instructional formats?

The responses to Part A of Items 1 through 9 were used to measure the perceptions of the faculty regarding specific dimensions of instruction. The responses were assigned values as follows: Exactly Same (4), More Similar Than Different (3), More Different Than Similar (2), and Totally Different (1). This assignment of values was a one-for-one reverse mapping from the values shown on the questionnaire and was done to put the values in a logical sequence, with Exactly Same having the highest value.

A goodness-of-fit test based on the chi-square statistic was used to analyze the responses to each of the nine items. That test takes the form of:

$$\chi^2 = \Sigma (f_o - f_e)^2 / f_e$$

Degrees of freedom = C-1 Alpha = .05

The cumulative results of the nine tests provided the answer to the research question.

Research Question 2: Can the differences that may appear between compacted and extended time formatted courses be adapted in such a way as to ensure comparability between these two instructional formats?

The responses to Part B of Items 1 through 9 were used to measure whether the specific instructional dimensions can be adapted between the two types of course formats. The responses were assigned values as follows: Yes (3), Undecided (2), and No (1). This assignment of values was done to put the values in a logical sequence, with Yes having the highest value.

The frequency of the respondents responding to Part B of Items 1 through 9 was much lower than the frequency of responses to Part A of those items. The use of the chi-square statistic would have been inappropriate due to expected values for the responses being too small. The analysis for this question, therefore, was a simple tabulation of the responses, by item, and an examination of the tabulation.

Research Question 3: Do time and location affect instruction when comparing compacted and extended time formatted courses?

Part A of Items 11 through 19 asked whether the dimension of instruction that each item addressed was affected by the time format and/or the location/setting of the compacted time formatted courses.

The responses were assigned values as follows: Was Enhanced (4), No Effect (3), Undecided (2), and Was Diminished (1). This assignment of values was done to put the values in a logical sequence, with Was Enhanced having the highest value. A goodness-of-fit test based on the chi-square statistic was used to analyze the responses to each of the nine items also. Those respondents who indicated an effect of either enhanced or diminished were asked to respond to Part B of the item, which inquired as to the source of the effect. The analysis for this question was an examination of the Part B responses with respect to whether the particular dimension of instruction was affected and whether the source of the effect was time, location, a combination of the two, or some other factor. The cumulative results of both Parts A and B provided the answer to the research question.

> Research Question 4: Do the students enrolled in the compacted and extended time formatted course(s) differ in terms of the characteristics of motivation, constructive attitude, preparedness, participation in class, group interaction, and focus?

The responses to Items 20 through 25 were used to measure the perceptions of the faculty with regard to the student characteristics. The items asked the faculty to compare the students in the compacted format courses to the students in the extended format courses. The responses were assigned values as follows: Was Greater (4), Was Same (3), Undecided (2), and Was Less (1). Again, as for Questions 1 and 3, a goodness-of-fit test based on the chi-square statistic was used to analyze the responses. The

cumulative results of the six tests provided the answer to the research question.

> Research Question 5: Do the faculty differ when teaching a compacted versus extended time formatted course in terms of the characteristics of motivation, constructive attitude, preparedness, and interaction in and out of the classroom?

The responses to Items 27 through 31 were used to measure the perceptions of the faculty with regard to how they may differ in terms of the characteristics of motivation, constructive attitude, preparedness, and interaction in and out of the classroom when teaching compacted versus extended time formatted courses. The responses were assigned values as follows: Was Greater (4), Was Same (3), Undecided (2), and Was Less (1). Again, a goodness-of-fit test based on the chi-square statistic was used to analyze the responses. The cumulative results of the six tests provided the answers to the research question.

Summary

The population of this study consisted of 24 full-time Eastern Michigan University faculty members who had taught graduate course(s) in the on-campus extended time format and the off-campus (Petoskey/Traverse City) compacted time format. These individuals were asked to respond to a survey/questionnaire specifically designed to determine their perceptions of the comparability and adaptability of the extended and compacted time formatted graduate courses. The effect of time and location and the characteristics of faculty and students participating in these courses were also

examined. Twenty individual faculty members responded to the survey/questionnaire.

Descriptive data were compiled on all items. The chi-square test was used in some cases to analyze other statistical relationships. For all tests the .05 level of significance was adopted.

CHAPTER IV

ANALYSIS OF DATA

This study was designed to (a) determine the perceptions of Eastern Michigan University full-time faculty regarding the comparability and adaptability of on-campus extended and off-campus compacted graduate courses, (b) identify the extent to which time and location affect specific dimensions of instruction, and (c) examine identifying characteristics of faculty and students participating in the compacted versus extended time formatted courses.

This chapter is devoted to an analysis of the data collected from the sample (N = 20) by means of a survey/questionnaire developed to address the areas listed above. Frequencies and percentages were used to examine the responses to the survey/questionnaire. The chi-square test was administered when appropriate.

The chapter is divided into six sections: demographic characteristics of the sample, analysis of faculty perceptions concerning the comparability and adaptability of the on-campus extended graduate courses and off-campus (Petoskey/Traverse City) compacted graduate courses, analysis of faculty perceptions of the effect of time format and/or location/setting on specific dimensions of instruction, analysis of faculty perceptions regarding

characteristics of students participating in on-campus extended courses versus off-campus compacted courses, analysis of faculty perceptions regarding their own instruction in on-campus extended courses versus off-campus compacted courses, and an analysis of faculty perceptions of overall learning outcomes and quality of off-campus compacted courses.

Demographic Characteristics of the Sample

The following demographic characteristics were identified in regard to the sample of faculty respondents. This information was available in the Eastern Michigan University Reference Library for perusal. The following variables were examined: age and longevity, ethnic group, gender, department, and rank.

Age and Longevity

Table 2 indicates the mean age and longevity of the Eastern Michigan University faculty members who participated in this study. It can be seen that the mean age was 51.3 and the mean longevity was 17.9 years of service at Eastern Michigan University.

Table 2.--Age and longevity of respondents.

Variable	Mean	SD
Age (N = 19)[a]	51.3	8.20
Longevity (N = 20)	17.9	6.87

[a]One respondent's age was not available for reference.

Ethnic Group

Table 3 shows that 100% of the faculty members who responded to the survey were Caucasian.

Table 3.--Ethnicity of respondents (N = 20).

Ethnic Group	Number	Percent
Caucasian	20	100

Gender

Table 4 shows that 60% of the respondents were male, whereas 40% were female.

Table 4.--Gender of respondents (N = 20).

Gender	Number	Percent
Male	12	60
Female	8	40

Department

As shown in Table 5, ten different departments were represented in the sample. Forty percent, however, were from the Department of Teacher Education;, 15% from the Department of Leadership and Counseling; 10% from the Department of Health, Physical Education, Recreation and Dance; and 5% from each of the remaining seven

departments--Fine Arts, Biology, Mathematics, Sociology, Music, Consumer Education, and Business Education.

Table 5.--Departmental affiliation of respondents (N = 20).

Department	Number	Percent
Teacher Education	8	40
Leadership and Counseling	3	15
Health, P.E., Rec., and Dance	2	10
Consumer Education	1	5
Fine Arts	1	5
Biology	1	5
Mathematics	1	5
Business Education	1	5
English	1	5
Music	1	5

Rank

Table 6 is an illustration of the rank of each of the individual faculty members within their departments. Overwhelmingly, 75% were full professors, whereas there were 10% of both associate and assistant professors. One respondent was an administrator at the time this survey/questionnaire was administered; however, he had full professor status within the department in which he was employed.

Table 6.--Rank of respondents (N = 20).

Rank	Number	Percent
Assistant professor	2	10
Associate professor	2	10
Full professor	15	75
Administrator	1	5

Summary

A summary of the demographic characteristics of Eastern Michigan University faculty members who participated in this study follows:

1. The age of respondents was 51.3 years, and the mean longevity of service to the institution was 17.9 years.

2. One hundred percent of the faculty members were Caucasian.

3. Sixty percent of the faculty were male, and 40% were female.

4. Ten different departments were represented in the study; the majority of respondents (40%) were from the Teacher Education Department. Leadership and Counseling contributed 15% of the representation; Health, Physical Education, Recreation and Dance 10%; and seven other departments each were represented by 5%.

5. Seventy-five percent of the respondents held full professor status. Twenty percent were equally divided into associate and assistant professor positions, whereas one individual (5%) served as department head and also possessed full professor faculty status.

Analysis of Faculty Perceptions Concerning the Comparability and Adaptability of On-Campus Extended Graduate Courses and Off-Campus (Petoskey/Traverse City) Compacted Graduate Courses

This part of the chapter is concerned with the faculty perceptions of the comparability and adaptability of the on-campus extended graduate courses and the off-campus compacted graduate courses. In so doing, each identified instructional dimension--course description, course goals and objectives, learning objectives, subject content, prerequisites, teaching methods, required student activities, learning materials/resources, and evaluation criteria/standards--is observed. Frequencies and percentages were used to analyze the data in addition to the use of the chi-square test when appropriate.

Course Description

Table 7 shows that exactly the same course description was used more often (f_o = 10) than the expected (f_e = 5) response. In addition, a course description that was more similar than different was observed (f_o = 8) more of the time than was expected (F_e = 5). A more different than similar course description was found (f_o = 1) less frequently than expected (f_e = 5). A totally different course description was expected (f_e = 5), but it was observed (f_o = 1) less often.

Table 7.--Results of chi-square analysis of the faculty perceptions of course description for off-campus/compacted and on-campus/extended time formats (N = 20).

Course Description	Obs. Freq.	Exp. Freq.
Exactly same	10	5
More similar than different	8	5
More different than similar	1	5
Totally different	1	5

Chi-square = 13.20 $\quad X^2$ .05,3 = 7.81

Table 8 indicates that when the course description was found to be more similar than different, more different than similar, or totally different, 82% of the time it was adapted to the instructional format, 9% of the time it was not adapted, and 9% of the time respondents were undecided as to whether it was adapted.

Table 8.--Frequencies and percentages whereby the specific instructional dimension had been adapted when it was more similar than different, more different than similar, or totally different.

Instructional Dimension	Yes		No		Undecided	
	No.	%	No.	%	No.	%
Course description (N=11)	9	82	1	9	1	9
Course goals & purposes (N=7)	5	71	1	14	1	14
Learning objectives (N=7)	5	71	-	-	2	29
Subject content (N=11)	8	73	-	-	3	27
Prerequisites (N=7)	6	86	1	14	-	-
Teaching methods (N=13)	12	92	1	8	-	-
Required student activities (N=10)	9	90	1	10	-	-
Learning materials/resources (N=9)	7	78	2	22	-	-
Evaluation criteria/standards (N=9)	9	100	-	-	-	-

Course Goals and Purposes

As seen in Table 9, faculty used the same course goals and purposes more often (f_o = 14) than expected (f_e = 5). These goals and purposes were observed (f_o = 5) at the same expected frequency (f_o = 5) when respondents were asked if they were more similar than different. They were also observed (f_o = 1) less frequently than expected (f_e = 5) when the response indicated was more different than similar. Although there was some expectation (f_e = 5) that some proportion of totally different goals and purposes would be found, this was not the case (f_o = 0).

Table 9.--Results of chi-square analysis of the faculty perceptions of course goals and purposes for off-campus/compacted and on-campus/extended time formats (N = 20).

Course Goals and Purposes	Obs. Freq.	Exp. Freq.
Exactly same	14	5
More similar than different	5	5
More different than similar	1	5
Totally different	0	5

Chi-square = 24.40 $\quad X^2$ .05,3 = 7.81

In Table 8 it was reported that 71% of the time course goals and purposes were adapted when found to be more similar than different, more different than similar, or totally different. Fourteen percent of the time they were not adapted, and the

remaining 14% of the time respondents were undecided whether the course goals and purposes were adapted.

Learning Objectives

The same learning objectives were required and observed (f_o = 15) for use more frequently than expected (f_e= 5) (Table 10). In contrast, the expected frequencies that the learning objectives for the two formats were more similar than different (f_e = 5), more different than similar (f_e = 5), or totally different (f_e = 5) were not found. The observed frequency of a more similar than different response was f_o = 4, more different than similar was f_o = 1, and total different was f_o = 0.

Table 10.--Results of chi-square analysis of the faculty perceptions of learning objectives for off-campus/compacted and on-campus/extended time formats (N = 20).

Learning Objectives	Obs. Freq.	Exp. Freq.
Exactly same	15	5
More similar than different	4	5
More different than similar	1	5
Totally different	0	5

Chi-square = 28.40 $\quad X^2$ .05,3 = 7.81

The results in Table 8 indicated that the learning objectives were adapted between the two instructional formats when they were more similar than different, more different than similar, or totally

different 71% of the time. Twenty-nine percent of the time they were not adapted.

Subject Content

The subject content is the focus of analysis in Table 11. Exactly the same subject content was observed (f_o = 9) for use more frequently than expected (f_e = 5). Likewise, it was reported that the subject content was more similarly than differently observed (f_o = 10) than expected (f_e = 5). It was less frequently observed (f_o = 1) to be more different than similar than was expected (f_e = 5). It was never found (f_o = 0) to be totally different; however, it was expected (f_o = 5). From Table 8 it can be seen that when the subject content was more similar than different, more different than similar, or totally different, 73% of the time it was adapted while 27% of the time it was not.

Table 11.--Results of chi-square analysis of the faculty perceptions of subject content for off-campus/compacted and on-campus/extended time formats (N = 20).

Subject Content	Obs. Freq.	Exp. Freq.
Exactly same	9	5
More similar than different	10	5
More different than similar	1	5
Totally different	0	5

Chi-square = 16.40 X^2 .05,3 = 7.81

Prerequisites

As illustrated in Table 12, the prerequisites for the two instructional formats were observed to be exactly the same (f_o = 13) more frequently than expected (f_e = 5). The observed (f_o = 5) and expected (f_e = 5) frequencies were the same when the prerequisites were more similar than different. It was observed (f_o = 2) that the prerequisites were less frequently more different than similar than expected (f_e = 5). They were expected (f_e = 5) to be totally different more frequently than observed (f_o = 0). Table 8 indicated that the prerequisites were adapted when they were more similar than different, more different than similar, or totally different 86% of the time; 14% of the respondents were undecided about this item.

Table 12.--Results of chi-square analysis of the faculty perceptions of prerequisites for off-campus/compacted and on-campus/extended time formats (N = 20).

Prerequisites	Obs. Freq.	Exp. Freq.
Exactly same	13	5
More similar than different	5	5
More different than similar	2	5
Totally different	0	5

Chi-square = 19.60 $\quad X^2$ .05,3 = 7.81

Teaching Methods

Table 13 focuses on the comparability and adaptability of teaching methods used in the two instructional formats. It was

observed (f_o = 6) that exactly the same teaching methods were more frequently used than expected (f_e = 5). More frequently (f_o = 12), however, the teaching methods used were more similar than different than those expected (f_e = 5). It was observed (f_o = 2) that less frequently the teaching methods were more different than similar than the expected (f_e = 5). Although it was expected (f_e = 5), at no time (f_o = 0) were the teaching methods totally different. Ninety-two percent of the time, as reported in Table 8, the teaching methods were adapted when they were more similar than different, more different than similar, or totally different. Eight percent of the respondents were undecided as to whether this dimension was adapted to the instructional format.

Table 13.--Results of chi-square analysis of the faculty perceptions of teaching methods for off-campus/compacted and on-campus/extended time formats (N = 20).

Teaching Methods	Obs. Freq.	Exp. Freq.
Exactly same	6	5
More similar than different	12	5
More different than similar	2	5
Totally different	0	5

Chi-square = 16.80 $\quad X^2$ .05,3 = 7.81

Required Student Activities

As shown in Table 14, the required student activities were observed (f_o = 7) to be exactly the same more frequently than

expected (f_e = 5). It was observed (f_o = 10) that these student activities were also more similar than different more frequently than expected (f_e = 5). These activities were observed (f_o = 2) more different than similar less frequently than expected (f_o = 5), as well. It was also found (f_o = 1) that the activities were totally different less frequently than expected (f_e = 5). Table 8 further illustrates that when the dimension was more similar than different, more different than similar, or totally different, 90% of the time it was adapted. The remainder of the time (10%), respondents were undecided as to whether this adaptation took place.

Table 14.--Results of chi-square analysis of the faculty perceptions of required student activities for off-campus/compacted on-campus/extended time formats (N = 20).

Required Student Activities	Obs. Freq.	Exp. Freq.
Exactly same	7	5
More similar than different	10	5
More different than similar	2	5
Totally different	1	5

Chi-square = 10.80 X^2 .05,3 = 7.81

Learning Materials/Resources

Learning materials/resources are viewed in Table 15. It was observed (f_o = 9) that more frequently the learning materials/ resources were exactly the same in the two instructional formats than was expected (f_e = 5). The same observation (f_o = 9) and

expectation (f_e = 5) were seen when the learning materials were more similar than different. When asked if this dimension was more different than similar, it was reported (f_o = 2) to be less frequent than expected (f_o = 5). The expected frequency of the totally different responses was f_e = 5 and was observed to be f_o = 0. According to Table 8, the more similar than different, more different than similar, and totally different responses were adapted 78% of the time. Twenty-two percent of the time the faculty were undecided about the adaptability.

Table 15.--Results of chi-square analysis of the faculty perceptions of learning materials/resources for off-campus/compacted and on-campus/extended time formats (N = 20).

Learning Materials/Resources	Obs. Freq.	Exp. Freq.
Exactly same	9	5
More similar than different	9	5
More different than similar	2	5
Totally different	0	5

Chi-square = 13.20 X^2 .05,3 = 7.81

Evaluation Criteria/Standards

The results in Table 16 indicate that exactly the same evaluation criteria/standards were observed (f_o = 13) more frequently than expected (f_e = 5). The observed (f_o = 5) and expected frequencies (f_e = 5) of the response more similar than different were found to be identical. The evaluation criteria/

standards were less frequently found (f_o = 2) to be more different than similar than expected (f_e = 5). It was expected (f_e = 5) that these evaluation criteria/standards would be totally different more frequently; however, they were not observed (f_o = 0) as such. Interestingly, 100% of the evaluation criteria/standards found to be more similar than different, more different than similar, or totally different were found to be adaptable to both instructional formats (see Table 8).

Table 16.--Results of chi-square analysis of the faculty perceptions of evaluation criteria/standards for off-campus/compacted and on-campus/extended time formats (N = 20).

Evaluation Criteria/Standards	Obs. Freq.	Exp. Freq.
Exactly same	13	5
More similar than different	5	5
More different than similar	2	5
Totally different	0	5

Chi-square = 19.60 $\quad X^2$ .05,3 = 7.81

Additional Action

The final question in Section I of the survey/questionnaire asked respondents to describe any additional action they had taken to ensure comparability between the two instructional formats. Three different themes evolved in their narrative comments. The most frequent response was that pre- and post-course assignments were made. In addition, faculty members indicated that they spent

more time planning and preparing for the intense format and also personally transported supplemental materials and resources to the compacted classes for reference. Faculty members also indicated that they sought out opportunities to spend additional contact time with students outside of class.

Summary

Frequencies and percentages were calculated with the data in regard to the adaptation of the specific dimension to the instructional format. Table 8 presented these frequency data, which indicated that various instructional dimensions were adapted. The chi-square statistic was used in determining whether the various instructional dimensions were comparable and adaptable to the course format. Each of the nine chi-square tests was found to be significant at the .05 level. This was presented in Tables 7, 9, 10, 11, 12, 13, 14, 15, and 16. The various instructional dimensions were found to be comparable.

Analysis of Faculty Perceptions of the Effect of Time Format and/or Location/Setting on Specific Dimensions of Instruction

In this portion of the chapter, the specific dimensions of instruction previously analyzed are further addressed in terms of the effect of time format and/or location/setting. Frequencies and percentages are used to report the data, in addition to the use of the chi-square test.

Course Description

Table 17 shows that the course description was observed (f_o = 8) to be enhanced more frequently than expected (f_e = 5) by the time format and/or location of the course. It is further reported that time and/or location were observed (f_o = 9) to have no effect on this dimension, which was higher than expected (f_e = 5). The respondents were undecided (f_o = 2) less frequently than expected (f_e = 5) as to the effect. It was less frequently observed (f_o = 1) than expected (f_e = 5) that the dimension was diminished by the location and/or time format.

Table 17.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on course description (N = 20).

Course Description	Obs. Freq.	Exp. Freq.
Was enhanced	8	5
No effect	9	5
Undecided	1	5
Was diminished	2	5

Chi-square = 10.0 X^2 .05,3 = 7.81

Regarding the course description, Table 18 indicates that when the time and/or location enhanced the course description, this was done 100% on an equal time and location basis. When diminished, however, only time and largely time and some location equally affected this dimension when it was diminished by the variables (see Table 19).

Table 18.--Frequencies whereby the instructional dimension was enhanced by the time format and/or the location/setting.

Instructional Dimension	Frequency and Percentage of Response					
	Only Time	Only Location	Largely Time Some Location	Some Time Largely Location	Equal Time Equal Location	Other Reasons
Course description (N = 8)	-	-	-	-	8 (100%)	-
Course goals and purposes (N = 7)	-	1 (14%)	1 (14%)	-	4 (57%)	1 (14%)
Learning objectives (N = 5)	-	-	1 (20%)	-	3 (60%)	1 (20%)
Subject content (N = 7)	-	1 (14%)	1 (14%)	-	4 (57%)	1 (14%)
Prerequisites (N = 2)	1 (50%)	-	-	-	-	1 (50%)
Teaching methods (N = 12)	2 (17%)	-	2 (17%)	1 (8%)	6 (50%)	1 (8%)
Required student activities (N = 8)	2 (25%)	2 (25%)	1 (13%)	-	3 (38%)	-
Learning materials/ resources (N = 3)	-	1 (33%)	-	-	1 (33%)	1 (33%)
Evaluation criteria/ standards (N = 2)	-	-	-	-	1 (50%)	1 (50%)
Total (N = 54)	5	5	6	1	30	7

Table 19.--Frequencies whereby the instructional dimension was diminished by the time format and/or the location/setting.

Table 19.--Frequencies whereby the instructional dimension was diminished by the time format and/or the location/setting.

Instructional Dimension	Frequency and Percentage of Response					
	Only Time	Only Location	Largely Time Some Location	Some Time Largely Location	Equal Time Equal Location	Other Reasons
Course description (N = 2)	1 (50%)	-	1 (50%)	-	-	-
Course goals and purposes (N = 2)	1 (50%)	-	-	1 (50%)	-	-
Learning objectives (N = 2)	2 (100%)	-	-	-	-	-
Subject content (N = 2)	1 (50%)	-	1 (50%)	-	-	-
Prerequisites (N = 2)	-	-	-	-	-	2 (100%)
Teaching methods (N = 1)	1 (100%)	-	-	-	-	-
Required student activities (N = 4)	1 (25%)		3 (75%)	-	-	-
Learning materials/ resources (N = 5)	1 (25%)	2 (50%)	-	1 (25%)	-	-
Evaluation criteria/ standards (N = 2)	1 (50%)	-	1 (50%)	-	-	-
Total (N = 21)	9	2	6	2	0	2

Course Goals and Purposes

The course goals and purposes were observed (f_o = 7) to be enhanced by location and time format more frequently than expected (f_e = 5), as seen in Table 20. No effect was observed (f_o = 11) more frequently than expected (f_e = 5). Respondents were found (f_o = 0) to be undecided about the effect less frequently than expected (F_e = 5). It was expected (f_e = 5) that this dimension would be diminished more frequently than was observed (f_o = 2). Table 18 indicatds that when the dimension was enhanced, 57% of the time it was viewed due to equal time and location, and the other 40% of the time it was equally divided between only location, largely time and some location, and mainly other reasons. When the dimension was diminished, this was caused 50% by time only and 50% by some time and largely location (see Table 19).

Table 20.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on course goals and purposes (N = 20).

Course Goals and Purposes	Obs. Freq.	Exp. Freq.
Was enhanced	7	5
No effect	11	5
Undecided	0	5
Was diminished	2	5

Chi-square = 13.2 X^2 .05,3 = 7.81

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Learning Objectives

As presented in Table 21, the learning objectives were observed (f_o = 5) and expected (f_e = 5) at the same frequency when the respondents indicated that this dimension was enhanced by the time and/or location format. It was reported (f_o = 13) that the dimension was not affected more frequently than was expected (f_e = 5). The dimension was observed (f_o = 2) to be diminished less frequently than was expected (f_e = 5) and was never observed (f_o = 0) with indecision, which was expected (f_e = 5). In addition, Table 18 showed that the cause of the enhancement of this dimension was attributed 60% of the time equally by time and location and 20% largely by time and some location. Other reasons were cited for the remaining 20%.

Table 21.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on learning objectives (N = 20).

Learning Objectives	Obs. Freq.	Exp. Freq.
Was enhanced	5	5
No effect	13	5
Undecided	0	5
Was diminished	2	5

Chi-square = 19.6 X^2 .05,3 = 7.81

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Subject Content

From Table 22 it can be seen that the subject content was enhanced with greater observed (f_o = 7) frequency than was expected (f_e = 5). Respondents indicated more frequently (f_o = 8) that time and/or location had no effect on the subject content than expected (f_e = 5). It was observed (f_o = 3) to be undecided less frequently than expected (f_e = 5) and was observed (f_o = 2) to be diminished less frequently than expected (f_e = 5) also. The chi-square statistic indicated no significance with relation to the time and/or location and its effect on the subject content.

Table 22.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on subject content (N = 20).

Subject Content	Obs. Freq.	Exp. Freq.
Was enhanced	7	5
No effect	8	5
Undecided	3	5
Was diminished	2	5

Chi-square = 5.2 $\quad X^2$ .05,3 = 7.81

Table 18 indicated that when the dimension was enhanced it was attributed 57% of the time to equal time and location, with the remainder equally divided by only location, largely time and some location, and other reasons. When the dimension was diminished, this was due to only time and largely time and some location (see Table 19).

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Prerequisites

The prerequisites were found (f_o = 2) to be enhanced less frequently than expected (f_o = 4.75) in regard to the effect of time and/or location (see Table 23). No effect, however, was observed (f_o = 14) more frequently than expected (f_o = 4.75). Prerequisites were observed (f_o = 2) to be diminished less frequently than expected (f_e = 4.75), and this amount of effect was observed undecided (f_o = 1) less frequently than expected (f_e = 4.75).

Table 23.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on prerequisites (N = 20).

Prerequisites	Obs. Freq.	Exp. Freq.
Was enhanced	2	5
No effect	14	5
Undecided	1	5
Was diminished	2	5

Chi-square = 24.16 X^2 .05,3 = 7.81

As indicated in Table 19, when this dimension was diminished it was reported as mainly other reasons than time and location. Table 18 indicated the dimension as being enhanced due to time only and other reasons.

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Teaching Methods

The results in Table 24 show that teaching methods were observed (f_o = 12) to be enhanced more frequently than expected (f_e = 5). No effect was observed (f_o = 5) and expected (f_e = 5) at the same frequency level. Participants were undecided as to the effect less often (f_o = 2) than expected (f_e = 5) and indicated (f_o = 1) less frequently than expected (f_e = 5) that the dimension was diminished by the time and location variables.

Table 24.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on teaching methods (N = 20).

Teaching Methods	Obs. Freq.	Exp. Freq.
Was enhanced	12	5
No effect	5	5
Undecided	2	5
Was diminished	1	5

Chi-square = 14.80 X^2 .05,3 = 7.81

As reported in Table 18, the teaching methods were enhanced 50% of the time equally by time and location. Seventeen percent of the time this was due to only time and largely time and some location equally and 8% of the time some time and largely location and other reasons. When the dimension was diminished, it was reported to be the result of only time (see Table 19).

Required Student Activities

Required student activities were reported (f_o = 8) to be enhanced by time and/or location more frequently than expected (f_e = 5) (see Table 25). No effect was also reported (f_o = 7) more frequently than expected (f_e = 5). Was diminished was reported (f_o = 4) slightly less frequently than was expected (f_e = 5) also. In addition, an undecided response was reported (f_o = 1) less frequently than expected (f_e = 5). The chi-square analysis indicated no significance relative to this dimension.

Table 25.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on required student activities (N = 20).

Required Student Activities	Obs. Freq.	Exp. Freq.
Was enhanced	8	5
No effect	7	5
Undecided	1	5
Was diminished	4	5

Chi-square = 6.0 $\quad X^2$ .05,3 = 7.81

Seventy-five percent of the time, the required student activities were diminished, as reported in Table 19, largely by time and some location and 25% of the time by time only. It was otherwise reported in Table 18 that the required student activities were enhanced with the following frequency: 38% equal time and equal location, 25% only time, 25% only location, and 13% largely time and some location.

Learning Materials/Resources

The observed frequencies (was enhanced [f_o = 4] and was diminished [f_o = 3]) were less than the expected frequencies, respectively (f_e = 4.75), in reference to the learning materials/resources. As further seen in Table 26, the responses observed that were of greater frequency than expected (f_e = 4.75) were in regard to having no effect (f_o = 7) and that which was undecided (f_o = 5). No significant difference was found in this table when the chi-square test was applied.

Table 26.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on learning materials/resources (N = 19).

Learning Materials/Resources	Obs. Freq.	Exp. Freq.
Was enhanced	4	4.75
No effect	7	4.75
Undecided	5	4.75
Was diminished	3	4.75

Chi-square = 1.84 $\quad X^2$ .05,3 = 7.81

Table 18 indicated that when this dimension was enhanced by time and/or location, this was attributed equally between only location, equal time and equal location, and mainly other reasons. Table 19 reported that 50% of the time only location diminished the dimension, as well as 25% only time and 25% of the time by some time and largely location.

Evaluation Criteria/Standards

The evaluation criteria/standards were observed (f_o = 14) not to be affected by the time and/or location more frequently than expected (f_e = 5), as seen in Table 27. The participants responded undecidedly, was enhanced, and was diminished at the same frequency (f_o = 2), which was less often than expected (f_e = 5).

Table 27.--Results of chi-square analysis of the faculty perceptions of the effect of time and location/setting on evaluation criteria/standards (N = 20).

Evaluation Criteria/Standards	Obs. Freq.	Exp. Freq.
Was enhanced	2	5
No effect	14	5
Undecided	2	5
Was diminished	2	5

Chi-square = 21.60 X^2 .05,3 = 7.81

The responses reported in Table 18 regarding how the dimension was enhanced indicated that 50% of the time equal time and equal location were responsible, with the other 50% attributable to other reasons. As seen in Table 19, when diminished, respondents indicated that 50% of the time, time was the deterrent and the other 50% of the time largely time and some location were the cause.

Supplemental Comments

When participants identified other reasons for enhanced or diminished instruction based on the compacted format, an enhanced

learning opportunity was cited. This response was three times more frequent than the comments regarding a diminished effect, which cited the lack of time between classes as a concern for the quality of instruction.

Summary

Frequencies and percentages were tabulated in addition to the chi-square analysis when the effects of time and/or location/setting were investigated. Tables 17, 20, 21, 23, 24, and 27 reported significance at the .05 alpha level, whereas Tables 22, 25, and 26 did not. This indicates that time and location affected course description, course goals and purposes, learning objectives, prerequisites, teaching methods, and evaluation criteria/standards but did not affect subject content, required student activities, and learning materials/resources.

When respondents indicated that the specific dimension was enhanced by time and/or location/setting, this was attributed over half of the time to be caused by equal time and equal location. When a diminished response was reported, a combination of only time and largely time and some location was the majority of contributing factors.

Analysis of Faculty Perceptions Regarding Characteristics of Students Participating in On-Campus Extended Courses Versus Off-Campus Compacted Courses

This section focuses on the students enrolled in the off-campus (Petoskey/Traverse City) compacted graduate courses as compared to

the students enrolled in the on-campus extended graduate courses. It specifically addresses the following student characteristics: motivation, constructive attitude, preparedness, participation in class, group interaction, and attentiveness.

Student Motivation

Table 28 indicates that the students enrolled in the off-campus compacted courses were observed (f_o = 9) to possess greater motivation in this setting than expected (f_e = 4.5), as compared to their on-campus counterparts. In contrast, the same frequency was observed (f_o = 9) when respondents were asked if the students were characterized and expected (f_e = 4.5) by the same level of motivation. There was no observed frequency (f_o = 0) regarding less motivation or undecided, though it was expected (f_e = 4.5).

Table 28.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student motivation (N = 18).

Student Motivation	Obs. Freq.	Exp. Freq.
Was greater	9	4.5
Was same	9	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 18.0 X^2 .05,3 = 7.81

Student Constructive Attitude

Regarding student constructive attitude, Table 29 reveals that the observed frequency (f_o = 8) was higher than the expected frequency (f_e = 4.5) when asked if this was greater. When asked if the attitude was the same, respondents indicated (f_o = 10) with greater frequency than expected (f_e = 4.5). The response with which they were undecided or was less was not observed (f_o = 0), which was less frequent than expected (f_e = 4.5).

Table 29.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student constructive attitude (N = 18).

Student Constructive Attitude	Obs. Freq.	Exp. Freq.
Was greater	8	4.5
Was same	10	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 18.44 X^2 .05,3 = 7.81

Student Preparation

Preparation for class is addressed in Table 30. It was observed (f_o = 7) that student preparation was greater than the frequency expected (f_e = 4.5). The frequency with which they were judged the same (f_o = 9) was higher than was expected (f_e = 4.5) also. It was observed (f_o = 2) that fewer persons were less prepared than expected (f_e = 4.5).

Table 30.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student preparation for class (N = 18).

Student Preparation for Class	Obs. Freq.	Exp. Freq.
Was greater	7	4.5
Was same	9	4.5
Undecided	0	4.5
Was less	2	4.5

Chi-square = 11.78 X^2 .05,3 = 7.81

Student Participation in Class

Participation was observed (f_o = 11) as greater more frequently than expected (f_e = 4.5) in the off-campus compacted format (see Table 31). It was also reported that the students in both instructional formats were more likely to be the same (f_o = 7) than that which was expected (f_e = 4.5). Although it was expected (f_e = 4.5), less preparation or an undecided opinion regarding preparation was not observed (f_o = 0).

Table 31.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student participation in class (N = 18).

Student Participation in Class	Obs. Freq.	Exp. Freq.
Was greater	11	4.5
Was same	7	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 19.78 X^2 .05,3 = 7.81

Student Group Interaction

As seen in Table 32, greater student group interaction was observed more often (f_o = 13) than was expected (f_e = 4.5). It was viewed (f_o = 5) to be approximately the same as compared to expected (f_e = 4.5) as stated by other respondents. There were no observations (f_o = 0) that indicated that the interaction was less; however, an expected (f_e = 4.5) value is indicated.

Table 32.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student group interaction (N = 18).

Student Group Interaction	Obs. Freq.	Exp. Freq.
Was greater	13	4.5
Was same	5	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 25.11 X^2 .05,3 = 7.81

Student Attentiveness

Greater student attentiveness was observed (f_o = 8) more frequently than was expected (f_e = 4.5), as seen in Table 33. Further, student attentiveness was observed (f_o = 10) to be the same as opposed to an expected frequency of f_e = 4.5. An undecided or a was less response was not observed (f_o = 0); however, it was expected (f_e = 4.5).

Table 33.--Results of chi-square analysis on how students in compacted off-campus courses differ from those in extended courses regarding student attentiveness (N = 18).

Student Attentiveness	Obs. Freq.	Exp. Freq.
Was greater	8	4.5
Was same	10	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 18.44 X^2 .05,3 = 7.81

Summary

The chi-square test was used to analyze the data regarding the faculty perceptions of the students enrolled in off-campus (Petoskey/Traverse City) compacted courses versus those enrolled in the on-campus extended graduate courses. The following student characteristics were reviewed: motivation, constructive attitudes, preparation, group interaction, and attentiveness. All tests proved a significant difference at the .05 alpha level, demonstrating that

the faculty viewed the five characteristics as the same or greater in the compacted format versus the extended format.

Analysis of Faculty Perceptions Regarding Their Own Instruction in On-Campus Extended Courses Versus Off-Campus Compacted Courses

The faculty perceptions of their own instruction are the topic of this section. They were asked how they themselves differ in terms of their motivation, constructive attitude, preparedness, and interaction in and out of class when teaching in off-campus compacted courses versus on-campus extended courses.

Instructor Motivation

In Table 34 it is reported that greater instructor motivation was observed (f_o = 5) to be almost the same as was expected (f_e = 4.75). It was observed with greater frequency (f_o = 14) to be more the same than expected (f_e = 4.75). There was no observed frequency (f_o = 0) indicating less motivation; however, there was an expected frequency (f_e = 4.5).

Table 34.--Results of chi-square analysis on how the instructor differs in the compacted off-campus courses versus the extended on-campus courses in terms of instructor motivation (N = 19).

Instructor Motivation	Obs. Freq.	Exp. Freq.
Was greater	5	4.5
Was same	14	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 27.53 X^2 .05,3 = 7.81

Instructor Constructive Attitude

The instructor's constructive attitude was reported to be the same with greater observed frequency (f_o = 16) than was expected (f_e = 4.5). Table 35 further reports that the instructor's constructive attitude was observed as being greater less frequently (f_o = 3) than was expected (f_e = 4.5). Respondents otherwise reported undecided or was less constructive less frequently (f_o = 0) than expected (f_e = 4.5).

Table 35.--Results of chi-square analysis on how the instructor differs in the compacted off-campus courses versus the extended on-campus courses in terms of instructor constructive attitude (N = 19).

Instructor Constructive Attitude	Obs. Freq.	Exp. Freq.
Was greater	3	4.5
Was same	16	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 37.79 X^2 .05,3 = 7.81

Instructor Preparation

Table 36 indicates the instructor preparation was observed (f_o = 13) to be the same more frequently than was expected (f_e = 4.5). Greater preparedness was indicated more frequently (f_o = 6) than was expected (f_e = 4.5) also. Instructors did not view themselves undecided or less prepared (f_o = 0) although it was expected (f_e = 4.5).

Table 36.--Results of chi-square analysis on how the instructor differs in the compacted off-campus courses versus the extended on-campus courses in terms of instructor preparedness (N = 19).

Instructor Preparedness	Obs. Freq.	Exp. Freq.
Was greater	6	4.5
Was same	13	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 24.16 $\quad X^2$ .05,3 = 7.81

Instructor Interaction in Class

The instructors' perception of their interaction with students in class is presented in Table 37. This table shows that greater interaction was observed (f_o = 11) more frequently than was expected (f_e = 4.5). Others indicated the interaction was the same more frequently (f_o = 8) than was expected. There was no undecided or lesser observation (f_o = 0) regarding this interaction; however, it was expected (f_e = 4.5).

Instructor Interaction Outside of Class

The instructor's opportunity for greater interaction with students outside of class was observed (f_o = 10) more frequently than expected (f_e = 4.5) (see Table 38). It was observed (f_o = 7) as the same more frequently than it was expected (f_e = 4.5). Responses of undecided or was less were observed (f_o = 1), which was less frequent than expected (f_e = 4.5).

Table 37.--Results of chi-square analysis on how the instructor differs in the compacted off-campus courses versus the extended on-campus courses in terms of instructor interaction with students in class (N = 19).

Instructor Interaction With Students in Class	Obs. Freq.	Exp. Freq.
Was greater	11	4.5
Was same	8	4.5
Undecided	0	4.5
Was less	0	4.5

Chi-square = 19.95 X^2 .05,3 = 7.81

Table 38.--Results of chi-square analysis on how the instructor differs in the compacted off-campus courses versus the extended on-campus courses in terms of instructor interaction with students out of class (N = 19).

Instructor Interaction With Students Out of Class	Obs. Freq.	Exp. Freq.
Was greater	10	4.5
Was same	7	4.5
Undecided	1	4.5
Was less	1	4.5

Chi-square = 12.75 X^2 .05,3 = 7.81

Summary

Faculty participants were asked to assess their own instruction regarding on- and off-campus course offerings. Instructor characteristics examined included motivation, constructive attitude, preparation, and interaction in and out of class. Tables 34, 35,

36, 37, and 38 indicated that significant differences existed at the .05 alpha level, demonstrating that the faculty viewed the aforementioned characteristics the same or greater in the compacted format versus the extended format.

Analysis of Faculty Perceptions of the Overall Learning Outcomes and Overall Quality of Instruction for the Off-Campus Compacted Courses

The faculty were asked to respond to two final questions regarding the overall quality of outcomes and instruction for off-campus compacted courses. The chi-square test was used to ascertain statistical significance.

Student Outcomes

As can be seen in Table 39, faculty reported (f_o = 6) greater quality of student outcomes than expected (f_e = 5). They indicated (f_o = 10) twice as often as expected (f_e = 5) that the outcomes were of equal quality. Fewer individuals found (f_o = 3) the outcomes to be of lesser quality less often than expected (f_e = 5). It was expected (f_e = 5) that more individuals would not respond than was reported (f_o = 1).

Instructional Quality

The overall quality of instruction is addressed in Table 40. Faculty indicated (f_o = 4) that the instruction in this format was of greater quality less frequently than expected (f_e = 5). A response indicating the instruction was of equal quality was observed (f_o = 14) more often than expected (f_e = 5). Instruction

was viewed (f_o = 1) as being of lesser quality less frequently than expected (f_e = 5). No response was recorded (f_o = 1) less frequently than expected (f_e = 5) also.

Table 39.--Results of chi-square analysis on how the instructor rates the overall quality of student outcomes for the compacted off-campus courses (N = 20).

Quality of Student Outcomes	Obs. Freq.	Exp. Freq.
Greater quality	6	5
Equal quality	10	5
Lesser quality	3	5
No response	1	5

Chi-square = 3.903 X^2 .05,3 = 7.81

Table 40.--Results of chi-square analysis on how the instructor rates the overall quality of his/her instruction for the off-campus courses (N = 20).

Quality of Instruction	Obs. Freq.	Exp. Freq.
Greater quality	4	5
Equal quality	14	5
Lesser quality	1	5
No response	1	5

Chi-square = 14.64 X^2 .05,3 = 7.81

Summary

The chi-square test was used to examine the responses to survey/questionnaire questions regarding the overall quality of

instruction and overall quality of student outcomes for the off-campus compacted courses. It was found at the .05 alpha level that significance existed with regard to the question of instruction but not in reference to the learning outcomes. Thus, the findings indicated that there was no difference in the quality of student outcomes between formats but that the quality of instruction, as reported by the faculty, was greater in the compacted format than in the extended format. It should be noted that the faculty teach more extended format courses than compacted format courses.

A summary of these findings, conclusions generated by the data analyses, implications for practice, and recommendations for further research are the focus of Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In this final chapter, a summary of the purposes of the study, literature, research design, and findings are presented. This is followed by conclusions generated by the analysis of the data, implications for practice, and recommendations for further research.

Summary

Purpose of the Study

The purpose of this study was to determine the perceptions of Eastern Michigan University full-time faculty regarding the issue of comparability as it relates to on-campus extended and off-campus compacted time formatted courses. Further, where identified differences exist, the researcher attempted to determine whether the courses could be adapted to ensure comparability between the two instructional formats.

In an effort to determine these perceptions, the following research questions were asked:

1. What are the perceptions of Eastern Michigan University full-time faculty who have taught both compacted and extended time formatted courses as to the comparable quality of the two instructional formats?

2. Can the differences that may appear between compacted and extended time formatted courses be adapted in such a way as to ensure comparability between these two instructional formats?

3. Do time and location affect instruction when comparing compacted and extended time formatted courses?

4. Do the students enrolled in the compacted and extended time formatted course(s) differ in terms of the characteristics of motivation, constructive attitude, preparedness, participation in class, group interaction, and focus?

5. Do the faculty differ when teaching a compacted versus extended time formatted course in terms of the characteristics of motivation, constructive attitude, preparedness, and interaction in and out of the classroom?

Review of the Literature

Two major areas were selected for review regarding the purpose of this study. Those areas were the effect of time on learning and the need for quality, comparability, and adaptability in alternative vehicles of instructional delivery.

Although limited systematic research has been conducted, that which was reviewed, in most cases, was found to be favorable toward intensive time formats. The latest studies performed by McGowen (1972), Powell (1976), Mims (1985), Shapiro (1988), and Breckon (1989) addressed a variety of intensive time formats on a variety of subject matter and students.

The literature regarding the need for quality, comparability, and adaptability in traditional versus nontraditional vehicles of instructional delivery is plentiful. Recommendations as to specific ways to achieve this recognition were cited by Turner (1979); Temkin (1982); Clarke, Holmes, and Ballard (1985); and Campbell (1987). Wadowski and Brown (1988), Gill and Huston (1988), and Bennion (1988) have attempted to address this issue.

Design of the Study

In an effort to acquire the answers to the specific research questions, a survey/questionnaire was developed and administered to the population of Eastern Michigan University faculty who had taught in both the on-campus extended and off-campus compacted graduate courses. In the final analysis, there were 23 faculty members in the population, 20 of whom responded to the survey/questionnaire. Frequencies and percentages as well as the chi-square test were used to analyze the data. The .05 level of significance was accepted for all statistical tests.

Findings of the Study

Results of the statistical analyses performed on the data regarding the demographics and the specific research questions are summarized below.

Demographics of respondents. Eastern Michigan University faculty members who responded to the survey/questionnaire were from ten different departments at the university. Seventy-five percent of these individuals were full professors; the remaining

participants were assistants, associates, or in the administrative ranks of the department. The mean figure of longevity was 17.9 years. Sixty percent of the respondents were male, and 40% were female. The mean age was 51.3 years. All were Caucasian.

Faculty perceptions concerning comparability of the extended on-campus courses and compacted off-campus courses. The following specific dimensions of instruction were examined regarding comparability and adaptability: course description, course goals and purposes, learning objectives, subject content, prerequisites, teaching methods, required student activities, learning materials/ resources, and evaluation criteria/standards. Each of these dimensions was found to be comparable and adaptable when comparing the on-campus extended format of instruction and the off-campus (Petoskey/Traverse City) compacted format of instruction.

Faculty perceptions of the effect of time format and/or location/setting on specific dimensions of instruction. Once again, the following specific dimensions of instruction were examined: course description, course goals and purposes, learning objectives, subject content, prerequisites, teaching methods, required student activities, learning materials/resources, and evaluation criteria/ standards. These dimensions were delineated in an effort to identify whether faculty perceived time and/or location/setting as factors affecting instruction. It was found that time and/or location/setting did affect course description, course goals and purposes, learning objectives, prerequisites, teaching methods, and

evaluation criteria/standards; however, subject content, required student activities, and learning materials/resources were not affected.

Faculty perceptions regarding characteristics of students participating in on-campus extended courses versus off-campus compacted courses. In an effort to assess the students enrolled in the on-campus extended graduate courses versus the off-campus compacted courses, faculty were asked to respond to the nature of the following student characteristics: motivation, constructive attitude, preparedness, group participation, and attentiveness. An analysis of their responses showed significance in demonstrating that the faculty perceptions of the five student characteristics were the same or more positive in the compacted versus the extended format.

Faculty perceptions regarding their instruction in on-campus extended courses and off-campus compacted courses. The faculty were asked to assess their own instruction in on-campus extended courses versus off-campus compacted courses on the basis of the following criteria: instructor motivation, instructor constructive attitude, instructor preparation, and instructor participation in and out of class. Respondents reported significance in each of these categories, thus indicating that they viewed these characteristics the same or more positively in the compacted versus the extended format.

Conclusions

Based on the findings of this study and in reference to the population of interest, the following conclusions are offered:

1. Eastern Michigan University faculty perceived a significant level of comparability to exist between the off-campus compacted and on-campus extended graduate courses, thus encouraging one to view the off-campus compacted format as a potentially viable delivery model for instruction.

2. Eastern Michigan University faculty perceived the nine dimensions of instruction that are traditionally delivered in an on-campus extended format to be comparable and adaptable to a one-week time format, and in an alternative location for delivery.

3. Recognizing the adaptability of these nine instructional dimensions may necessitate adjustments in subject content and adaptation of required student activities and learning materials/ resources in an attempt to deliver a course of comparable quality.

4. According to Eastern Michigan University faculty perceptions, one can expect students in the off-campus compacted courses to have the same or greater level of motivation, constructive attitude, preparedness, participation, classroom interaction, and attentiveness as students enrolled in on-campus extended time formatted courses.

5. Eastern Michigan University faculty perceived that an instructor can expect to have the same or greater motivation, constructive attitude, preparation time, and interaction in and out

of class when teaching in an off-campus compacted graduate course as in an on-campus extended time formatted course.

6. Because quality was operationally defined as comparability and adaptability to an assumed standard of quality existent in the traditional, on-campus extended course format, it can be concluded that off-campus compacted courses are of equal quality to on-campus extended courses.

Implications for Practice

As stated in Chapter I of this study, further documentation is needed to support or refute the issues of quality and comparability as they relate to nontraditional course offerings.

The need for this documentation is many faceted and further leads to the purpose of this study. The findings of this study provide support for existing and future expansion of the previously defined off-campus compacted course offerings. It is anticipated that the aggregated perceptions of the Eastern Michigan University faculty who have cited the comparability and adaptability existent between the two instructional formats will provide the needed input into the administrative structure, lending future support to these nontraditional course offerings.

In addition, perhaps other university faculty will gain the needed insight into this instructional format should they have the opportunity to engage in a similar experience. In reference to this, the literature indicated that often the potential for success relative to nontraditional course offerings is attributed to the

instructors' commitment and belief that the goals can be accomplished within the predetermined parameters.

Last, this documentation supports a needs-responsive vehicle for instruction that is comparable or superior to the traditional format. This information could be a useful tool for practitioners as they seek and recruit prospective students.

Recommendations for Further Research

The review of literature, findings, conclusions, and practical implications generated by this study have prompted suggestions for further research. Some of the areas that appear to warrant further consideration are offered below:

1. Establish and explore other measures, not based solely upon faculty perceptions, through which quality can be defined and measured. One suggestion might be the development of a multidimensional scale to determine comparability more scientifically. Student perception is another vehicle that might be investigated.

2. Only one example of compacted format was examined in this study. Perhaps the issues of time and setting could be further delineated and used to establish more definitive information regarding comparability and adaptability of similar alternative formats to the traditional format. Examples of these might include examination of other on-campus formats, i.e., spring and summer term courses, the extent to which the "resort" setting enhances learning, and perhaps an analysis of the residential versus commuter elements that might inhibit and/or enhance learning.

3. This study was inclusive of a number of limiting factors regarding the faculty, students, and subject matter under investigation. Considering these limitations, further research regarding the following might be recommended: (a) undergraduate versus graduate students, (b) noncredit versus credit courses, (c) "other" College courses versus College of Education courses, (d) full-time students versus part-time practitioners, and (e) adjunct faculty perceptions versus full-time faculty perceptions.

4. Student retention of subject content has received limited investigation. A systematic approach through which retention could be measured and thus used to compare delivery vehicles for instruction is highly recommended in an effort to identify a variety of quality avenues for instruction.

APPENDICES

APPENDIX A

INTERVIEW FORMAT

What **similarities** and **differences** do you see between **compacted** and **traditional** time formatted courses regarding the following dimensions of instruction?

1. Goals, Topics and General Purposes
2. Learner Characteristics
3. Learning Objectives
4. Subject Content
5. Pre-Assessment
6. Teaching/Learning Activities, Resources
   - Teaching Methods
   - Student Activities
   - Resources
7. Support Services
8. Evaluation

Do you have any suggestions for additional areas of inclusion for the questionnaire?

Has it been your experience that you can **adapt** these identified differences to ensure **comparable course standards** between the compacted and traditionally time formatted courses? If so, how?

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APPENDIX B

THE SURVEY/QUESTIONNAIRE

EASTERN MICHIGAN UNIVERSITY
FACULTY SURVEY/QUESTIONNAIRE

The following survey/questionnaire utilizes specific terminology which is defined as follows:

Extended on-campus courses: Graduate course where the required 1500 minute pupil-teacher contact time is presented on-campus in a 15 week time format.

Compacted off-campus courses: Graduate course where the required 1500 minute pupil-teacher contact time is presented off-campus in a one week time format.

Comparability: Similarity between the two types of courses regarding course features such as description, content, methods, resource materials, and overall outcomes.

I. How would you compare the "compacted off-campus" and "extended on-campus" graduate courses in terms of the following instructional dimensions? **If you circle 2, 3, or 4 on any question, please answer part (b) of the question.**

	Exactly Same	**More Similar Than Different**	**More Different Than Similar**	**Totally Different**
1. Course Description				
a. The course description was:	1	2	3	4
b. Was this dimension adapted to ensure comparability between the two courses? ___Yes ___No ___Undecided				
2. Course Goals and Purposes				
a. Course goals and purposes were:	1	2	3	4
b. Was this dimension adapted to ensure comparability between the two courses? ___Yes ___No ___Undecided				
3. Learning Objectives				
a. Learning objectives were:	1	2	3	4
b. Was this dimension adapted to ensure comparability between the two courses? ___Yes ___No ___Undecided				
4. Subject Content				
a. Subject content was:	1	2	3	4
b. Was this dimension adapted to ensure comparability between the two courses? ___Yes ___No ___Undecided				
5. Prerequisites				
a. Prerequisites were:	1	2	3	4
b. Was this dimension adapted to ensure comparability between the two courses? ___Yes ___No ___Undecided				

	Exactly Same	More Similar Than Different	More Different Than Similar	Totally Different
6. Teaching Methods				
a. Teaching methods were:	1	2	3	4

b. Was this dimension adapted to ensure comparability between the two courses?

___Yes ___No ___Undecided

7. Required Student Activities

a. Required student activities were: 1 2 3 4

b. Was this dimension adapted to ensure comparability between the two courses?

___Yes ___No ___Undecided

8. Learning Materials/Resources

a. Learning materials/resources were: 1 2 3 4

b. Was this dimension adapted to ensure comparability between the two courses?

___Yes ___No ___Undecided

9. Evaluation Criteria/Standards

a. Evaluation criteria/standards were: 1 2 3 4

b. Was this dimension adapted to ensure comparability between the two courses?

___Yes ___No ___Undecided

10. Did you take any other action(s) to ensure comparability between the two courses?

___Yes ___No ___Undecided

If yes, please explain: _____

_____

_____

II. How would you describe the impact of both the difference in time format and the difference in location/setting on the following instructional dimensions? **If you circle 2 or 3 on any question, please answer part(b).**

	No Effect	Was Enhanced	Was Diminished	Undecided
11. Course Description				
a. How was this dimension impacted?	1	2	3	4

b. This dimension was enhanced (2) or diminished (3) by:

___only time
___only location
___largely time and some location
___some time and largely location
___about equal time and location
___mainly other reasons (please explain)

_____

_____

12. Course Goals and Purposes

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time
___only location
___largely time and some location
___some time and largely location
___about equal time and location
___mainly other reasons (please explain)

_____

_____

13. Learning Objectives

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time
___only location
___largely time and some location
___some time and largely location
___about equal time and location
___mainly other reasons (please explain)

_____

_____

14. Subject Content

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time
___only location
___largely time and some location
___some time and largely location
___about equal time and location
___mainly other reasons (please explain)

_____

_____

15. Prerequisites

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time
___only location
___largely time and some location
___some time and largely location
___about equal time and location
___mainly other reasons (please explain)

_____

	No Effect	Was Enhanced	Was Diminished	Undecided

16. Teaching Methods

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time ___some time and largely location

___only location ___about equal time and location

___largely time and some location ___mainly other reasons (please explain)

_____

_____

17. Required Student Activities

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time ___some time and largely location

___only location ___about equal time and location

___largely time and some location ___mainly other reasons (please explain)

___Time format ___Location/Setting ___Other (Please explain below)

_____

_____

18. Learning Materials/Resources

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time ___some time and largely location

___only location ___about equal time and location

___largely time and some location ___mainly other reasons (please explain)

_____

_____

19. Evaluation Criteria/Standards

a. How was this dimension impacted? 1 2 3 4

b. This dimension was enhanced (2) or diminished (3) by:

___only time ___some time and largely location

___only location ___about equal time and location

___largely time and some location ___mainly other reasons (please explain)

_____

_____

III. How do students in your compacted off-campus courses differ from students in your extended on-campus courses in terms of:

	Was Greater	Was Same	Was Less	Undecided
20. Student motivation	1	2	3	4
21. Student constructive attitude	1	2	3	4
22. Student preparation for class	1	2	3	4
23. Student participation in class	1	2	3	4
24. Student group interaction	1	2	3	4
25. Student attentiveness	1	2	3	4
26. Other _____	1	2	3	4

IV. How do you differ as an instructor in the compacted off-campus courses as compared to the extended on-campus courses in terms of:

	Was Greater	Was Same	Was Less	Undecided
27. Instructor motivation	1	2	3	4
28. Instructor constructive attitude	1	2	3	4
29. Instructor preparedness	1	2	3	4
30. Instructor interaction with students in class	1	2	3	4
31. Instructor interaction with students out of class	1	2	3	4
32. Other _____	1	2	3	4

33. When comparing compacted off-campus courses to extended on-campus courses, how would you rate the overall quality of student learning outcomes, (e.g., performance on exams, classroom participation, writing assignments) for the compacted off-campus course?

___greater quality ___equal quality ___lesser quality

34. When comparing compacted off-campus courses to extended on-campus courses, how would you rate the overall quality of your instruction for the compacted off-campus course?

___greater quality ___equal quality ___lesser quality

Thank you for your participation and cooperation in this study.

APPENDIX C

COVER LETTERS

March 26, 1989

Dr. Gayle Green
Department of Leadership & Counseling
13 Boone Hall
Ypsilanti, MI 48197

Dear Dr. Green:

I am presently in the process of completing my dissertation for a doctoral degree at Michigan State University while working part-time in the Division of Continuing Education at Eastern Michigan University. I would like to ask your assistance in helping me do each of these jobs better.

I am requesting your cooperation in completing the attached survey/questionnaire regarding the comparability of our off-campus (Traverse City/Petoskey) one week graduate courses and the on-campus 15 week extended graduate courses.

The data collected by this survey/questionnaire will assist the Division of Continuing Education and others as they address issues of quality and comparability relating to nontraditiqnal time formatted courses.

Please complete the enclosed survey/questionnaire and return it to me in the enclosed self-addressed envelope by **April 14, 1989**. Your individual responses will be kept in strictest confidence.

Attached find a letter from Dr. Paul McKelvey, Dean of Continuing Education at Eastern Michigan University, supporting and encouraging your participation in this study. A copy of the results will be available upon request.

Thank you for your cooperation.

Sincerely,

Jaclynn C. Rogers

March 28, 1989

Dear Faculty Member:

I am writing in support of the request by Jaclynn Rogers for your cooperation in completing the enclosed questionnaire/survey regarding nontraditionally time formatted courses offered by Eastern Michigan University. Your assistance in the completion of this project would provide needed insight and information to both Ms. Rogers, in the pursuit of her doctorate from Michigan State University, and the Division of Continuing Education in better serving the students of this University.

As are all departments in the University, Continuing Education is constantly in the process of evaluating our programs in terms of instructional integrity and meeting the needs of our growing number of students. Ms. Rogers' study of the comparability of nontraditionally time formatted courses with the traditional semester courses is a timely and important one. The information this study will provide will address some questions and concerns raised by faculty with regard to the Traverse City/Petoskey programs, and, hopefully, assist us in gaining administrative support for innovative programming both now and in the future.

I encourage you to take this opportunity to voice your opinion on this subject by completing the questionnaire/survey. Your contribution to the study will be appreciated and valued by Ms. Rogers and the Division of Continuing Education in our mutual endeavors.

Thank you for your cooperation.

Sincerely,

Paul McKelvey, Dean
Division of Continuing Education

APPENDIX D

FOLLOW-UP LETTER

April 15, 1989

Dr. Gayle Green
Department of Leadership and Counseling
13 Boone Hall
Ypsilanti, Michigan 48197

Dear Dr. Green:

Earlier this month you received a survey/questionnaire regarding the comparability of the Eastern Michigan University off-campus (Traverse City/Petoskey) one week graduate courses and the on-campus 15 week extended graduate course.

At present 80% of the survey/questionnaires have been returned. Perhaps you could take a few minutes of your time to assist me in achieving a 100% return.

Please complete the enclosed survey/questionnaire and return it in the enclosed self-addressed envelope as soon as possible. Your support and cooperation is greatly appreciated.

Sincerely,

Jaclynn C. Rogers

Enclosure

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SELECTED BIBLIOGRAPHY

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